



**ST TERESA**  
*of* **CALCUTTA**  
Catholic Academy Trust

# Knowledge Organisers

**Year 8**

**Autumn Term**

**Name:** \_\_\_\_\_



# Instructions for how to use your Knowledge Organiser



After school, every day, you should learn knowledge from **TWO** subjects on your knowledge organiser each night. Your class teacher may set you specific tasks on Satchel One, linked to the knowledge that you will be expected to learn. The timetable below tells you which subjects you should focus on each night. It doesn't matter if you don't have that particular subject on that day, just follow the timetable for your home learning. You should spend **half an hour** on each subject. You may use your purple homework book to complete tasks neatly.

## TIMETABLE OF SUBJECTS

**Monday:** English and Geography

**Tuesday:** Science and Art / DT / Food

**Wednesday:** Maths and History

**Thursday:** RE and Computer Science

**Friday:** MFL and Music / Drama

## Reading at home

There is also an expectation that you should read a book of your choice for 30 minutes everyday. This should be signed off in your planner by a parent.



## Take pride in your work!

- Each night, write the date and title and underline it neatly with a ruler.
- Label it Subject 1 and then rule off after the self-testing is completed. Then Subject 2 and self-test.
- Use a black or blue pen for your self-testing.
- These notes will then form your revision when you prepare for assessments, so you need to be able to read them!



## How to learn knowledge from my knowledge organiser:

- Look at the work, cover it over, write it out again and check it.
- Look. Cover. Write. Check.
- Ask someone to test you and ask you questions about the topic
- Create mind maps on the topic
- Create flashcards on the topic
- Try writing out the key words or new vocabulary into new sentences
- Create a mnemonic
- Draw a diagram of the process
- Read further around the subject

# English: Year 8 Autumn Term 1: Lord of the Flies



## Glossary

### Innate

Ability you are born with.

### Hegemonic Masculinity

An idea that promotes male aggression and dominance in society

### Microcosm

A community or other unity that is an epitome of a larger unity

### Totalitarianism

The political concept that the citizen should be totally subject to an absolute state authority.

### Democracy

A democracy is a system where people can change their rulers in a peaceful manner and the government is given the right to rule because the people say it may

### Savagery

An act of cruelty or violence

### Civilisation

The process by which a society or place reaches an advanced stage of social and cultural development and organization

### Morality

principles concerning the distinction between right and wrong or good and bad behaviour.

### Tribe

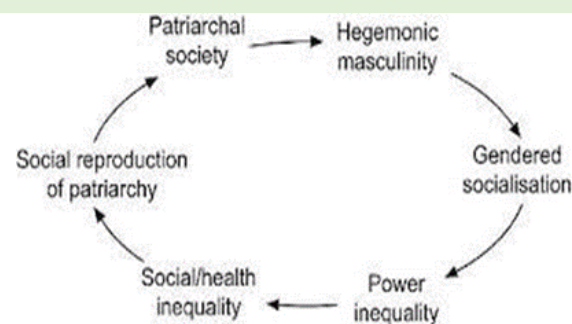
A tribe is a group of people who live and work together in a shared geographical area. ...

### Instincts

An inborn impulse or motivation to action typically performed in response to specific external stimuli.

## Key themes

- Hegemonic Masculinity
- Civilization vs. Savagery.
- Loss of Innocence.
- Struggle to Build Civilization.
- Man's Inherent Evil.
- Dangers of Mob Mentality.
- War and the Future of Mankind.



## Key characters

- Ralph
- Piggy
- Jack
- Simon
- Roger
- Maurice
- Sam and Eric
- The Little 'Uns



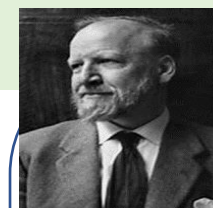
## Symbols in the Novel

1. The Conch Shell
2. The Beast
3. Piggy's Glasses
4. The Lord of the Flies
5. Signal Fire



## Key Quotations

- "We've got to have rules and obey them. After all, we're not savages. We're English, and the English are best at everything." (Jack, Chapter-Two)
- "Kill the pig. Cut her throat. Spill her blood." (Jack, Chapter Four)
- "What are we? Humans? Or animals? Or savages? What's grownups going to think?" (Piggy, Chapter Five)
- "Which is better—to have rules and agree, or to hunt and kill?" (Piggy, Chapter Eleven)



## William Golding

William Golding was born on September 19, 1911, in Saint Columb Minor, Cornwall, England. He was raised in a 14th-century house next door to a graveyard. His mother, Mildred, was an active suffragette who fought for women's right to vote. His father, Alex, worked as a schoolmaster.

