



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Knowledge Maps

Year 8	Term 2
Your Name	
Your Email Address	

Contents page

English	Slide 3-8
Maths (BA)	Slide 9-12
Maths (C)	Slide 13-16
Maths (D)	Slide 17-20
Science	Slide 21-25
Geography	Slide 26-28
History	Slide 29
Religious Studies/Philosophy and Ethics	Slide 30
MFL	Slide 31-28
Art	Slide 39-41
Performing Arts	Slide 42-46
D&T	Slide 47-49
Food and nutrition	Slide 50-53
Computer Science	Slide 54
PE	Slide 55-94
Music	Slide 95

Week 1 – Authors and Works

Jane Austen:

Pride and Prejudice
Emma

Charlotte Bronte:

Jane Eyre
Vilette

Emily Bronte:

Wuthering Heights

Charles Dickens:

Great Expectations
Oliver Twist

R.L. Stevenson:

Treasure Island,
Dr. Jekyll and Mr. Hyde

Oscar Wilde:

The Picture of Dorian Gray
The Importance of Being Earnest

Mary Shelley:

Frankenstein

Joseph Conrad:

The Heart of Darkness

Week 2 – Treatment of Children in the 19th Century

For thousands of years, families put their children to work on their farms or in whatever labor was necessary for survival — only children of the wealthy and powerful escaped this fate. Until the last one hundred years or so, children were considered by most societies to be the property of their parents.

The industrial revolution in early nineteenth-century England (the industrial revolution started about one hundred years later in the United States) made things worse. Laborers were in greater demand than ever. Mines, factories, and shops needed help, and not enough men or women could fill their needs. Children were cheap, plentiful, and easy to control. Orphanages — and even parents — would give their children to the owners of cotton mills and other operations in exchange for the cost of maintaining them.

At that time, the government didn't establish a minimum age, wage, or working hours. Children as young as five or six were forced to work thirteen to sixteen hours a day for slave wages and barely any food. The Sadler Committee, investigating textile factory conditions for Parliament in 1832, discovered children working from six in the morning to nine at night with no breakfast, one hour for lunch, and a two-mile walk home. Children late for work were often beaten, and if they worked too slowly or fell asleep at the machines, they were hit with a strap, sometimes severely. If a child was not "lucky" enough to be employed in these manners, they had the unpleasant option of life on the streets, with its raw sewage, rotting animal and vegetable wastes in the streets, rats, disease, and bad water. They also had to find food and a place to stay out of the rain and cold. Turning to crime for survival was not an act of greed so much as one of pure need.

As the century progressed, laws were passed that outlawed infant abandonment and failure to provide shelter, clothing, food, and medical care. In 1884, national laws in Britain protected children in their own homes. In addition, Parliament regulated working conditions, minimum age for working, and the length of the workday for children. Laws for mandatory schooling, however, did not come until the twentieth century.



Week 3 – Assessment Criteria/Terminology

Read and learn the language used in the assessment criteria for your English language assessments. It is important you are aware of what each term means so you are able to include these features in your analysis.

Explicit Ideas = The most obvious and clear meaning of the text. *This denotes... (that she is feeling sad)*

Implicit Ideas = What is suggested by the text but not directly stated/said. The hidden meaning of the text or extra layers.

Detailed understanding = You show that you understand and are aware of the main ideas and are able to explain them.

Judicious range of textual detail = Carefully selected words and phrases, sometimes not the most obvious quotes used

Detailed analysis = You have fully explained your interpretation and understanding of the text. You should aim to say more than one thing about each quotation.

Writer's Methods = Anything the writer uses in the text, such as: *language choices, structure of sentences, paragraphs, use of linguistic devices etc.*

Subject Terminology = Using the correct names of linguistic devices, word classes and sentences classes. *E.g. = metaphor, simile, imperative verb, exclamatory sentence, adverb.*

Contextual Factors = An understanding of the time and place the text was written and how this might influence the text. You could talk about the beliefs of the writer and the messages they want to present.

Critical Points = What might other people think about the ideas in the text. Use connectives such as *it could also be argued that, alternatively, on the other hand, a different reader could see this as meaning...*

Week 4 – The Gothic Genre

Conventions of the genre.

- Generally involve elements of the horror and romance genres
- Sinister settings – castles, dungeons, secret passages, winding stairs, haunted buildings.
- Extreme landscapes – rugged mountains, thick forests, generally bad weather.
- Omens, ancestral curses and secrets
- An element of the supernatural
- Representation and stimulation of fear, horror and the macabre.

Gothic characters.

- Tyrants, villains, maniacs
- Persecuted maidens, femme fatales, madwomen
- Ghosts, monsters, demons
- Byronic heroes – intelligent, sophisticated and educated, but struggling with emotional conflicts, a troubled past and 'dark' attributes.

Examples of 19th Century Gothic Literature.

Frankenstein – Mary Shelley, 1818

Wuthering Heights – Emily Bronte, 1847

The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson, 1886

Dracula – Bram Stoker, 1897

Week 5 – Jekyll and Hyde – Language

Word	Definition
Deformity	A part of the body which is misshapen
Malformation	A part of the body which is not the way it should be.
Displeasing	Something which is not liked, does not please or causes upset.
Borne	Carried or transported (taken) somewhere.
Timidity	To be shy or lack confidence.
Boldness	To be confident or brave.
Hitherto	Until now / up until this moment.
Loathing	Hatred or disgust
Perplexed	Confused/puzzled
Troglodytic	Someone/something who is cave-man like or not civilised (has manners)
Transpires	Something which becomes known
Transfigures	To changes the appearance or something.

Week 6 – Writing PEACE paragraphs

PEACE is an acronym used in English to identify the different elements you should include in an analytical paragraph.

When responding to a question on a text you should follow the steps identified below.

Point: Answer the questions with a clear point of view.

Evidence: Find words from the text to support your ideas

Analysis:

- Explain how these words show/support your point.
- Zoom in on a key word and explain how it makes the reader think or feel.
- Try to identify a word class, type of sentence or other language feature.
- Identify and explain the effect of this technique on the reader.

Context (for literature texts): Can you make a link to the social/historical context of the writing you are reading? Can you make a link to the writer's message or intentions?

Evaluate: Explain your overall point of view in relation to the question.

Week 1 – Significant Authors and Novels

Week 2 – Treatment of Children in the 19th Century

Optional: Stretch and Challenge

Can you research one of the novels identified and provide a brief 10 plot summary?

Jane _____:
_____ and Prejudice
Emma

Charlotte _____:
Jane _____
Vilette

_____ **Bronte:**
_____ Heights

Great _____
_____ Twist

R.L. _____:
Treasure _____,
Dr. _____ and Mr. _____

_____ **Wilde:**
The _____ of Dorian Gray
The Importance of Being _____

Mary _____:

Joseph Conrad:
The Heart of _____

Read the contextual information to help you respond to the following questions:

1. Children were considered to be the property of who?
2. What made things worse for children in the 19th Century?
3. Why did employers want to employ children?
4. How young were some of the children who were forced to work?
5. How long were they made to work?
6. What were some of the punishments they received for being late or falling asleep?
7. What was life like for those children not in 'work'?
8. What things changed towards the end of the 19th century?

Week 3 – Key Terms

Match the term to the correct definition

Term	Definition
Explicit Ideas	You show that you understand and are aware of the main ideas and are able to explain them.
Implicit Ideas	Carefully selected words and phrases, sometimes not the most obvious quotes used
Detailed Understanding	What is suggested by the text but not directly stated/said. The hidden meaning of the text or extra layers.
Judicious range of textual detail	Anything the writer uses in the text, such as: <i>language choices, structure of sentences, paragraphs, use of linguistic devices etc.</i>
Detailed analysis	What might other people think about the ideas in the text. Use connectives such as <i>it could also be argued that, alternatively, on the other hand, a different reader could see this as meaning...</i>
Writer's Methods	An understanding of the time and place the text was written and how this might influence the text. You could talk about the beliefs of the writer and the messages they want to present.
Subject Terminology	The most obvious and clear meaning of the text. <i>This denotes... (that she is feeling sad)</i>
Contextual Factors	Using the correct names of linguistic devices, word classes and sentences classes. <i>E.g. = metaphor, simile, imperative verb, exclamatory sentence, adverb.</i>
Critical Points	You have fully explained your interpretation and understanding of the text. You should aim to say more than one thing about each quotation.

Week 4 – The Gothic Genre

List three examples of each:

Conventions of the Gothic Genre

- 1.
- 2.
- 3.

Gothic Characters

- 1.
- 2.
- 3.

Examples of 19th Century Gothic Literature

- 1.
- 2.
- 3.

Week 5 – Jekyll and Hyde Language
Match the word to the definition



Word	Definition
Deformity	Hatred or disgust
Malformation	Something which becomes known
Displeasing	Something which is not liked, does not please or causes upset.
Borne	A part of the body which is not the way it should be.
Timidity	Confused/puzzled
Boldness	To be shy or lack confidence.
Hitherto	Someone/something who is cave-man like or not civilised (has manners)
Loathing	A part of the body which is misshapen
Perplexed	To be confident or brave.
Troglodytic	Until now / up until this moment.
Transpires	To changes the appearance or something.
Transfigures	Carried or transported (taken) somewhere.

Week 6 – Writing PEACE paragraphs



PEACE is an acronym used in English to identify the different elements you should include in an analytical paragraph.

When responding to a question on a text you should follow the steps identified below.

Complete the explanation of each part of a PEACE paragraph.

Point:

Evidence:

Analysis:

- Explain how _____
- Zoom in on a _____
- Try to identify _____
- Identify and explain the effect of _____.

Context (for literature texts):

Evaluate:

Week 1: Simplifying expressions

Substitution

When $x = 2$ and $y = 5$ work out the value of

a $x + y$

a $2 + 5 = 7$

b $2 \times 5 = 10$

c $5 \times 2 + 5 = 10 + 5 = 2$

d $4 \times 2 + 3 \times 5 = 8 + 15 = 23$

Replace x and y with the values given.

Use the priority of operations.

Simplify

a $\frac{15x^3}{3x}$

$\frac{15x^3}{3x}$

$= 5x^2$

$$\frac{15}{3} = 5 \text{ and } \frac{x^3}{x} = x^2$$

b $\frac{8a^3 \times 6a^2}{3a^3}$

$\frac{8a^3 \times 6a^2}{3a^3}$

$= 16a^2$

$$\frac{6}{3} = 2$$

$$\frac{a^3}{a^3} = 1$$

x and $3x$ are **like terms**
 x^2 and $2x^2$ are like terms
 x^2 and $2x$ are not like terms

In algebra we write numbers first and then letters.

$$3m \times n \times 2n = 3 \times m \times n \times 2 \times n$$

$$= 3 \times 2 \times m \times n \times n$$

$$= 6 \times m \times n \times n$$

$$= 6mn^2$$

Equation- Has an equals sign. (=) This is true for specific values.
 Example- $2x+5=3$

Identity- (\equiv) This means two expressions are equivalent.
 Example- $2x+5 = x + x + 3 + 2$

Variable- A letter that represents a number

Substitution- Changing a letter for a number.

Week 2: Expanding and factorising

Factorise- To put back into brackets

Quadratics- Are written in the form of $ax^2 + bx + c$

Perfect square- $(x + a)^2 = (x + a)(x + a) = x^2 + 2ax + a^2$

Factorise $18x^2 - 24x$ completely.

$18x^2 - 24x = 6x(3x - 4)$

The **HCF** of $18x^2$ and $24x$ is $6x$.

Check:

$6x(3x - 4) = 18x^2 - 24x$

$$6x \times 3x = 18x^2 \text{ and } 6x \times -4 = -24x$$

Expand

$5(a + 2) = 5a + 10$

Factorise

Expand: $5(a + 7)$

x	a	+7
5	5a	+35

$5(a + 7) = 5a + 35$

b Work out $6(p + 2) - 2(p + 1)$.

$6(p + 2) - 2(p + 1)$

$= 6p + 12 - 2p - 2$

$= 4p + 10$

Expand the brackets. Multiply terms in the second bracket by -2 .

Collect like terms.