William Golding started teaching English and philosophy in Salisbury in 1935. He temporarily left teaching in 1940 to join the Royal Navy.

In 1954 he published his first novel, Lord of the Flies. In 1983, he was awarded the Nobel Prize for Literature. On June 19, 1993, he died in Perranarworthal, Cornwall, England.

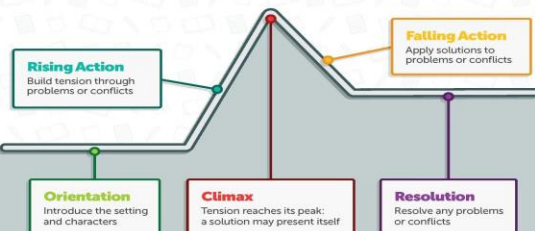
When asked why he wrote Lord of the Flies, Golding replied: **'after the war, when everyone was thanking God they weren't Nazis, I had seen enough to realize that every single one of us could be Nazis'.**

# English: Year 8 Autumn Term 2: Writing a dystopian short story

**Dystopian literature** is a form of speculative fiction that began as a response to utopian literature. A dystopia is an imagined community or society that is dehumanizing and frightening. A dystopia is an antonym of a utopia, which is a perfect society.

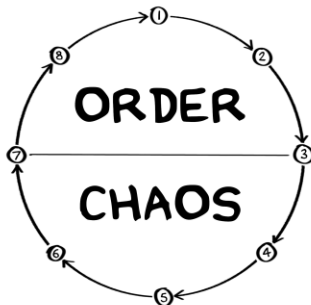
## Short story structures

### Narrative Plot Structure Diagram



### HARMON'S STORY CIRCLE

- 1. YOU**  
A CHARACTER IS IN A ZONE OF COMFORT
- 2. NEED**  
BUT THEY WANT SOMETHING.
- 3. GO**  
THEY ENTER AN UNFAMILIAR SITUATION,
- 4. SEARCH**  
ADAPT TO IT,
- 5. FIND**  
GET WHAT THEY WANTED,
- 6. TAKE**  
PAY A HEAVY PRICE FOR IT,
- 7. RETURN**  
THEN RETURN TO THEIR FAMILIAR SITUATION,
- 8. CHANGE**  
HAVING CHANGED.



**Narrative perspective** – who is the narrator? Is the story in first, second or third person  
**Genre** - a style or category of literature  
**Cyclical structure** – where a story ends and begins in the same way, time or location  
**Protagonist** – the main character, often the hero, of the story  
**Antagonist** – the leading enemy in the story  
**Subvert** – to go against expectations of a world or society  
**Dysfunctional society** - Any actions or behaviours that has negative consequences for society  
**Dehumanisation** - the denial of full humanness in others and the cruelty and suffering that accompanies it  
**Bureaucratic** – a system of government in which most of the important decisions are taken by state officials

### Vocabulary bank

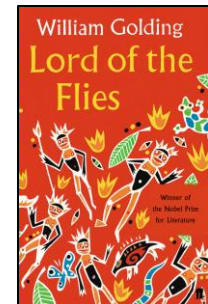
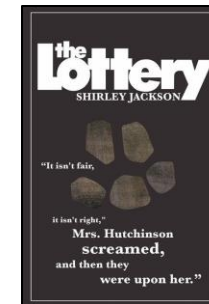
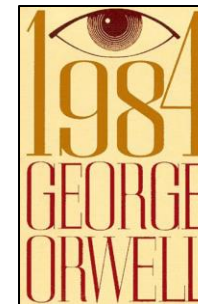
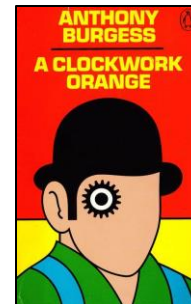
Gloomy	Antiquarian	archaic
Cabal	Enshrouded	Heresy
Insurrection	Obstinately	Perfunctory
Insubordination	Inculcate	iconoclast
Ceremonious	Indoctrinate	pious

### Key features of dystopian literature

- A climactic event which resulted in dramatic changes to society.
- A standard of living among the lower and middle class that is generally poor.
- A protagonist who questions society, often feeling intuitively that something is terribly wrong.
- Events that take place in the future, it often features technology more advanced than that of contemporary society.
- Dystopian fiction typically builds on current trends and developments into the future. The society must have similarities to today, of the reader's own experience.
- There is usually a group of people who are not under the complete control of the state, and in whom the hero of the novel usually puts his or her hope
- If destruction is not possible, escape may be, if the dystopia does not control the world.
- Explores themes of loss of control and individuality

### Model Opening

The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.