Foil

First

Other

Inside

Last

$(n + 4)(n + 7)$

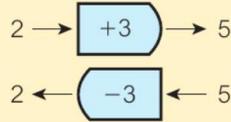
$= n^2 + 7n + 4n + 28$

$= n^2 + 11n + 28$

Expanding means to take out of brackets.

Week 3: Solving equations

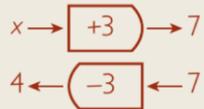
The function +3 adds 3 to a number.



Function- A rule that changes one number into another.

Inverse function- Reverses the effect

Solve the equation $x + 3 = 7$. Check your solution.



Draw a function machine for the equation.

Work out x using the inverse function.

$x = 4$ Check: $x + 3 = 4 + 3 = 7$ ✓

Replace x in the equation with your solution.

Equation- Has an equals sign. (=) This is true for specific values.

Example- $2x+5=3$. To **solve** an equation, it meant to work out the value of the unknown number

$$2x + 1 = x + 5$$

Subtract x from each side

$$x + 1 = 5$$

Subtract 1 from each side

$$x = 4$$

Check your answer. Does the equation balance?

$$2 \times 4 + 1 = 4 + 5 \quad \checkmark$$

Solve the equation $4(2a - 1) = 32 - 3(2a - 2)$.

$$4(2a - 1) = 32 - 3(2a - 2)$$

Multiply out the brackets. Take care with the minus signs.

$$8a - 4 = 32 - 6a + 6$$

$$8a - 4 = 38 - 6a$$

Collect like terms on the right-hand side. $32 + 6 = 38$

$$8a + 6a = 38 + 4$$

Rearrange to get like terms on both sides.

$$14a = 42$$

$$a = \frac{42}{14} = 3$$

Simplify and then solve.

Week 4: Decimals

When ordering decimals, look at the place value of each digit.

$$0.3 = \frac{3}{10}, 0.03 = \frac{3}{100}$$

So 0.3 is larger than 0.03.

Ascending- The numbers are going up.

Descending- The numbers are going down.

Example 2.3×1.4

What is $23 \times 14 = 322$

How many times too big is this answer though?

$x10$ & $x10 = x100$

So how do we find the answer to $2.3 \times 1.4 = \div 100$

$2.3 \times 1.4 = 3.22$

To save writing all the zeros, you can write

1 000 000 as 1 million

2 500 000 as 2.5 million.

Work out 2.6×3.2

Estimate: $3 \times 3 = 9$

$$\begin{array}{r} 2.6 \\ \times 3.2 \\ \hline 5.2 \\ + 7.80 \\ \hline 8.32 \end{array}$$

Use a standard method to work out 26×32

Use your estimated answer to see where to put the decimal point.

$$2.6 \times 3.2 = 8.32$$

The **golden rule** is that the decimal point must line up when adding and subtracting decimals

$$\begin{array}{r} 3.57 \\ + 5.49 \\ \hline 9.06 \\ 1 \quad 1 \end{array}$$

Work out $67.8 \div 1.2$

$$\begin{array}{r} 1.2 \overline{)67.8} \\ \underline{12} 78 \\ 678 \\ 678 \\ 0 \end{array}$$

1.2 has one decimal place, so multiply both numbers by 10.

$$\begin{array}{r} 56.5 \\ 12 \overline{)678.0} \end{array}$$

Work out the division.

$$\text{Check: } 12 \times 56.5 \approx 10 \times 60 = 600$$

To round a decimal to two decimal places (2 d.p.), look at the digit in the third decimal place.

Week 5: Ratio

Share £114 between Alice, Bert and Chen in the ratio 5 : 2 : 1.

$$5 + 2 + 1 = 8 \text{ parts}$$

$$£114 \div 8 = £14.25 \text{ per part}$$

$$\text{Alice: } 5 \times £14.25 = £71.25$$

$$\text{Bert: } 2 \times £14.25 = £28.50$$

$$\text{Chen: } 1 \times £14.25 = £14.25$$

$$\text{Check: } £71.25 + £28.50 + £14.25 = £114$$

First find out how many parts there are in total.

Find out how much one part is worth.

Multiply the amount that one part is worth by each value in the ratio.

Simplify 25 : 30

$$\div 5 \left(\begin{array}{l} 25 : 30 \\ 5 : 6 \end{array} \right) \div 5$$

Simplify 75p : £1.25

$$\begin{array}{l} 75\text{p} : £1.25 \\ \div 25\text{p} \left(\begin{array}{l} 75\text{p} : 125\text{p} \\ 3 : 5 \end{array} \right) \div 25\text{p} \end{array}$$

A **unit ratio** is where one of the numbers contains a 1. This could be written as **1:x** or **x:1**

A new TV has aspect ratio of 16 : 9. Express this as a **unit ratio**. Give your answer to two decimal places.

$$\div 9 \left(\begin{array}{l} 16 : 9 \\ 1.78 : 1 \end{array} \right) \div 9$$

Divide both sides of the ratio by the smallest number, 9

Simplify using powers of 10.

28.5 has one decimal place, so multiply both sides of the ratio by 10, then simplify.

$$\begin{array}{l} \times 10 \left(\begin{array}{l} 40 : 28.5 \\ 400 : 285 \end{array} \right) \times 10 \\ \div \square \left(\begin{array}{l} 80 : \square \end{array} \right) \div \square \end{array}$$

When you are given decimal ratios, multiplying them by powers of 10 so they are whole numbers

Week 6: Recurring decimals and percentage change

Recurring means the number never ends. This is shown with a dot on top of the number.

Examples:

$$0.\dot{2} = 0.22222 \dots$$

$$0.\dot{2}4 = 0.242424 \dots$$

$$0.\dot{2}3\dot{5} = 0.235235 \dots$$

$$0.1\dot{2} = 0.12222 \dots$$

Write $0.\dot{7}$ as a fraction.

$$0.\dot{7} = 0.777777 \dots = n$$

$$10n = 7.777777 \dots$$

$$\begin{array}{l} 10n - n = 7.777777 \dots - 0.777777 \dots \\ = 7.000000 \dots \end{array}$$

$$9n = 7$$

$$n = \frac{7}{9}$$

Call the recurring decimal n .

Multiply the recurring decimal by 10.

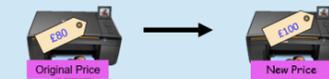
Subtract the value of n from the value of $10n$ so you get all the decimal places to zero.

Solve the equation.

You can calculate the **percentage change** using the formula
percentage change =

$$\frac{\text{actual change}}{\text{original amount}} \times 100$$

A computer accessories shop increased the price of one of its printers from £80 to £100. Find the percentage increase in price.



$$\text{Percentage change} = \frac{\text{actual change}}{\text{original value}} \times 100$$

$$\text{Percentage change} = \frac{100 - 80}{80} \times 100$$

$$\text{Percentage change} = \frac{20}{80} \times 100$$

$$\text{Percentage change} = 0.25 \times 100$$

$$\text{Percentage change} = 25\%$$

Week 7: Repeated percentage change and Revision

Compound interest- The interest earned each year is added to money in the account and earns interest the next year

You can calculate an amount after n years' compound interest using the formula

$$\text{Amount} = \text{Initial amount} \times \left(\frac{100 + \text{Interest rate}}{100}\right)^n$$

£1500 is invested at 3.5% compound interest over 7 years

$$3.5\% \text{ increase as a multiplier} = 1 + 0.035 = 1.035$$

$$\begin{aligned} \text{After 7 years} &= £1500 \times 1.035^7 \\ &= £1908.418894 \\ &= £1908.42 \end{aligned}$$

Power is the years

Write 0.7 as a fraction.

$$0.\dot{7} = 0.777777... = n$$

Call the recurring decimal n .

$$10n = 7.777777...$$

Multiply the recurring decimal by 10.

$$10n - n = 7.777777... - 0.777777...$$

Subtract the value of n from the value of $10n$ so you get all the decimal places to zero.

$$= 7.000000...$$

$$9n = 7$$

$$n = \frac{7}{9}$$

Solve the equation.

Function- A rule that changes one number into another.

Inverse function- Reverses the effect

x and $3x$ are like terms
 x^2 and $2x^2$ are like terms
 x^2 and $2x$ are not like terms

$$\begin{aligned} (n + 4)(n + 7) &= n^2 + 7n + 4n + 28 \\ &= n^2 + 11n + 28 \end{aligned}$$

Share £114 between Alice, Bert and Chen in the ratio 5 : 2 : 1.

$5 + 2 + 1 = 8$ parts
 $£114 \div 8 = £14.25$ per part
 Alice: $5 \times £14.25 = £71.25$
 Bert: $2 \times £14.25 = £28.50$
 Chen: $1 \times £14.25 = £14.25$
 Check: $£71.25 + £28.50 + £14.25 = £114$

First find out how many parts there are in total.

Find out how much one part is worth.

Multiply the amount that one part is worth by each value in the ratio.

Foil
 First
 Other
 Inside
 Last

Expanding
 means to
 take out of
 brackets.

$$5(a + 2) = 5a + 10$$

Expand

Factorise

Ascending- The numbers are going up.
Descending- The numbers are going down.

Week 1: Simplifying expressions and brackets

x and $3x$ are **like terms**
 x^2 and $2x^2$ are like terms
 x^2 and $2x$ are not like terms

In algebra we write numbers first and then letters.

$$\begin{aligned} 3m \times n \times 2n &= 3 \times m \times n \times 2 \times n \\ &= 3 \times 2 \times m \times n \times n \\ &= 6 \times m \times n \times n \\ &= 6mn^2 \end{aligned}$$

Simplify $2b + 3r + 5b$

$$\begin{aligned} 2b + 3r + 5b &= 2b + 5b + 3r \\ &= 7b + 3r \end{aligned}$$

Think of some blue and red tiles.
The question is:



You can add together the blue tiles, but you can't add the blue tiles to the red tiles.
The answer is:



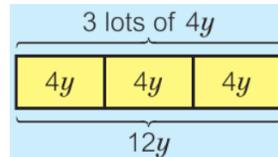
Expand: $5(a + 7)$

x	a	+7
5	5a	+35

$$5(a + 7) = 5a + 35$$

Work out $4 \times (10 + 6)$

$$\begin{aligned} 4 \times (10 + 6) &= 4 \times 10 + 4 \times 6 \\ &= 40 + 24 \\ &= 64 \end{aligned}$$



Expanding means to take out of brackets.

Equation- Has an equals sign. (=) This is true for specific values.
Example- $2x+5=3$

Variable- A letter that represents a number

Week 2: Factorising and substitution

Factorise- To put back into brackets

Factorise $18x^2 - 24x$ completely.

$$18x^2 - 24x = 6x(3x - 4)$$

The **HCF** of $18x^2$ and $24x$ is $6x$.

Check:

$$6x(3x - 4) = 18x^2 - 24x$$

$$6x \times 3x = 18x^2 \text{ and } 6x \times -4 = -24x$$

$$5(a + 2) = 5a + 10$$

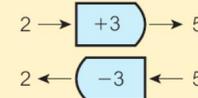
Expand (top arrow) and Factorise (bottom arrow)

Substitution- Changing a letter for a number.

When $x = 2$ and $y = 5$ work out the value of

- a $x + y$ b xy c $\frac{5x}{y}$ d $4x + 3y$
- a $2 + 5 = 7$ Replace x and y with the values given.
- b $2 \times 5 = 10$
- c $5 \times 2 \div 5 = 10 \div 5 = 2$
- d $4 \times 2 + 3 \times 5 = 8 + 15 = 23$ Use the priority of operations.

The function $+3$ adds 3 to a number.



Function- A rule that changes one number into another.

Work out the missing input for this function machine.



Inverse function- Reverses the effect

$$\square \rightarrow \boxed{+4} \rightarrow 16$$

$$12 \leftarrow \boxed{-4} \leftarrow 16$$

'Subtract 4' is the inverse of 'add 4'.

Week 3: Solving equations

The function $+3$ adds 3 to a number.

$$2 \rightarrow \boxed{+3} \rightarrow 5$$

$$2 \leftarrow \boxed{-3} \leftarrow 5$$

Function- A rule that changes one number into another.

Inverse function- Reverses the effect

Solve the equation $x + 3 = 7$. Check your solution.

$$x \rightarrow \boxed{+3} \rightarrow 7$$

Draw a function machine for the equation.

$$4 \leftarrow \boxed{-3} \leftarrow 7$$

Work out x using the inverse function.

$$x = 4 \quad \text{Check: } x + 3 = 4 + 3 = 7 \quad \checkmark$$

Replace x in the equation with your solution.

Equation- Has an equals sign. (=) This is true for specific values.

Example- $2x+5=3$. To **solve** an equation, it meant to work out the value of the unknown number

$$2x + 1 = x + 5$$

Subtract x from each side

$$x + 1 = 5$$

Subtract 1 from each side

$$x = 4$$

Check your answer. Does the equation balance?

$$2 \times 4 + 1 = 4 + 5 \quad \checkmark$$

Solve the equation $x + 7 = 12$.

$$x \rightarrow \boxed{+7} \rightarrow 12$$

Draw a function machine for the equation.

$$5 \leftarrow \boxed{-7} \leftarrow 12$$

Draw the inverse function machine to work out the value of x .

$$x = 5$$

$$\text{Check: } x + 7 = 5 + 7 = 12 \quad \checkmark$$

Check by substituting $x = 5$ back into $x + 7$.

Week 4: Ratio

For example, in this tile pattern there are 2 blue tiles for 1 red tile.



The ratio of blue to red tiles is 2 : 1.

$$\text{Simplify } 25 : 30 \quad \div 5 \left(\begin{array}{l} 25 : 30 \\ 5 : 6 \end{array} \right) \div 5$$

A **ratio** is a way of comparing two or more quantities. Ratios are written as numbers separated by a colon **:**.

You can **simplify** a ratio by dividing a numbers in the ratio by the **same amount**.

$$\text{Simplify } 75\text{p} : \text{£}1.25 \quad \div 25\text{p} \left(\begin{array}{l} 75\text{p} : \text{£}1.25 \\ 75\text{p} : 125\text{p} \\ 3 : 5 \end{array} \right) \div 25\text{p}$$

The ratio of cumin to paprika in a recipe is 1 : 2.

Nimah uses 3 teaspoons of cumin.

How many teaspoons of paprika does she use?

$$\begin{array}{l} \text{C : P} \\ 1 : 2 \\ \times 3 \left(\begin{array}{l} 1 : 2 \\ 3 : 6 \end{array} \right) \times 3 \end{array}$$

Multiply each part by the same number to get an equivalent ratio.

Nimah uses 6 teaspoons of paprika.

Multiplying all the numbers in a ratio by the same number gives an **equivalent ratio**

Six memory sticks cost £48.

How much do 11 cost?

$$\text{£}48 \div 6 = \text{£}8$$

Find the cost of one memory stick by dividing the total cost by the number of items.

$$\text{£}8 \times 11 = \text{£}88$$

Multiply the price of one item by the number of items.

Week 5: Adding and subtracting decimals

When comparing the size of two decimal numbers

- first compare the whole number parts
- then, if they are equal, compare the tenths
- then, if they are equal, compare the hundredths
- ... and so on.

If there is no digit in a column, its value is 0 and it does not change the overall size of the number.

For example,
2.3 = 2.30 = 2.300 = ...

To round a decimal to two decimal places (2 d.p.), look at the digit in the third decimal place.

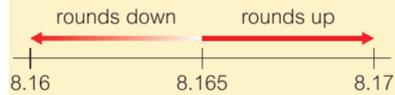
Ascending- The numbers are going up.

Descending- The numbers are going down.

To save writing all the zeros, you can write
1 000 000 as 1 million
2 500 000 as 2.5 million.

When rounding to 2 decimal places, look at the thousandths:

- for 0.005 and above, round up
- for 0.004 and below, round down.



The **golden rule** is that the decimal point must line up when adding and subtracting decimals

Work out $14.7 - 7.43$

14.7
 $- 7.43$

Line up the decimal points, the tenths with the tenths, and the hundredths with the hundredths.

14.70
 $- 7.43$

Write a zero in any spaces that are empty.

14.70
 $- 7.43$
 7.27

Subtract column by column, starting on the right. Borrow a tenth from the tenths column to make 6 tenths and 10 hundredths. Continue in the same way for each column, borrowing 1 from the next column where necessary.

$$\begin{array}{r} 3.57 \\ + 5.49 \\ \hline 9.06 \\ 1 \quad 1 \end{array}$$

Week 6: Multiplying and dividing decimals

Work out $67.8 \div 1.2$

$\times 10 \left(\begin{array}{r} 1.2 \overline{) 67.8} \\ \underline{12} \\ 57 \\ \underline{60} \\ 78 \\ \underline{78} \\ 0 \end{array} \right) \times 10$

1.2 has one decimal place, so multiply both numbers by 10.

$\frac{56.5}{12} \overline{) 678.0}$

Work out the division.

Check: $12 \times 56.5 = 10 \times 60 = 600$

You can use **partitioning** to make some calculations easier.

Partitioning splits a number into its **place value** components.

Work out 11×3.5

$11 \times 3.5 = 11 \times (3 + 0.5)$

$= 11 \times 3 + 11 \times 0.5$

$= 33 + 5.5$

$= 38.5$

Partition 3.5 into 3 + 0.5

Add the two answers together.

Example 2.3×1.4

What is $23 \times 14 = 322$

How many times too big is this answer though? $\times 10$ & $\times 10 = \mathbf{\times 100}$

So how do we find the answer to $2.3 \times 1.4 = \div 100$

$2.3 \times 1.4 = \mathbf{3.22}$

Work out 26×32
Estimate: $3 \times 3 = 9$

$\begin{array}{r} 26 \\ \times 32 \\ \hline 52 \\ + 780 \\ \hline 832 \end{array}$

Use a standard method to work out 26×32

$26 \times 32 = 832$

Use your estimated answer to see where to put the decimal point.

Work out 0.02×0.4

$2 \times 4 = 8$

Ignore the decimal points and work out 2×4

$8 \div 1000 = 0.008$

So $0.02 \times 0.4 = 0.008$

$2 \div 100 = 0.02$, and $4 \div 10 = 0.4$, so work out $8 \div 1000$ (which is $8 \div 100 \div 10$) to get the final answer.

Week 7: Revision

When comparing the size of two decimal numbers

- first compare the whole number parts
- then, if they are equal, compare the tenths
- then, if they are equal, compare the hundredths
- ... and so on.

If there is no digit in a column, its value is 0 and it does not change the overall size of the number.

For example,
2.3 = 2.30 = 2.300 = ...

Work out $67.8 \div 1.2$

$$\times 10 \left(\begin{array}{r} 1.2 \overline{)67.8} \\ \underline{12} \\ 56 \\ \underline{12} \\ 44 \\ \underline{42} \\ 20 \\ \underline{20} \\ 0 \end{array} \right) \times 10$$

1.2 has one decimal place, so multiply both numbers by 10.

$$\begin{array}{r} 56.5 \\ 12 \overline{)678.0} \\ \underline{60} \\ 78 \\ \underline{72} \\ 60 \\ \underline{60} \\ 0 \end{array}$$

Work out the division.

Check: $12 \times 56.5 = 10 \times 60 = 600$

You can use **partitioning** to make some calculations easier. Partitioning splits a number into its **place value** components.

Function- A rule that changes one number into another.

Inverse function- Reverses the effect

x and $3x$ are **like terms**
 x^2 and $2x^2$ are like terms
 x^2 and $2x$ are not like terms

$$\begin{array}{c} \text{Expand} \\ \curvearrowright \\ 5(a+2) = 5a + 10 \\ \curvearrowleft \\ \text{Factorise} \end{array}$$

Work out 11×3.5

$$\begin{aligned} 11 \times 3.5 &= 11 \times (3 + 0.5) \\ &= 11 \times 3 + 11 \times 0.5 \\ &= 33 + 5.5 \\ &= 38.5 \end{aligned}$$

Partition 3.5 into 3 + 0.5

Add the two answers together.

Simplify 75p : £1.25

$$\begin{array}{l} 75\text{p} : \text{£}1.25 \\ \div 25\text{p} \quad \left(\begin{array}{l} 75\text{p} : 125\text{p} \\ 3 : 5 \end{array} \right) \div 25\text{p} \end{array}$$

Simplify $2b + 3r + 5b$

$$\begin{aligned} 2b + 3r + 5b &= 2b + 5b + 3r \\ &= 7b + 3r \end{aligned}$$

Think of some blue and red tiles. The question is:



You can add together the blue tiles, but you can't add the blue tiles to the red tiles.

The answer is:



For example, in this tile pattern there are 2 blue tiles for 1 red tile.



The ratio of blue to red tiles is 2 : 1.

Expanding means to take out of brackets.

x and $3x$ are **like terms**
 x^2 and $2x^2$ are like terms
 x^2 and $2x$ are not like terms

The **golden rule** is that the decimal point must line up when adding and subtracting decimals

Simplify 25 : 30

$$\div 5 \left(\begin{array}{l} 25 : 30 \\ 5 : 6 \end{array} \right) \div 5$$

Ascending- The numbers are going up.
Descending- The numbers are going down.

Week 1: Simplifying expressions and brackets

Expanding means to take out of brackets.

Expand: $5(a + 7)$

x	a	+7
5	5a	+35

$$5(a + 7) = 5a + 35$$

b Work out $6(p + 2) - 2(p + 1)$.

$$\begin{aligned} 6(p + 2) - 2(p + 1) \\ = 6p + 12 - 2p - 2 \\ = 4p + 10 \end{aligned}$$

Expand the brackets. Multiply terms in the second bracket by -2 .

Collect like terms.

When $x = 2$ and $y = 5$ work out the value of

a $x + y$

$$2 + 5 = 7$$

$$b \ 2 \times 5 = 10$$

$$c \ 5 \times 2 + 5 = 10 + 5 = 15$$

$$d \ 4 \times 2 + 3 \times 5 = 8 + 15 = 23$$

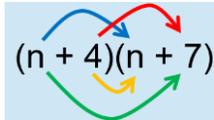
Replace x and y with the values given.

Use the priority of operations.

c $\frac{5x}{y}$

$$d \ 4x + 3y$$

Foil
First
Other
Inside
Last

$$(n + 4)(n + 7)$$


$$\begin{aligned} &= n^2 + 7n + 4n + 28 \\ &= n^2 + 11n + 28 \end{aligned}$$

Equation- Has an equals sign. (=) This is true for specific values.

Example- $2x + 5 = 3$

Identity- (\equiv) This means two expressions are equivalent.

Example- $2x + 5 = x + x + 3 + 2$

Variable- A letter that represents a number

Substitution- Changing a letter for a number.

Week 2: Quadratics

Factorise $18x^2 - 24x$ completely.

$$18x^2 - 24x = 6x(3x - 4)$$

The HCF of $18x^2$ and $24x$ is $6x$.

Check:

$$6x(3x - 4) = 18x^2 - 24x$$

$6x \times 3x = 18x^2$ and $6x \times -4 = -24x$

Factorise- To put back into brackets

Quadratics- Are written in the form of $ax^2 + bx + c$

Perfect square- $(x + a)^2 = (x + a)(x + a) = x^2 + 2ax + a^2$

Solve $x^2 + 6x = 27$.

$$x^2 + 6x = 27$$

$$x^2 + 6x - 27 = 0$$

$$(x + 9)(x - 3) = 0$$

$$x + 9 = 0 \quad x = -9$$

$$x - 3 = 0 \quad x = 3$$

$$x = -9 \text{ or } x = 3$$

Rearrange the equation so it equals 0.

Factorise the quadratic expression.

0 multiplied by any number is 0.
So either $x + 9 = 0$
or $x - 3 = 0$.