# Maths: Year 8 Autumn 1: Factors and Powers



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## Key Words

**Square:** A square number is the result of multiplying a number by itself.

**Cube:** A cube number is the result of multiplying a number by itself twice.

**Root:** A root is the reverse of a power.

**Prime number:** A prime is a number that has only two factors which are 1 and itself.

**Reciprocal:** This is found by doing 1 divided by the number.

**Factor:** A number that fits into another number exactly.

## Examples

What is  $2^4$ ?

$$2 \times 2 \times 2 \times 2 = 16$$

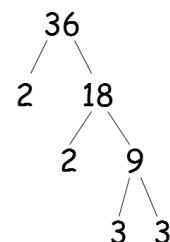
What is  $\sqrt{64}$ ?

$$8^2 = 64, \text{ so } \sqrt{64} = \pm 8$$

What is the reciprocal of 5?

$$\frac{1}{5}$$

Write 36 as a product of prime factors



$$36 = 2 \times 2 \times 3 \times 3 = 2^2 \times 3^2$$

Product means 'multiply'

## Questions

- $2^5$
  - $3^3$
  - $1^{17}$
  - $\sqrt{81}$
  - $\sqrt{16}$
  - $\sqrt[3]{64}$
- Find the reciprocal of:
  - 4
  - $\frac{1}{3}$
  - 0.25
- Write 72 as a product of primes.

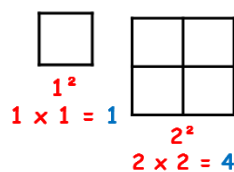
MATHSWATCH

28, 29, 78, 82, 154

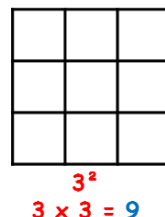
## Tip

A number with an odd amount of factors must be a square number.

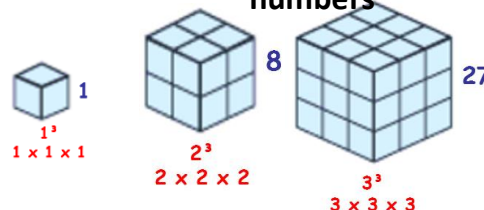
Square numbers



Key Concept



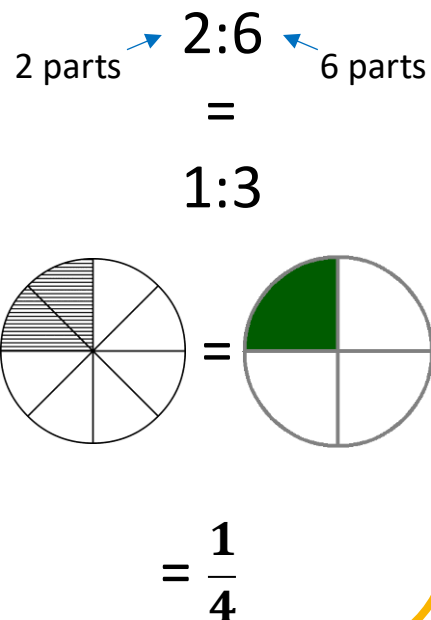
Cube numbers



ANSWERS: 1) a) 32 b) 27 c) 1 d)  $\pm 9$  e)  $\pm 4$  f) 4  
2) a)  $\frac{4}{1}$  b) 3 c) 4 d)  $2^3 \times 3^2$

# Maths: Year 8 Autumn 1: Multiplicative Reasoning

## Key Concept



## Key Words

**Ratio:** Relationship between two numbers.

**Part:** This is the numeric value '1' of, would be equivalent to.

**Simplify:** Divide both parts of a ratio by the same number.

**Equivalent:** Equal in value.

**Convert:** Change from one form to another.

MATHSWATCH

108,109,110

## Tip

Its often useful to write the letters above the ratio. This helps you keep the order the correct way round.

## Examples

Simplify  $60 : 40 : 100$

This could have been done in one step by dividing by 20.

$\div 10$

$6 : 4 : 10$

$\div 2$

$3 : 2 : 5$

Share £45 in the ratio  $2 : 7$

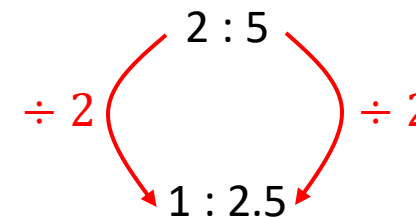
$45 \div 9 = 5$

£10 : £35

$2 : 7$

5	5
5	5
=10	5
	5
	5
	5
	5
	=35

Write  $2 : 5$  in the form  $1 : n$



Joy and Martin share money in the ratio  $2 : 5$ . Martin gets £18 more than Joy. How much do they each get?