Check by substitution:

$$x = -9$$

$$(-9)^2 + (6 \times -9) = 27$$

$$81 - 54 = 27 \checkmark$$

$$x = 3$$

$$3^2 + (6 \times 3) = 27$$

$$9 + 18 = 27 \checkmark$$

Quadratics can be solved by making them **equal to zero** then factorising

Factorise $x^2 + 7x + 10$.

$$2 + 5 \quad 2 \times 5$$

$$x^2 + 7x + 10 = (x + 5)(x + 2)$$

$$x^2 + 7x + 10 = (x + 5)(x + 2)$$

$$\text{Check: } (x + 2)(x + 5) = x^2 + 5x + 2x + 5 \times 2$$

$$= x^2 + 7x + 10$$

The **factor pairs** of 10 are 1×10 and 2×5 .
Only the 2 and 5 add together to make 7 so these are the numbers that go in the brackets.

Check your answer by expanding.

Week 3: Quadratic sequences and changing the subject

An **Arithmetic** sequence goes up or down in equal steps.

A **quadratic** sequence has an n th term that includes n^2 and no higher power.

$T(n)$ is another way of writing n th term

The **first difference** is the difference between each term. The **second difference** is the difference between the differences

Find the n th term of the sequence that begins 3, 6, 11, 18, ...

Term number	1	2	3	4
Term	3	6	11	18
Difference		3	5	7
2nd difference			2	2

Work out the differences between each term.

Work out the second difference.
Any sequence that has a second difference of 2 is based around n^2 .

Term number	1	2	3	4
Term	3	6	11	18
n^2	1	4	9	16
n th term is $T(n) = n^2 + 2$				

Write the sequence of square numbers (n^2).
2 is added to each of the square numbers.

Describe the sequence.

The subject of a formula is the variable on its own on one side of the equals sign.

Make x the subject of this formula.

$$ax + 7 = bx + c$$

$$ax + 7 = bx + c$$

$$ax - bx = c - 7$$

$$x(a - b) = c - 7$$

$$x = \frac{c - 7}{a - b}$$

Get all the terms in x onto one side.

x is a common factor of both terms, so factorise.

Divide both sides by $(a - b)$ to make x the subject.

Week 4: Algebraic fractions

Write the expression $\frac{1}{a} + \frac{1}{b}$ as a single fraction.

$$\frac{1}{a} + \frac{1}{b} = \frac{b}{ab} + \frac{a}{ab}$$

$$\frac{b}{ab} + \frac{a}{ab} = \frac{b+a}{ab}$$

$$\frac{b+a}{ab} = \frac{a+b}{ab}$$

Multiply one fraction by a and the other by b to get a common denominator.

The denominators are equal so the numerators can be added.

$b + a$ is the same as $a + b$. Write the terms in alphabetical order.

When **adding/subtracting fractions** you must have the **same denominator**.

When **multiplying fractions**, you multiply the numerator by the numerator and denominator by the denominator.

When **dividing fractions**, you use the **KFC** method- keep, flip, change.

$$\frac{1}{x} = y + 5$$

Make x the subject.

$$1 = x(y + 5)$$

$$\frac{1}{y + 5} = x$$

$$x = \frac{1}{y + 5}$$

Multiply both sides by x so it is not the denominator of a fraction but don't expand the bracket.

Divide both sides by $y + 5$ to make x the subject.

You could rewrite so the x is on the left-hand side.

Week 5: Recurring decimals and percentage change

Recurring means the number never ends. This is shown with a dot on top of the number.

Examples:

$$0.\dot{2} = 0.22222 \dots$$

$$0.\dot{2}\dot{4} = 0.242424 \dots$$

$$0.\dot{2}3\dot{5} = 0.235235 \dots$$

$$0.1\dot{2} = 0.12222\dots$$

Write $0.\dot{7}$ as a fraction.

$$0.\dot{7} = 0.777777\dots = n \quad \text{Call the recurring decimal } n.$$

$$10n = 7.777777\dots \quad \text{Multiply the recurring decimal by 10.}$$

$$10n - n = 7.777777\dots - 0.777777\dots$$

$$= 7.000000\dots \quad \text{Subtract the value of } n \text{ from the value of } 10n \text{ so you get all the decimal places to zero.}$$

$$9n = 7$$

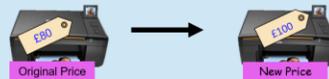
$$n = \frac{7}{9}$$

Solve the equation.

You can calculate the **percentage change** using the formula

$$\text{percentage change} = \frac{\text{actual change}}{\text{original amount}} \times 100$$

A computer accessories shop increased the price of one of its printers from £80 to £100. Find the percentage increase in price.



$$\text{Percentage change} = \frac{\text{actual change}}{\text{original value}} \times 100$$

$$\text{Percentage change} = \frac{100 - 80}{80} \times 100$$

$$\text{Percentage change} = \frac{20}{80} \times 100$$

$$\text{Percentage change} = 0.25 \times 100$$

Percentage change = 25%

Week 6: Repeated percentage change and direct proportion

You can calculate an amount after n years' compound interest using the formula

$$\text{Amount} = \text{Initial amount} \times \left(\frac{100 + \text{Interest rate}}{100} \right)^n$$

Compound interest-

The interest earned each year is added to money in the account and earns interest the next year

£1500 is invested at 3.5% compound interest over 7 years

$$3.5\% \text{ increase as a multiplier} = 1 + 0.035$$

$$= 1.035$$

$$\text{After 7 years} = £1500 \times 1.035^7$$

$$= £1908.418894$$

$$= £1908.42$$

Power is the years

The number of centimetres, C , varies in direct proportion to the number of inches, I .

- a 12 inches is equal to 30 centimetres. Write a formula linking C and I .
b How many centimetres are equal to 70 inches?

$$a \quad C \propto I$$

$$C = kI$$

$$\text{When } I = 12, C = 30$$

$$30 = k \times 12$$

$$k = \frac{30}{12} = 2.5$$

$$C = 2.5I$$

$$b \quad \text{When } I = 70$$

$$C = 2.5 \times 70$$

$$C = 175$$

$$70 \text{ inches} = 175 \text{ cm}$$

Write the relationship in the form $y \propto x$ and the equation $y = kx$.

Substitute the values given for I and C into $C = kI$.

Solve the equation to find k . Rewrite the equation using the value of k .

Use your formula to answer the question.

$y \propto x$ means 'y is proportional to x'.
When $y \propto x$, then $y = kx$, where k is the **constant of proportionality**.

Direct proportion-

As one changes, so does the other at the same rate

Week 7: Inverse proportion and Revision

Two variables are in **inverse proportion** when one is proportional to the reciprocal of the other. E.g. The more people building a wall, the quicker the wall will be built

$$y \propto \frac{1}{x}$$

So $y = \frac{k}{x}$ or $xy = k$

The distance s travelled by a falling object is proportional to the time t squared.

After 3 seconds, the object has fallen 44.1 m.
How far has the object fallen after 5 seconds?

$$s \propto t^2$$

$$s = kt^2$$

Write the relationship $s \propto t^2$ and the equation $s = kt^2$.

When $t = 3$, $s = 44.1$

$$44.1 = k \times 3^2$$

Substitute the values given for t and s into $s = kt^2$.

$$k = \frac{44.1}{3^2} = 4.9$$

Solve the equation to find k . Rewrite the equation using the value of k .

$$s = 4.9t^2$$

Substitute $t = 5$.

Use your equation to answer the question.

$$s = 4.9 \times 5^2 = 122.5 \text{ m}$$

When y is proportional to x^2 you can write $y \propto x^2$
 $y = kx^2$

You could use ratios to find the missing numbers.

$$\begin{matrix} \times \square & 8:25 \\ & \downarrow \\ & 12:a \end{matrix} \times \square$$

Factorise- To put back into brackets

Quadratics- Are written in the form of $ax^2 + bx + c$

Perfect square- $(x + a)^2 = (x + a)(x + a) = x^2 + 2ax + a^2$

Write the expression $\frac{1}{a} + \frac{1}{b}$ as a single fraction.

$$\frac{1}{a} + \frac{1}{b} = \frac{b}{ab} + \frac{a}{ab}$$

$$\frac{b}{ab} + \frac{a}{ab} = \frac{b+a}{ab}$$

$$\frac{b+a}{ab} = \frac{a+b}{ab}$$

Multiply one fraction by a and the other by b to get a common denominator.

The denominators are equal so the numerators can be added.

$b + a$ is the same as $a + b$. Write the terms in alphabetical order.

You can calculate the **percentage change** using the formula
percentage change = $\frac{\text{actual change}}{\text{original amount}} \times 100$

Equation- Has an equals sign. (=) This is true for specific values.

Example- $2x+5=3$

Identity- (\equiv) This means two expressions are equivalent.

Example- $2x+5 = x + x + 3 + 2$

Variable- A letter that represents a number

Substitution- Changing a letter for a number.

Find the n th term of the sequence that begins 3, 6, 11, 18, ...

Term number	1	2	3	4
Term	3	6	11	18
Difference		3	5	7
2nd difference			2	2

Work out the differences between each term.

Work out the second difference.

Any sequence that has a second difference of 2 is based around n^2 .

Term number	1	2	3	4
Term	3	6	11	18
n^2	1	4	9	16
$n^2 + 2$	3	6	11	18

Write the sequence of square numbers (n^2).
2 is added to each of the square numbers.

n th term is $T(n) = n^2 + 2$

Describe the sequence.

Week 1

5.4 Matter

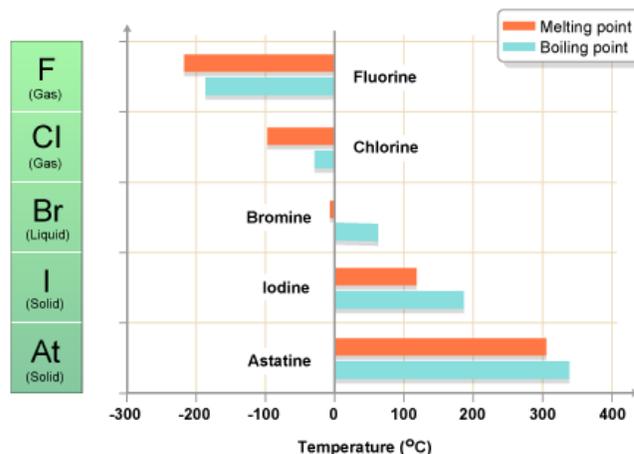
5.4.2 The elements of group 1

5.4.3 The elements of group 7

5.4.4 The elements of group 0

5.4.3 The elements of group 7

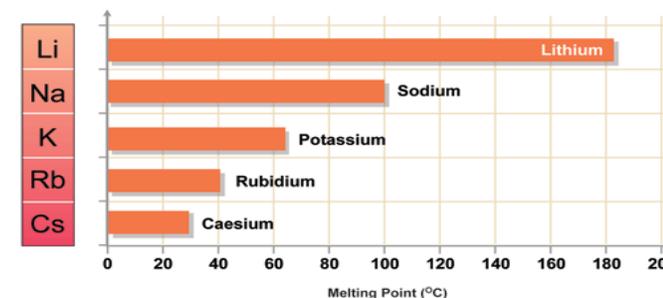
The group 7 elements are also called the **halogens**. Moving down the group the properties of the elements change, they change state from gas to solid, the **melting and boiling point increases** and the **reactivity decreases**.



5.4.2 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**.

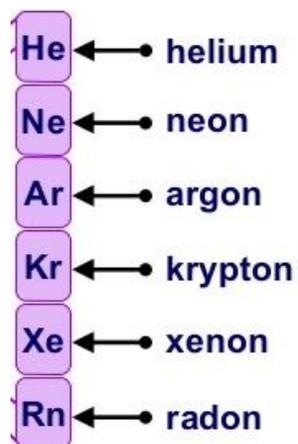
Lithium + water → lithium hydroxide + hydrogen

5.4.4 The elements of group 0

The elements in group 0 are also called the **noble gases**. They have very **low melting and boiling points** and are **colourless gases** at room temperature.

The noble gases take part in very few reactions, they are **unreactive**.

These gases exist in the **atmosphere** mixed with other gases. Scientists can separate them using **fractional distillation**.



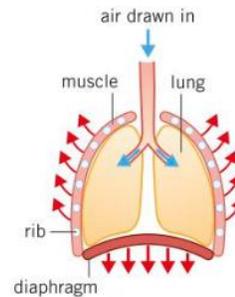
5.4.3 Displacement reactions

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.