£12 : £30

$2 : 5$

6	6
6	6
	6
	6
	6
	6
	=30

$18 \div 3 = 6$

=12

## Questions

- Simplify a)  $45 : 63$  b)  $66 : 44$  c)  $320 : 440$
- Write in the form  $1 : n$  a)  $5 : 10$  b)  $4 : 6$  c)  $x : x^2 + x$
- Share 64 in the ratio  $3 : 5$  4) Write the ratio  $1 : 4$  as a fraction.

ANSWERS: 1) a) 5 : 7 b) 3 : 2 c) 8 : 11  
2) a)  $1 : 2$  b)  $1 : 1.5$  c)  $1 : x + 1$   
3)  $24 : 40$  4)  $\frac{1}{5}$

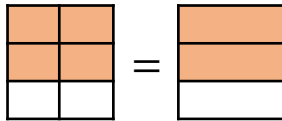
# Maths: Year 8 Autumn 1: Multiplicative Reasoning

## Key Concept

Proportion states that two fractions or ratios are equivalent.

$$\frac{4}{6} = \frac{2}{3}$$

$$4:2 = 2:1$$



## Key Words

**Ratio:** Relationship between two numbers.

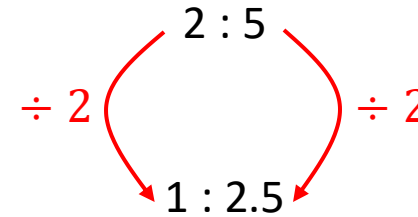
**Scale:** The ratio of the length in a drawing to the length of the real thing.

**Proportion:** A name we give to a statement that two ratios are equal.

**Exchange rate:** The value of one currency for the purpose of conversion to another.

## Examples

Write 2: 5 in the form 1 : n



a:b = 4:5 and b:c = 6:7

Find a:b:c.

The LCM of 5 and 6 is 30

$$\begin{array}{ccc} a & : & b & : & c \\ 4 & : & 5 & & \\ \times 6 & \swarrow & & \searrow & \times 5 \\ 24 & : & 30 & : & 35 \end{array}$$

Cake recipe for 6 people.

3 eggs

300g flour

150g sugar

What would you need for 8 people?

	6	2	8
eggs	3	1	4
flour	300g	100g	400g
sugar	150g	50g	200g

MATHSWATCH

MATHSWATCH

108,109,110

## Tip

Working with ratio or proportion requires multiplying or dividing the numbers. Do not add or subtract.

## Questions

- Write in the form 1 : n a) 4 : 8 b) 3 : 12 c) 4 : 6
- a : b = 3 : 10 and b : c = 4 : 12. Find a:b:c.
- Pancakes for 4 people need 2 eggs, 120g flour and 60ml milk. How much for 6 people?

ANSWERS: 1) a) 1:2 b) 1:4 c) 1:1.5 2) 12:40:120 3) 3 eggs, 180g flour, 90 ml milk.

# Maths: Year 8Autumn 1:Multiplicative Reasoning

**Increase or Decrease by a Percentage**  
**Non-calculator:** Find the percentage and add or subtract it from the original amount.

Increase 500 by 20% (Non Calc):

$$10\% \text{ of } 500 = 50$$

$$\text{so } 20\% \text{ of } 500 = 100$$

$$500 + 100 = 600$$

**Calculator:** Find the percentage multiplier and multiply.

Decrease 800 by 17% (Calc):

$$100\% - 17\% = 83\%$$

$$83\% \div 100 = 0.83$$

$$0.83 \times 800 = 664$$

## Examples

Write 2: 5 in the form 1 : n

$$\begin{array}{c} 2 : 5 \\ \div 2 \quad \quad \div 2 \\ \hline 1 : 2.5 \end{array}$$

a:b = 4:5 and b:c = 6:7

Find a:b:c.

a : b : c

$$\begin{array}{c} 4 : 5 \\ \times 6 \quad \quad \times 5 \\ \hline 24 : 30 : 35 \end{array}$$

The LCM  
of 5 and  
6 is 30

Cake recipe for 6 people.

3 eggs

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150g sugar

What would you need for 8 people?

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## Questions

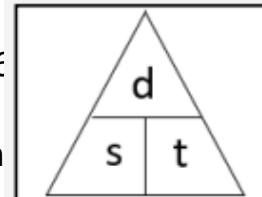
- Write in the form 1 : n    a) 4 : 8      b) 3 : 12      c) 4 : 6
- a : b = 3 : 10 and b : c = 4 : 12. Find a:b:c.
- Pancakes for 4 people need 2 eggs, 120g flour and 60ml milk.
- How much for 6 people?