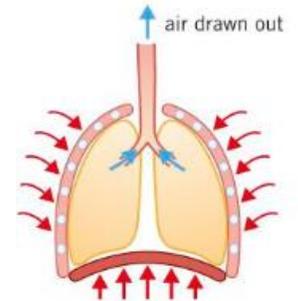
Chlorine + potassium bromide → potassium chloride + bromide

Weeks 2 -3**8.3 Breathing****8.3.1 Gas Exchange****8.3.2 Breathing****8.3.3 Drugs****8.3.4 Alcohol****8.3.5 Smoking****Organisms: 8.3.2 Breathing****Inhaling**

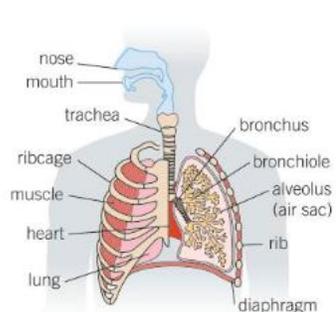
- Muscles between your ribs contract – this pulls your ribcage up and out
- The diaphragm contracts – moves down
- The volume inside your chest increases
- The pressure inside your chest decreases – this draws air into your lungs

**Exhaling**

- Muscles between your ribs relax – this pulls your ribcage down and in
- The diaphragm relaxes – moves up
- The volume inside your chest decreases
- The pressure inside your chest increases – this pushed air out of your lungs

**Organisms: 8.3.1 Gas Exchange**

Gas exchange is when you breathe in oxygen and breathe out carbon dioxide. It happens in your **lungs**. Your lungs are so important that they need to be protected by the **ribs**. The lungs and the gas exchange system make up the **respiratory system**. The **alveolus** air sac create a large surface area that is only 1 cell thick so that gas exchange occurs quickly and easily. We **inhale** oxygen and **exhale** carbon dioxide.



Air enters your body through your mouth and nose.
 ↓
 Air moves down the **trachea** (windpipe) – a large tube.
 ↓
 Air moves down a **bronchus** – a smaller tube.
 ↓
 Air moves through a **bronchiole** – a tiny tube.
 ↓
 Air moves into an **alveolus** – an air sac.
 ↓
 Oxygen then diffuses into the blood.

Organisms: 8.3.3 Drugs

Drugs are a chemical substances that affects the way your body works. There are two types – **medicinal drugs** and **recreational drugs**. Medicinal drugs are used in medicine to benefit your health, e.g. antibiotics. Recreational drugs are drugs that people take for enjoyment, e.g. alcohol or tobacco. Most recreational drugs are illegal.



▲ Many recreational drugs are illegal

Drug addiction is when your body gets used to the changes caused by a drug and it becomes dependent on that drug to make you feel normal this is a **drug addiction**. If an addict tries to stop taking a drug they make get **withdrawal symptoms**.

Organisms: 8.3.4 Alcohol

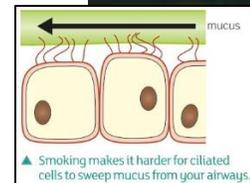
Alcohol contains a drug called **ethanol**. When you drink alcohol this goes into the bloodstream and to the brain where it affects the nervous system. It is called **depressant** because it slows the body down. **Alcoholics** are people that are dependent on alcohol and have an addiction. Too much alcohol can cause stomach ulcers, heart disease, brain damage and liver damage.



▲ Look at the difference in appearance of a diseased liver (left) and a healthy liver (right).

Organisms: 8.3.5 Smoking

Smoking increases chances of breathing problems, cancer, heart attacks and strokes. By breathing in other people's smoke your risk of developing circulatory and respiratory conditions increases. This is known as **passive smoking**. Smoking when pregnant can increase the risk of miscarriage, low-birth-weight babies and affect the development of the foetus. Tobacco in cigarettes contains tar, nicotine (a stimulant drug) and carbon monoxide.



Week 4**8.4 Digestion****8.4.1 Nutrients****8.4.2 Food tests**

8.4.3 Unhealthy diet

8.4.4 Digestive system

8.4.5 Bacteria and enzymes in digestion

Organisms: 8.4.1 Nutrients

Nutrients are important substances that your body needs to survive and stay healthy. The types of nutrient are:

- **Carbohydrates** – provide energy
- **Lipids** – provide energy
- **Proteins** – used for growth and repair
- **Vitamins** – which keep you healthy
- **Minerals** – which keep you healthy
- **Water** – needed in all cells and body fluids
- **Dietary fibre** – provides bulk to food to keep it moving through your gut

Eating these in the correct amounts make a balanced diet.



▲ Carbohydrate-rich foods.



▲ Fat-rich foods.



▲ Protein-rich foods.

Organisms: 8.4.2 Food tests

We can determine nutrients in food using **food tests**. For most food tests you need a solution of the food, to do this you:

1. Crush the food using a pestle and mortar
2. Add a few drops of water, and mix well

How to test for starch?

1. Add a few drops of iodine solution to the food solution
2. If the solution turns a dark blue-black colour the food contains starch



▲ This food solution contains starch.

How to test for lipids?

1. Rub some food solution onto a piece of filter paper
2. Hold the paper up to the light. If the paper is translucent, the food contains lipids.

or,

1. Add a few drops of ethanol to the food solution
2. Shake the test tube and leave for one minute
3. Pour the ethanol into a test tube of water
4. If the solution turns cloudy, the food contains lipids



▲ This food solution contains lipids.

How to test for sugar?

1. Add a few drops of Benedict's solution to the food solution
2. Heat the test tube in a water bath
3. If the solution turns orange-red, the food contains sugar



▲ This food solution contains sugar.

How to test for protein?

1. Add a few drops of copper sulphate solution to your food solution
2. Add a few drops of sodium hydroxide solution
3. If the solution turns purple, the food contains protein



Week 5

8.4 Digestion

8.4.1 Nutrients

8.4.2 Food tests

8.4.3 Unhealthy diet

8.4.4 Digestive system

8.4.5 Bacteria and enzymes in digestion

Organisms: 8.4.3 Unhealthy diet

We need energy for everything we do, even sleeping! This energy comes from your food.

Why is it unhealthy to be underweight?

People that do not eat enough, in extreme cases, **starvation**, lose weight. If the energy in the food you eat is less than the energy you use, you will lose body mass.

Underweight people:

- Suffer from health problems, such as a poor immune system
- Lack energy to do things and are often tired
- Are likely to suffer from a lack of vitamins or minerals

Why is it unhealthy to be overweight?

- Heart disease
- Stroke
- Diabetes
- Some cancers

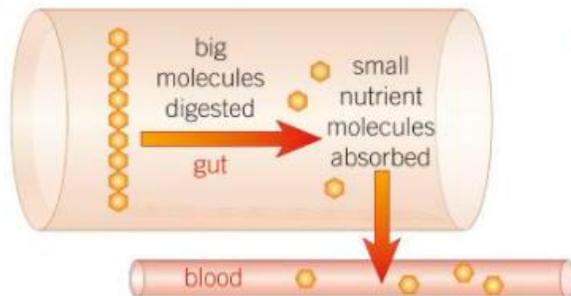
What are vitamin and mineral deficiencies?

A **deficiency** is when a person does not have enough of a certain vitamin or mineral. This can damage someone's health. For example, vitamin A deficiency can lead to 'night blindness' and vitamin D deficiency can lead to rickets, where your bones become weak.



8 Organisms: 8.4.4 Digestive System

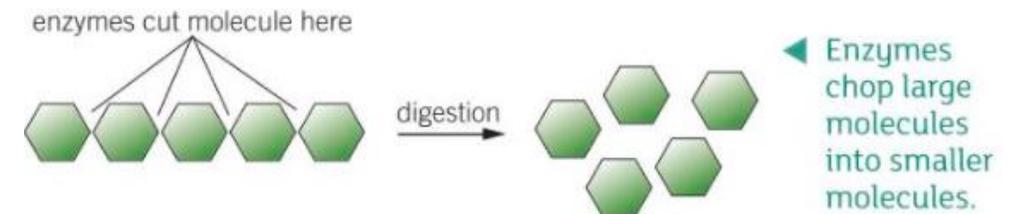
The **digestive system** is a group of organs that work together to break down food molecules so that they can be absorbed into the bloodstream.



Fibre in your food isn't digested by adds bulk to the food. Muscles push against this, forcing food along the gut. Eating lots of fibre helps prevent constipation.

8 Organisms: 8.4.5 Bacteria and enzymes in digestion

Your large intestines contain bacteria, **gut bacteria** helps us to break down our food during digestion. These digestive juices are called **enzymes**. Enzymes chop large molecules into the smaller molecules that they are made from:



Types of enzyme:

Carbohydrase – breaks carbohydrates down into sugar molecules

Protease – breaks protein down into amino acids

Lipase – breaks lipids down into fatty acids and glycerol

Week 6-7**2.3 & 2.4 Electromagnets**

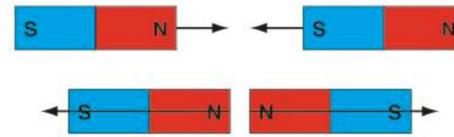
2.3.1 Magnets and magnetic fields

2.4.1 Electromagnets

2.4.2 Using electromagnets

2 Electromagnets: 2.3.1 Magnets and magnetic fields

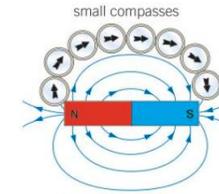
Opposite poles attract and same poles repel e.g. north seeking poles attracts south-seeking poles.



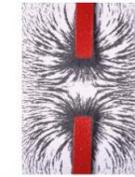
▲ Magnets can attract or repel other magnets.

Metals such as iron, cobalt and nickel in a **magnetic field** experience a **magnetic force**.

Magnetic field lines represent the force field surrounding a magnetic or magnetic material. **Permanent magnets** have their own magnetic field lines.



▲ The field around a bar magnet.



▲ Two magnets repelling

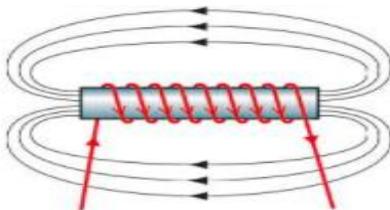


The Earth's magnetic field is the same as a big bar magnet.

2 Electromagnets: 2.4.1 Electromagnets

A wire with an electric current flowing through it also has a magnetic field around it.

You can make a circular loop of wire and pass a current through it. If you wind lots of loops together to make a coil (called a **solenoid**) and allow a current to flow through it, you have an **electromagnet**.



You can make an electromagnet stronger by:

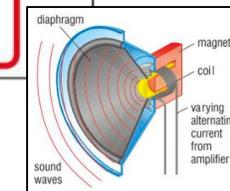
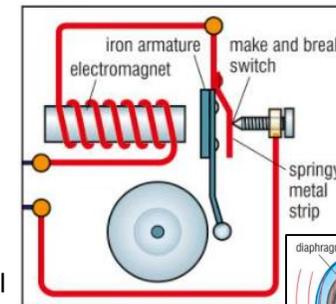
- Increasing number of coils
- Increasing the current flowing through
- Using a magnetic material core such as iron

2 Electromagnets: 2.4.2 Using Electromagnets

Electromagnets are very useful e.g. in high speed trains, electric bells, loudspeakers and microphones.

The electromagnet attracts the iron armature.

When the armature moves it breaks the circuits, so the current no longer flows. The coil and core are no longer magnetic and the springy metal returns to its original position and the bell rings once.



Permanent magnet vs electromagnet

- You can turn electromagnets on and off.
- You can make electromagnets that are much stronger than permanent magnets.

Weeks 1-2 – Tsunamis

Tsunamis

Tsunamis are often triggered by earthquakes. In 2009 a **tsunami** in the Indian Ocean caused mass **devastation** impacting **socially, economically** and **environmentally** on many countries.