MATHSWATCH

MATHSWATCH

108,109,110,164

## Speed, Distance, Time



$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{distance} = \text{speed} \times \text{time}$$

Use the formulas to convert between compound measures

## Depreciation

I buy a car for £20000.

It depreciates at a rate of 4% per annum

What will it be worth after 3 years?

Initial amount= £20000

Depreciation rate = 4%

Multiplier is  $\times 0.96$

It depreciated for 3 years

$$20000 \times 0.96^3 = \text{£}17694$$

ANSWERS: 1) a) 1:2 b) 1:4 c) 1:1.5 2) 12:40:120 3) 3 eggs, 180g flour, 90 ml milk.





### GLOSSARY:

#### Interdependence and Biodiversity:

**FOOD CHAIN:** A **food chain** shows what an organism eats and the transfer of energy between organisms.

**FOOD WEB:** A **food web** is a set of linked food chains.

**PREY:** **Prey** are organisms eaten by another organism.

**PREDATORS:** **Predators** are organisms that eat other animals.

**HABITAT:** The area an organism lives in is called its **habitat**.

**ECOSYSTEM:** An **ecosystem** is the name of the plants, animals, and the location that they live in.

**POPULATION:** The number of plants or animals of the same type that live in the same area is called a **population**.

**NICHE:** An organism in an ecosystem has its own **niche**.

#### History of the Earth:

**Weathering:** the process of **wearing** or being worn by long **exposure** to the atmosphere.

**Sedimentary:** A **rock** that has formed from **sediment deposited** by water or air.

**Igneous:** A type of **rock** that has been formed having **solidified** from lava or magma.

**Metamorphic:** Rock that has undergone **transformation** by heat, pressure, or other natural **agencies**

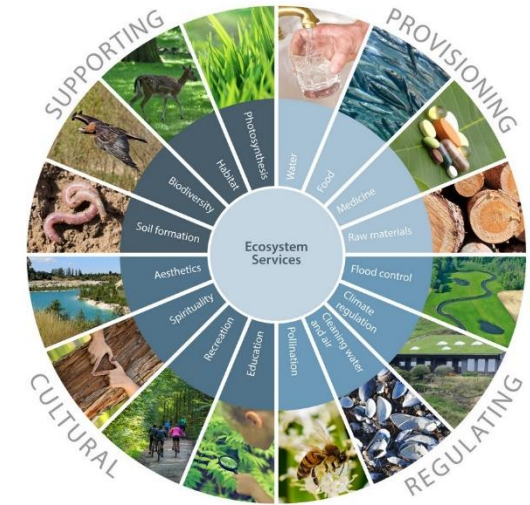
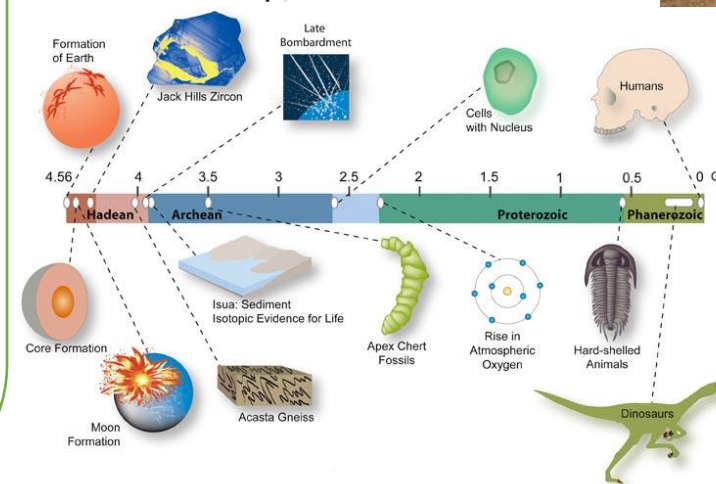
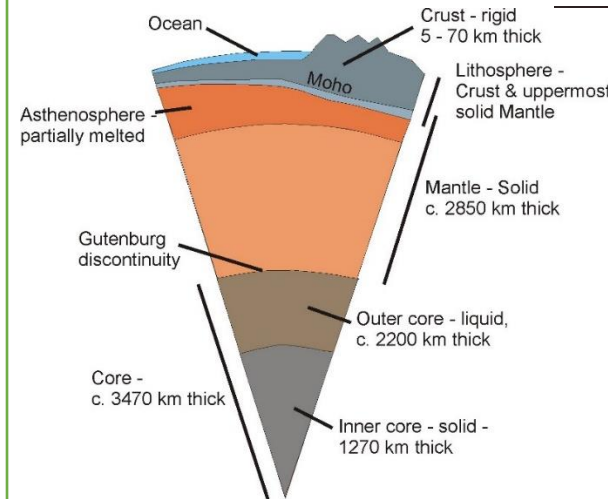
**Volcanoes:** A mountain or hill, typically conical, having a crater or vent through which lava, rock fragments, hot vapour, and gas are or have been erupted from the earth's crust.