Tsunami Meaning

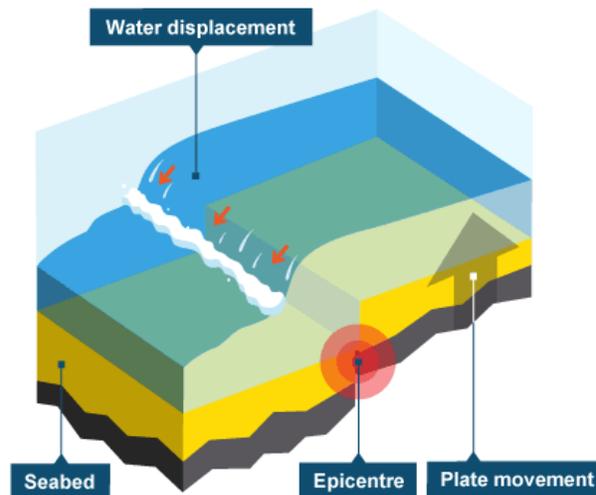
Tsunami is a Japanese word which means 'harbour wave'. A tsunami is a large sea wave caused by the **displacement** of a large volume of water. They can be caused by earthquakes triggered by moving sections of the Earth's crust under the ocean.

Events

In the last decade there have been a number of severe tsunamis. Two large ones caused particularly **extensive devastation**: the Indian Ocean tsunami (26 December 2004) and the Japanese tsunami (11 March 2011).

Causes of the tsunami in the Indian Ocean

- The plates move towards each other and pressure builds up as the denser Indo-Australian plate is forced under the overriding Burma plate.
- An earthquake occurs.
- Water is displaced, creating a wave which spreads out.
- As the wave approaches the shore, the wave height increases and the wave length shortens.



Weeks 3-4 – Volcanoes

What is a volcano?

A **volcano** is an opening in the Earth's crust. It allows hot magma, ash and gases to escape from below the surface. Volcanic eruptions can cause devastation for human life. Volcanoes both dormant and active are located in different parts of the world and are closely related to the structure of the Earth.

Volcano key terminology

Magma chamber - large underground pool of magma

Lava - magma, once it reaches the surface

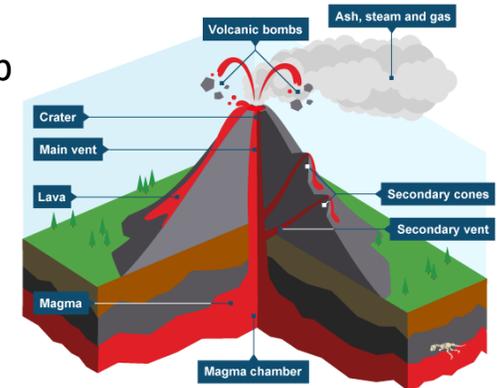
Crater - bowl-shaped basin in the top of the volcano

Vent - central tube which magma travels through

Secondary cones - eruptions from other vents may build up secondary cones on the flanks

Ash, steam and gas - material thrown out by the volcano

Volcanic bombs - larger material thrown out by the force of eruption



Weeks 3-4- Volcanoes

Types of volcano

There are two main types of volcano, **composite** and **shield**.

- **Composite volcanoes** are steep-sided and cone-shaped, made up of layers of ash and lava and containing sticky **viscous** lava which doesn't flow very far.
- **Shield volcanoes** have gently sloping sides and runny lava that covers a wide area. Gases escape very easily from shield volcanoes.



Composite Volcano



Shield

Case study: Iceland's Eyjafjallajokull volcano

- The eruption started on 20 March.
- A 500 metre **fissure** opened up.
- The eruption happened underneath an ice sheet.
- Dissolved gases in the molten rock along with steam generated from the melting ice caused a large column of volcanic ash.
- **Effects of the eruption:**
- Areas were flooded because of the **glacial melt water** which lay above the volcano.
- The ash fall poisoned animals in nearby farms.
- Some roads were destroyed.
- Travel was severely **disrupted** as many flights were cancelled between 14 and 21 April 2010.
- Businesses lost trade.

Weeks 5-6 Mount St Helens

Case study: Mount St Helens 1980

Mount St Helens is on the plate boundary between the Juan de Fuca plate and North American plate. When it erupted it permanently changed the surrounding landscape.



Primary effects

- **Nuée ardente** (hot ash and gas) destroyed forests and logging camps.
- 63 people were killed, mainly by poisonous gases.
- **Lahars** (mudflows of ash and water) covered a large area surrounding the volcano.

Secondary effects

- Ash blocked rivers destroying popular fishing sites and causing flooding. This in turn destroyed crops and livestock.
- Flooding destroyed **communications** such as road and railway bridges.
- **Sediment** carried downstream ruined transport on the Columbia River.

Short-term responses and results

- **Communications** such as roads and bridges were repaired.
- People were rehoused.

Long-term responses and results

- Soil **fertility** improved due to the ash deposits.
- The volcano is now more carefully monitored.
- Tourism has increased, boosting the local economy.

Week 7-Predicting volcanic eruptions

Unfortunately volcanic eruptions and earthquakes cannot be prevented.

Managing hazards such as earthquakes and volcanoes can be done by: **prediction** and **preparation**.

Predicting volcanic eruptions

As a volcano becomes **active**, it gives off a number of warning signs. These warning signs are picked up by **volcanologists** (experts who study volcanoes) and the volcano is **monitored**.

Warning signs	Monitoring techniques
<ul style="list-style-type: none"> Hundreds of small earthquakes are caused as magma rises up through cracks in the Earth's crust. 	<ul style="list-style-type: none"> Seismometers are used to detect earthquakes.
<ul style="list-style-type: none"> Temperatures around the volcano rise as activity increases. 	<ul style="list-style-type: none"> Thermal imaging techniques and satellite cameras can be used to detect heat around a volcano.
<ul style="list-style-type: none"> When a volcano is close to erupting it starts to release gases. The higher the sulfur content of these gases, the closer the volcano is to erupting. 	<ul style="list-style-type: none"> Gas samples may be taken and chemical sensors used to measure sulfur levels.

The techniques available for predicting and monitoring volcanic activity are becoming increasingly accurate. Volcanoes such as **Mount St Helens in the USA** and **Mount Etna in Italy** are closely monitored at all times. This is because they have been active in recent years and people who live nearby would benefit from early-warning signs of an eruption. However, as well as **prediction**, people need to be **prepared** for an eruption.

Week 8- Preparing for volcanoes and earthquakes

Preparing for volcanic eruptions

A detailed plan is needed for dealing with a possible eruption. Everyone who could be affected needs to know the plan and what they should do if it needs to be put into action.



Planning for a volcanic eruption includes:

- creating an **exclusion zone** around the volcano
- being ready and able to **evacuate** residents
- having an emergency supply of **basic provisions**, such as food
- funds need to be available to deal with the emergency and a good **communication system** needs to be in place.

Other things people can do to prepare for earthquakes

- People living in earthquake zones need to know what they should do in the event of a quake. **Training people** may involve holding **earthquake drills** and educating people via **TV** or **radio**.
- People may put together **emergency kits** and store them in their homes. An emergency kit may include **first-aid items**, **blankets** and **tinned food**.
- Earthquake-proof buildings** have been constructed in many major cities, e.g. the **Transamerica Pyramid** in **San Francisco**. Buildings such as this are designed to absorb the energy of an earthquake and to withstand the movement of the Earth.
- Roads** and **bridges** can also be designed to withstand the power of earthquakes.

Week 1-3 – Succession and Reformation

Key concept 1: What issues arose 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 concept 2: Catholic Vs. Protestant

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!



Week 4-7 – Mary and Elizabeth

Key concept 3: What happened when Henry VIII died?

Henry VIII died in 1547 so his young son, **Edward**, became King Edward VI, when he was 9yrs old. He was too young to rule so had a 'protector.' Jane Seymour's brothers stepped in, but he got greedy and ended up executed! **John Dudley** becomes 'Lord Protector'. Sadly, Edward was a sickly boy and died.

Mary I, Catholic daughter of Katherine of Aragon and Henry VIII, became queen and ruled a 'bloody' rule over England. She killed many followers of the new religion her father had started. Mary died on 17th November 1558. She had no children so the crown would go to her half sister **Elizabeth**, daughter of Anne Boleyn and Henry VIII. Elizabeth was of the new Church of England religion and she had many problems to overcome!

- Get the new queen established on the throne.
- Protect her from her enemies, both political and religious.
- Make the economy of the country strong.
- Maintain the Tudor royal family.



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

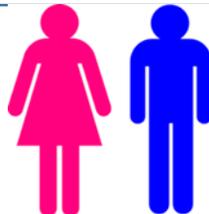
This key question deals with the sections of

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*)

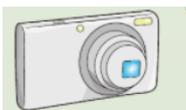
Week 1 - Mi vida; mi móvil (My life, my mobile phone)

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

I take photos

Hablo por Skype

I talk on Skype

Mando SMS

I send SMS

Juego

I play

Leo mis SMS

I read my SMS

Descargo melodías

I download melodies or apps

o aplicaciones

I chat with my friends

Chateo con mis amigos

I share my favourite videos

Comparto mis vídeos favoritos

I watch films or videos

Veo películas o videos



Adding detail: Frequency

Todos los días

Every day

A veces

Sometimes

De vez en cuando

From time to time

Una o dos veces por semana

Once or twice a week

Nunca

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...

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.

Divertido	funny
Informativo	Informative
Interesante	interesting
Aburrido	boring
emocionante	exciting



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		

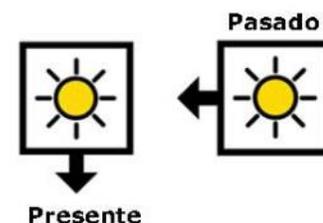
Week 6-Mi vida, tu vida

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)*

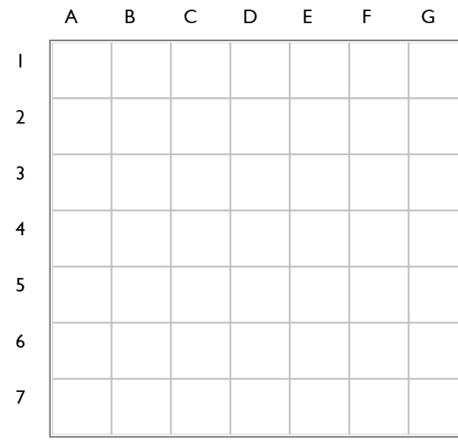
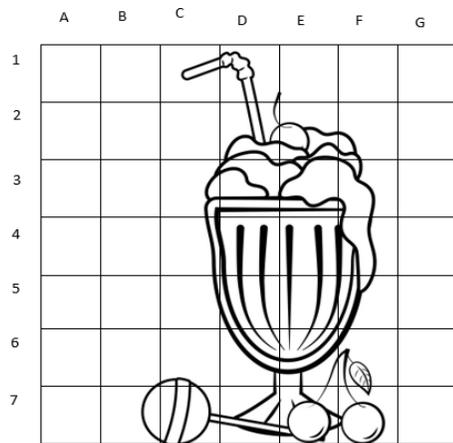
Pop Art: **Constructing** your own **composition**

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/ENyI4OgxqkA>

<https://youtu.be/tgwSZzwmWYY>



Artists: Roy Lichtenstein (1923- 1997)

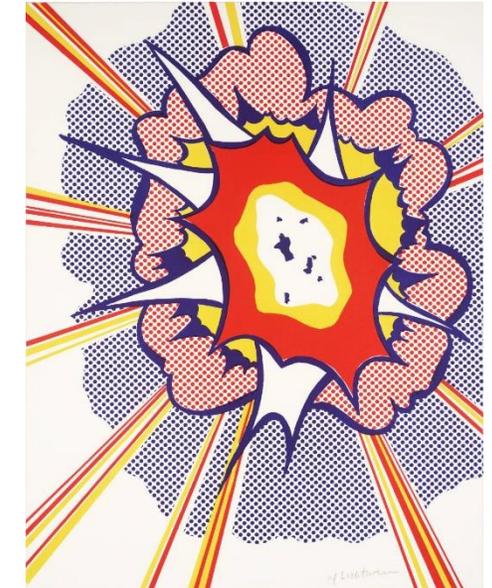
Does this explosion look like real to you? Or does it look like something from your favourite comic?

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?