**Magma:** hot **fluid** or semi-fluid material below or **within** the earth's crust.

**Lava:** hot molten or semi-fluid rock **erupted** from a **volcano**.

### Did you know?

Seeds are distributed by wind, explosion, water, by being eaten by animals and by being carried on the outside of animals. Toxic chemicals can pass through a food chain and accumulate, eventually causing organisms to be ill or die. The animal at the top of the food chain will be most affected. This is one of the most important things to consider when looking at biodiversity as food chains and humans alike can be affected.

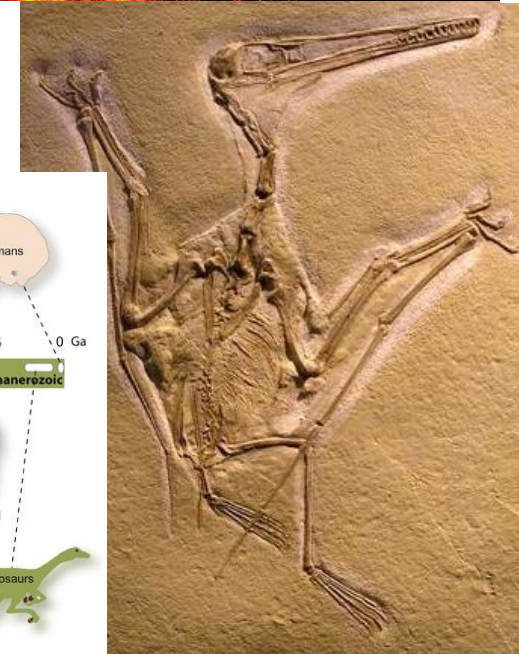


### Did you know?

The formation of clastic and organic rocks begins with the weathering, or breaking down, of the exposed rock into small fragments.

Through the process of erosion, these fragments are removed from their source and transported by wind, water, ice, or biological activity to a new location.

Once the sediment settles somewhere, and enough of it collects, the lowest layers become compacted so tightly that they form solid rock.





# Science: Year 8 Autumn Term 2:

## Climate change and moving around

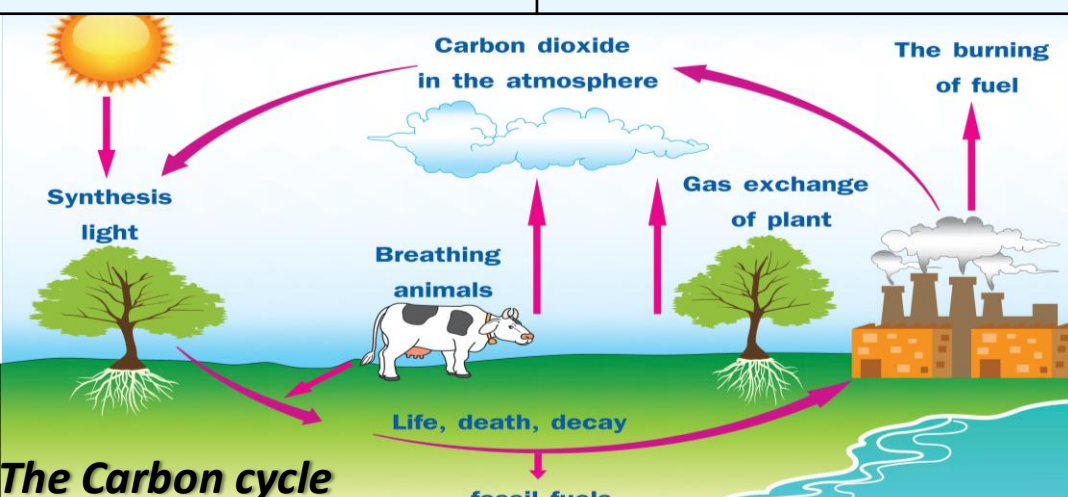


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### Climate change

#### Glossary

<b>Atmosphere</b> –the envelope of gases surrounding the earth or another planet	<b>Greenhouse effect</b> – a natural process that keeps the Earth warm
<b>Acid rain</b> - rain water that has reacted with acidic pollutants	<b>Pollutants</b> – substances that harm the environment.
<b>Greenhouse gases</b> - gases which cause the greenhouse effect	<b>Reduce</b> – using less of a resource or material
<b>Carbon dioxide</b> – A greenhouse gas produced when things are burned. This is taken in by plants and used during the process of photosynthesis.	<b>Reuse</b> – an item that can be used again as its useful life has not been finished.
<b>Recycle</b> – Any item that has no longer any use and cannot be reused is recycled.	<b>Catalysts</b> – A substance that speeds up a chemical reaction without being used up itself.



### Moving around



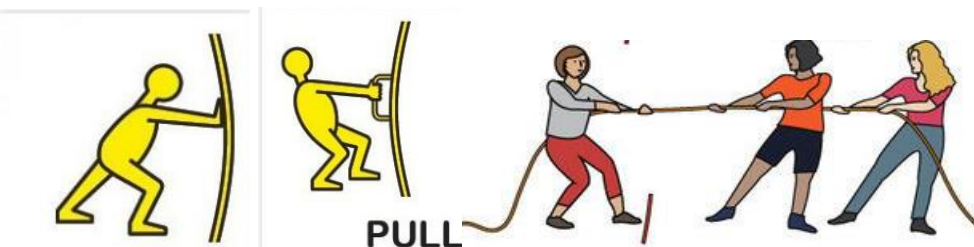
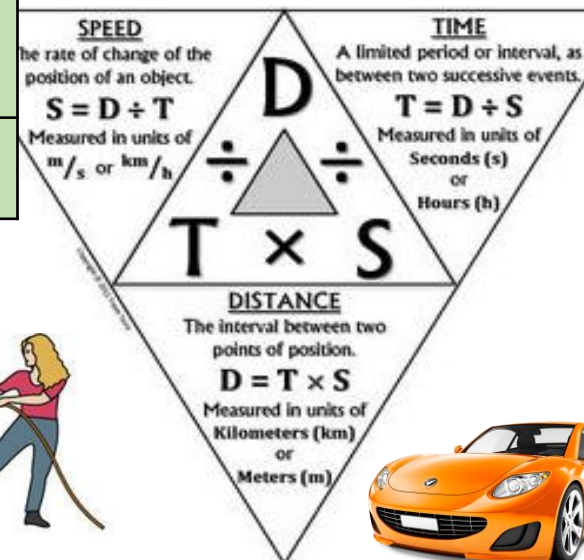
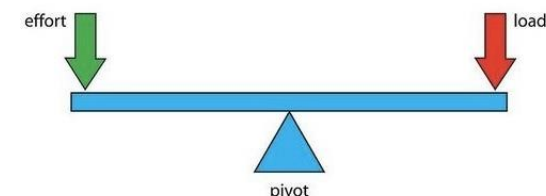
#### Glossary

<b>Air pressure</b>	<b>force on an area caused by air particles bouncing off a surface</b>
<b>Air resistance</b>	<b>the force that air exerts on objects moving through it.</b>
<b>Levers</b>	<b>is a tool that allows movement. Including the effort, pivot and load.</b>
<b>Pressure</b>	<b>is a measure of how much force is acting on an area.</b>
<b>Moments</b>	<b>a turning effect produced by a force acting at a distance on an object.</b>
<b>Weight</b>	<b>the vertical force exerted by a mass as a result of gravity.</b>

### Moment

Moment (Nm) = force (N) x distance from pivot (m)

$$\text{Moment} = F \times d$$





# RE: Year 8 Topic 1: Church History



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## Key Words:

**Martyr:** A person who dies/ is killed for their religion

**Faith:** Belief without evidence

**Tradition:** Handing down and carrying on beliefs and practices

**Papacy:** The office or authority of the Pope

## SOWA

"I also say to you that you are Peter, and upon this rock I will build My church"

**Matthew 16:17-19**

## The Pope

### Who is he?

- ❖ The Leader of the Catholic Church and the number one authority for Catholics. What he says greatly influences the world.
- ❖ He is the successor of St Peter.
- ❖ Our current Pope is Pope Francis
- ❖ He lives in Vatican City, Rome

### What does he do?

- ❖ Handpicks Cardinals
- ❖ Travels the world to visit Catholics
- ❖ Teaches about moral issues- he can never be wrong