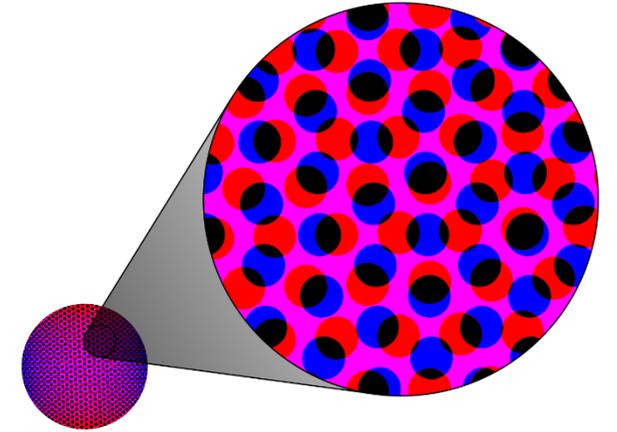
Roy Lichtenstein
*Reflections on
Minerva* 1990



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](#) (1923-1997) used stencils to imitate the look of Ben-Day dots in his comic-inspired paintings.

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.

Devising Drama

Component 2

Creating and Performing

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.

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** e.g. 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** e.g. 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 – Response 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 (i.e. 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.

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

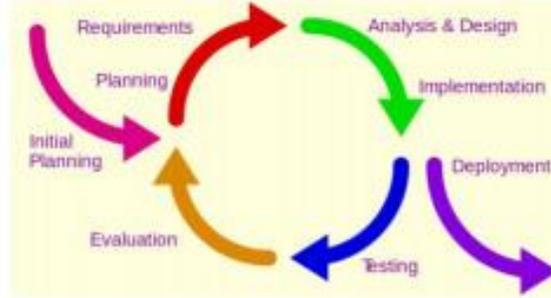
Use of Space within the stage area.

Designing and annotation

Week 1-3

What is Iterative Design?

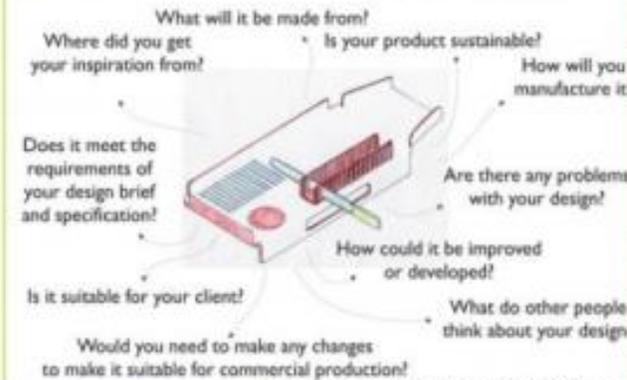
Iterative Design is the process of continual improvement of a product, prototype, design or concept. It is a cyclic approach used in the development of a product, whereby a design is improved by frequent feedback, testing and evaluation.



Developing Ideas



You need to use your annotation to explain your design.....



How to annotate your design

The Design Process

Design Brief	
Task Analysis	A mindmap to explore all elements of the designing/making tasks ahead
Customer Profile	An outline of a typical user of the product being designed
Primary Research	Gathering new data that has not been collected before using surveys, questionnaires or interviews
Secondary Research	Gathering existing data that has already been published from sources like the internet and magazines
Research Analysis	A summary of important findings from each area of research
Specifications	
Initial Ideas	A range of quick sketches in response to the design problem
Development	More detailed drawings which explore and refine better ideas
Modelling	Hand generated or CAD/CAM models to prove construction methods
Final Idea	
Plan of Make	A flow chart or illustrated guide to how the product will be made
Manufacture	
Testing	Comparing outcomes to the original specification
Evaluation	
Modifications for Industry	Details of how the product/design would need to be modified to be produced in industry

Juicy Salif:

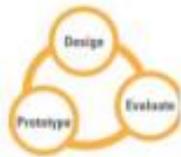
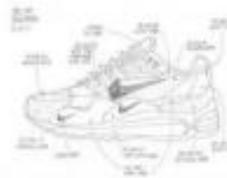
Designed by Philippe Starck for Alessi, an Italian design company.



ACCESSFM

- A – Aesthetics: how a product looks
- C – Cost: how much?
- C – Customer: who for?
- E – Environment: what impact?
- S – Safety: is it safe to use?
- S – Size: is it correct size?
- F – Function: what does it do?
- M – Material: what is it made from?

Annotated sketch:
Labelled and explained.



Tools & Equipment

Week 1-6

Keywords	
Scott's Pine	Scott's pine is a softwood that is 'nice' to work with and gives a good finish when sanded, It is often 'knotty' so material selection is crucial
Ply wood	This is a manufactured board that is made of layers with the layers grain going in an opposite direction of the layer below it
H.I.P.s	High Impact Polystyrene Sheet
Mass Production	A high number of products made in the same way often on a production line
Batch Production	A number of items made that are identical
One off product	A high quality item made by a highly skilled person usually of a high cost
Mitre Saw	A saw that helps us cut materials at set angles
Tenon Saw	A wide bladed saw that is good for straight lines
Hand Countersink	A tool that makes a 'V' shape at the top of a drilled hole to make a screw head sit flush with the top of the material
Bradawl	A tool for boring holes, resembling a small, sharpened screwdriver
Disc Sander	A piece of sandpaper which spins at high speed, this is used to remove waste put not to add finish
JIG	This is something that helps us do a repeat task for accuracy and quantity production
Template	Some thing we could use to make sure all mass produced items are identical
FLUSH	When two or more materials that are joined together are flat to each other and the join cannot be felt
Elasticity	How stretchy something is



Wider Skills

Tolerance
 Social, Moral, Ethical Decisions
 Selection of materials for outcome
 Working for a Client/Target market
 Patience
 Self determination
 Team Work
 Teaching others
 Quality Control
 Respect
 Influence
 Development
 Hard work
 Learning through doing

The Design Process

Design Brief	
Task Analysis	A mindmap to explore all elements of the designing/making tasks ahead
Customer Profile	An outline of a typical user of the product being designed
Primary Research	Gathering new data that has not been collected before using surveys, questionnaires or interviews
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Final idea	
Plan of Make	A flow chart or illustrated guide to how the product will be made
Manufacture	
Testing	Comparing outcomes to the original specification
Evaluation	
Modifications for Industry	Details of how the product/design would need to be modified to be produced in industry

Checklist

Identify the keywords associated with your making.

Understand about H&S

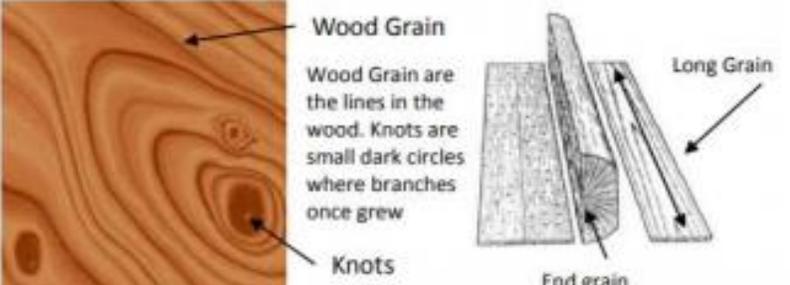
Reflect on the wider skills associated with this project

Understand the Design Process

Materials - Types of wood

Week 3-6

There are 3 main categories of Wood. **Hardwood**, **Softwood** & **Manufactured Boards**

<p>Hardwood trees take a long time to grow</p> 	<p>Softwood trees grow quickly</p> 	<p>Manufactured Boards are made and NOT grown</p> 	 <p>Wood Grain Wood Grain are the lines in the wood. Knots are small dark circles where branches once grew</p> <p>Knots</p> <p>Long Grain</p> <p>End grain</p>
<p>Leaves fall off in the winter</p>  <p>Examples of Hardwood are;</p> <ul style="list-style-type: none"> • Oak • Beech • Mahogany 	<p>Are "evergreen" all year round</p>  <p>Examples of Softwood are;</p> <ul style="list-style-type: none"> • Pine • Larch 	<p>Examples of Manufactured boards are;</p> <ul style="list-style-type: none"> • Plywood • MDF • Chipboard <p>Ply is another word for Layer. Layer wood = Plywood</p>	 <p>Medium Density Fibreboard (aka MDF) is made from wood fibres and glue which have been mixed together and compressed into large sheets</p>
			 <p>Plywood is made from layers of thin wood glued with their grain at right angles to each other</p>
<p>The Strength & the availability of different coloured hardwoods make this material ideal for making high quality furniture.</p>	<p>Softwoods such as pine are normally used in the building industry</p>	<p>Manufactured boards have multiple uses, such as; Kitchen cupboards (chipboard), school seats (plywood), shop fittings (MDF), etc.</p>	<p>£ Wood that comes from hardwood trees are usually more expensive than other woods. This is because they take longer to grow. \$</p>
 <p>The Balanced Tree</p> <p>Bark Cambium layer Sapwood Heartwood Annual ring Bark with pith</p>	<p>How can you tell the age of trees? You can tell how old a tree is by counting their Annular Rings. You can also identify what the weather was like in that year. Rings close together = Hot weather. Rings far apart = cold weather</p>	<p>Timber is another word for natural Wood</p> <p>Knowledge Organiser Wood</p>	<p>Finishes. There are many different types of finish that you can apply to wood. But, the reasons are the same; The make the wood look nice (Aesthetics), to protect it from insect attack and to prolong the life of the wood. You can finish the wood by using; Beeswax, Oil, Paint & Varnish.</p>

Week 1 – Food Hygiene & Safety

Food Hygiene and Safety Rules

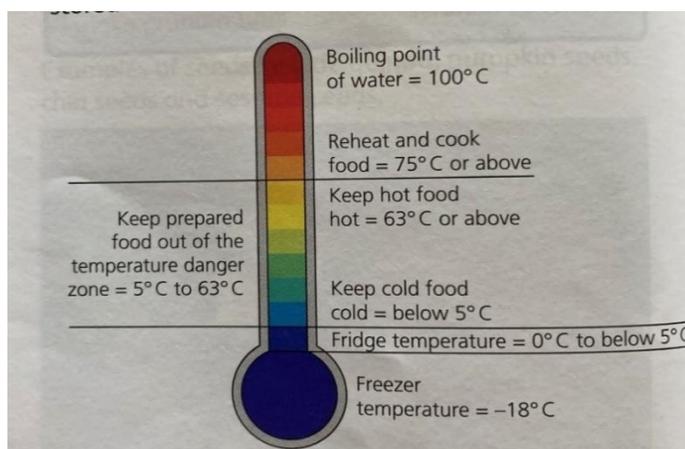
1. Tie back long **hair** when cooking.
2. Remove all **jewellery** on hands and wrists.
3. Wear an **apron** when cooking.
4. Wash hands with warm **water** and **soap** and dry them with **paper towels**.
5. Wash hands regularly whilst cooking, particularly if you **cough, sneeze, handle raw food** or visit the **toilet**.
6. Hold sharp **knives** with the blade pointing down and use the '**bridge and claw**' techniques.
7. Turn **pan handles inwards** when cooking.
8. Cover all cuts with a **blue plaster**.
9. **Do not touch face or hair** when cooking. If you must, then wash hands afterwards.
10. Use **oven gloves** to put food in and take food out of the oven.

Some Key Equipment



Temperature and Storage of Food

It is important to cook, reheat and store food at the correct temperature to avoid **food poisoning**. Bacteria will multiply most quickly in the **danger zone** as outlined below:



Week 2 – Practical: Fruit Salad

Equipment Required:

- 1 vegetable **knife**
- 1 chopping **board**
- 1 **colander** or sieve
- A **tin opener** if you need one
- 1 **tablespoon**



Recipe:

Ingredients

Up to 5 different fruits from the following list:

- 1 x banana
- 1 x apple
- 1 x satsuma
- Handful of strawberries
- Handful of grapes
- 1 x tin of pineapple slices in natural juice
- 1 x pear
- 1 x kiwi fruit

You also need to bring a small carton of fruit juice (not squash!) OR 150ml fruit juice measured out into a suitable container.