## Apostles

### What is an Apostle?

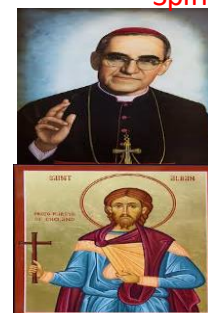
- ❖ Jesus picked 12 of his closet followers to become Apostles.
  - ❖ Jesus wanted his Apostles to be like little children; full of trust, joy, love, humility and be willing to learn
- What did the Apostles do?**
- ❖ Their role was to spread the word of God and covert people to Christianity (This was very dangerous- many ended up martyred)
  - ❖ Jesus wanted them to be another 'him' on earth
  - ❖ They travelled around the world, speaking different languages to do this. This gift was given to them by the Holy Spirit



## Martyrs

### How did Martyr's help the Church?

- ❖ Shows how serious you are about your beliefs
- ❖ Encourages others to listen and take their faith seriously
- ❖ Shows faith and dedication to God



## St Paul & Stephen



### Who was St Peter?

- ❖ Full name was Simon Peter and he was one of the first Disciples to be called
- ❖ Jesus called him his rock and told him to look after the other disciples and spread the message of God. In return, Jesus promised Peter the keys to heaven.
- ❖ Peter was the first Pope of the Catholic Church.

### Who was St Paul?

- ❖ Originally, Saul hated the followers of Jesus and wanted them locked up.
- ❖ Saul was then blinded for 3 days by a bright light and he heard a loud voice. Ananias prayed for him and he was cured.
- ❖ Saul became Paul and became a Christian. He spent his life spreading the word of God

### Who was St Stephen?

- ❖ Stephen began spreading the word of Jesus straight after his death.
- ❖ Some Jews accused him of blasphemy.
- ❖ During his trial he became angry and accused the Jews of murdering Jesus.
- ❖ Stephen was sentence to death .
- ❖ He became the first Christian Martyr

### Maximillian Kolbe

- ❖ Was a Priest in Poland during occupancy by Nazi Germany. Was placed in a concentration camp for hiding and helping Jews.
- ❖ Offered his own life in exchange for another man who had a family

### St Alban

- ❖ He was the first Christian Martyr in England. (He was a Pagan who his a Christian in his house)
- ❖ Instead of handing the Priest over, he pretended to be the Priest.
- ❖ Both Alban and his executor converted to Christianity

# RE: Year 8 Topic 2: Vocation and Prayer



**Key words:**  
**ACTS**

**Adoration:** A prayer of love to God.

**Confession:** Saying sorry and asking for forgiveness

**Thanksgiving:** A prayer thanking God for something

**Supplication:** Asking God for help for yourself or for somebody else

## Different Christian Vocations

Laity	Ordained	Religious Life
<ul style="list-style-type: none"> <li>Baptised</li> <li>Confirmed</li> <li>Holy Communion</li> <li>Catholic Schools</li> <li>Marriage</li> <li>Bring their children up as Catholic</li> <li>Give money to charity</li> <li>Help others</li> <li>Caring career</li> <li>Attend Mass</li> </ul>	<ul style="list-style-type: none"> <li>Priest</li> <li>Bishop</li> <li>Devote their life to God</li> <li>Cannot marry</li> <li>Spread the word of God</li> <li>Visit the sick, elderly and people in prison</li> <li>Mass</li> <li>Sacraments</li> <li>Pray for the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>Nun</li> <li>Monk</li> <li>Cannot Marry</li> <li>Devote their life to God</li> <li>Spread the word of God</li> <li>Visit the sick, elderly people in prison</li> <li>Pray for the needs of others</li> <li>Attend Mass</li> </ul>

**Why is prayer important?**

- To communicate with God
  - To be closer to God
    - To be forgiven
    - To thank God
- To ask for help for yourself or others
- To strengthen the community and bring people together
  - It brings comfort
- Jesus taught us to pray, we are following his example

**Match up the type of prayer to why it is useful for Catholics**

**Pair discussion**

Adoration  
Thanksgiving  
Confession  
Supplication

Helps them get things into perspective and be thankful for their life.

Makes them feel like they are helping the less fortunate and inspire them to practically help.

Helps a person not to be selfish, to realise they depend on others and not take things for granted.

Helps them face their feelings, relieves their sin and they learn from their mistakes.

**SOURCE OF WISDOM:** 'You will pray to him, and he will hear you, and you will fulfill your vows.' John 22:27

**Key Words: (AT1)**

### Church

1. a building for Christian religious activities: 2. an official Christian religious organization

### Vocation

a divine call to God's service or to the Christian life.

### Laity

the ordinary people who are involved with a church but who do not hold official religious positions.

### Ordain

to officially make someone a priest or other religious leader, in a religious ceremony

**Aids to prayer**



The Altar



The Tabernacle



The Statue of St. Monica



The Intentions board



The