Please also bring a large plastic container with a lid to take your fruit salad home in



→ Bridge hold



→ Claw hold



At the end of the practical lesson:

- Fill your bowl with **hot** and **soapy** water.
- Ensure your draining board is **clear** and **clean**.
- Wash the cleanest item first, using the **washing up brush** to clean.
- Place each clean item on the **draining board**.
- Dry all equipment with a **tea towel**.
- Return them back to the correct **cupboard** or **tray**.
- Clean all surfaces with **anti-bacterial spray** and a wet **dishcloth**.



Week 3 – Evaluations

The 4 C's of Food Hygiene & Safety

Cleaning - keeping work surfaces, equipment and yourself clean. This is important to minimise bacterial growth.

Cross-Contamination – keep raw and ready-to-eat food separate to ensure that cross-contamination of bacteria does not occur.

Chilling - keep high risk foods chilled between 0-5°C. Cool hot food quickly but do not place hot food in the fridge.

Cooking – Cook food thoroughly and always above 75°C. Reheat food only once. Use a temperature probe to monitor the core temperature of food.

Reflecting on our fruit salad practical

We still start by producing a set of '**success criteria**' for an evaluation. What makes a good quality one? What would I want to see as your teacher?

Examples of success criteria points:

- Answer all **questions fully**
- Consider your **presentation**
- Give **reasons for your answers** when required
- Use Food & Nutrition keywords when discussing **skills and equipment**
- Use appropriate sensory language when describing the **flavour, texture, appearance and smell** of food

Self-assessment of evaluations

Place a tick or cross next to each success criteria point depending on whether you feel you have done this in your evaluation or not.

Then, underneath your success criteria, complete a '**WWW**' and '**EBI**' for your evaluation using your ticks and crosses to help you.

The final step is to go back to your evaluation and make improvements in green pen using your own feedback.

Remember to self-assess in green pen

You could also complete this as a peer assessment task

Week 4 – Practical: Soup

Equipment Required

- 1 **vegetable knife**
- 1 **chopping board**
- 1 **large saucepan and lid**
- 1 **wooden spoon**
- 1 **cheese grater**



Ingredients

Ingredients

- 250g potatoes
- 1 vegetable stock cube
- 500g courgettes
- Half a bunch of spring onions
- 50g mature or extra mature cheddar cheese
- Salt and Pepper (school to provide)



A hand blender can be very dangerous if used incorrectly and will only be used by an adult during this practical



Method

- 1.) **Wash** and **chop** the potatoes into rough pieces.
- 2.) Put the potatoes in a large pan with just enough water to cover them and **crumble** in the stock cube. Bring to the **boil**, then cover and cook for 5 minutes.
- 3.) **Chop** the courgettes into small pieces.
- 4.) Add the courgettes, put the lid back on and cook for 5 minutes more.
- 5.) **Cut** the spring onion into small pieces.
- 6.) Add the spring onions, cover and cook for a final 5 minutes.
- 7.) Take off the heat, then **stir** in the cheese and season with salt and pepper.
- 8.) **Whizz** to a thick soup using a **blender**, adding more hot water if needed.

Week 5 – The Eatwell Guide

The Eatwell Guide:

The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a **healthy, balanced diet**.

You do not need to achieve this balance with every meal, but try to get the balance right over a day or even a week.

The Eatwell Guide does not apply to children under the age of 2 because they have different nutritional needs.

Week 6 – Recipe Adaptation

4 reasons for adapting a recipe

Many recipes can be easily adapted to make them more balanced. This can include:

- **Increasing fibre content**
- **Lowering fat content**
- **Lowering sugar content**
- **Lowering salt content**

Recipe Adaptation: Rock Buns

<u>Original Recipe</u>	<u>Nutritionally Improved Recipe</u>	<u>Reason For Change</u>
200g self-raising flour	100g white SR flour 100g wholemeal SR flour	Wholemeal flour contains more fibre than white flour
Pinch of salt	Pinch of cinnamon or ginger or nutmeg	Max is 6g per day for salt intake. Too much salt = high blood pressure
75g butter/margarine	50g butter/margarine	Too much fat can lead to obesity and heart disease .
75g sugar	50g sugar	Too much sugar can lead to diabetes, tooth decay and obesity
75g dried fruit	100g dried fruit	Dried fruit is a good source of fibre
1 egg	1 egg	Eggs are a good source of protein, vitamins and minerals

Eatwell Guide



The Eatwell Guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other **starchy carbohydrates**; choosing wholegrain versions where possible
- Have some **dairy or dairy alternatives** choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other **proteins**
- Choose **unsaturated oils** and spreads and eat in small amounts
- **Drink 6-8 cups/glasses of fluid a day** If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

5-a-day:

We should be trying to consume **at least 5 portions** of fruit and vegetables every day.

What Counts?

80g of **fresh and frozen** fruit and vegetables.

Tinned fruit and vegetables. Buy ones tinned in natural juice or water, with no added sugar or salt.

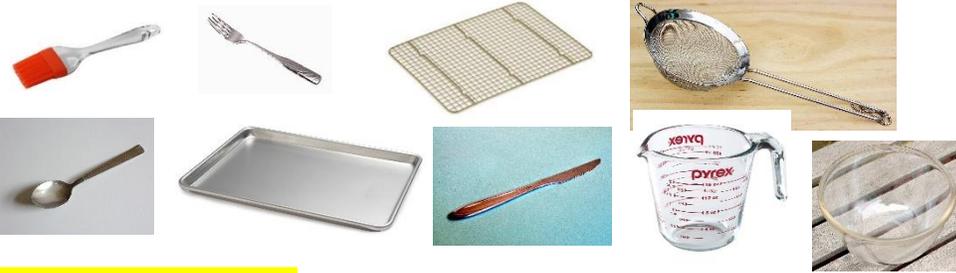
Fruit and vegetables **cooked in dishes** such as soups, stews or pasta.

A 30g portion of **dried fruit** but this should be eaten at mealtimes, not as a between-meal snack, to reduce the impact on teeth.

Week 7 – Practical: Rock Buns

Equipment Required:

- 1 **mixing bowl**
- 1 **sieve**
- 1 **table knife**
- 1 **jug**
- 1 **fork**
- 1 **baking tray**
- 2 **tablespoons**
- 1 **cooling rack**



Ingredients:

- 100g white SR flour
- 100g wholemeal SR flour
- Pinch of cinnamon or ginger or nutmeg
- 50g butter/margarine
- 50g sugar
- 100g dried fruit
- 1 egg



Method:

- 1.) Preheat oven to 200°C/Gas 6
- 2.) **Sieve** the flour and seasoning into a bowl.
- 3.) **Rub in** the fat until it resembles breadcrumbs.
- 4.) **Stir** in the sugar and fruit with a table knife.
- 5.) **Beat** the egg in a separate jug using a fork.
- 6.) Add it slowly to the flour mixture (you may not need it all or you may need to add 1-2tsp of water.)
- 7.) **Stir** well with the table knife. The mixture should be firm enough to stand in heaps.
- 8.) **Divide** into 8-10 heaps on a greased baking tray.
- 9.) **Bake** for about 15 minutes until golden brown.



SAFETY REMINDER: Use oven gloves to put your rock buns in and out of the oven.

Week 1

What is visualisation in a spreadsheet, using basic formula and functions in Excel. (=+*/), autofill

Week 2

Identifying cell ranges, simple functions; Max, Average and Min, IF functions

Week 3

Different charts and graphs, create graphs and charts using excel, use conditional formatting to format data

Week 4

Goal seek

Week 5

Solving business problems using computer modelling

Week 6

Exploring how V-Lookups can be used to effectively input information into spreadsheets

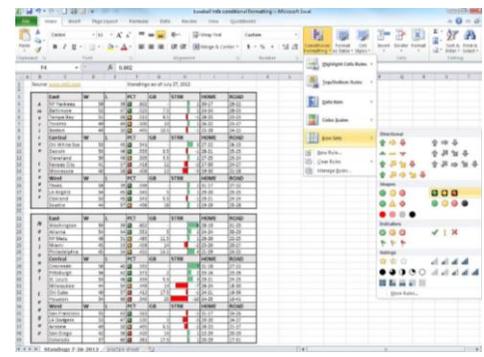
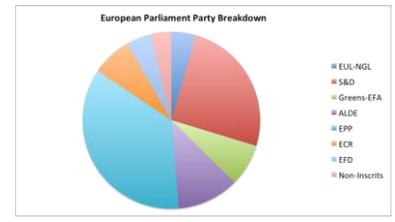
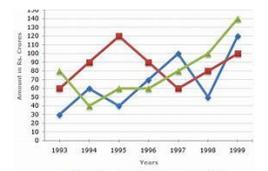
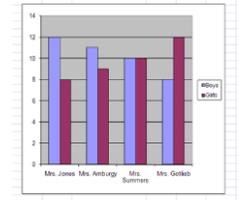
Week 7

Solved a series of Excel business model visualisation problems for a housing development company, exploring ethical housing, using visualisation and modelling of data

Websites and further reading for these lessons:
 BBC bitesize KS3 Spreadsheets
 Teach ICT – Spreadsheets and modelling
 You Tube: The beginners guide to Excel, Excel basics 2017 tutorial.

Key vocabulary:
 Formula, addition, subtraction, equals, cell, row, column, pie, bar, line graph, conditional formatting, compare, percentage, proportion trend, greater than, equal to, less than, IF statement, Vlookup

Year	QuarterOfYear	Sales	Profit
2009	1	4,229.03	231.26
2009	2	4,698.56	214.52
2009	3	4,611.02	113.51
2009	4	4,886.78	179.57
2010	1	4,586.30	224.86
2010	2	4,899.94	308.13
2010	3	4,636.93	10.74
2010	4	4,975.42	228.34
2011	1	4,653.53	165.97
2011	2	3,952.00	362.66
2011	3	4,983.19	149.09
2011	4	4,528.51	200.56
2012	1	4,830.26	431.67
2012	2	5,157.15	419.70
2012	3	5,285.07	365.45
2012	4	5,189.91	30.43
2013	1	4,633.16	168.58
2013	2	4,607.86	23.41
2013	3	4,639.60	146.51
2013	4	4,855.37	142.35
2014	1	4,229.63	-38.06
2014	2	4,537.55	-33.28
2014	3	4,907.79	186.26
2014	4	4,314.23	40.91
2015	1	3,870.24	-51.41
2015	2	4,433.66	200.05
2015	3	4,519.09	92.47
2015	4	4,362.97	104.57
2016	1	4,189.02	139.17
2016	2	4,358.05	154.12



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/>

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

- 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.htm>

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



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

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 Rugby through learners taking on different roles such as; coaches, umpires, motivators and organisers.

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 p..... of the ball and they are tackled, or a ruck forms, or the ball is and the other team possession of it.

Turnover

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

Blind Side

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

Offside

4. All players joining a 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

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 Gymnastics through learners taking on different roles such as; coaches, organisers and analysts.

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>

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

Consistency

Height

Travel



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

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.



Subject: Year 8 PE

Term: 1-2

Topic: Football

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.

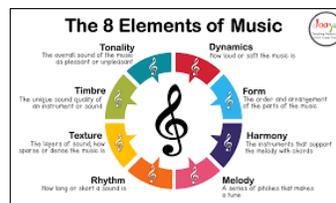
**Effective
Plan**

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

**Trust
Open**

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:

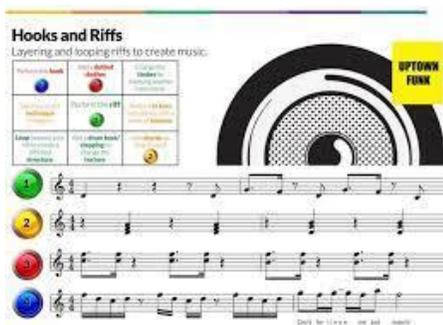
Factual Inquiry Questions: What are Hooks, Riffs and Ostinatos? How can you distinguish and differentiate between them when listening and performing?

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

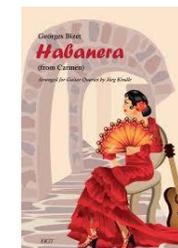
Week 4 - 7

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

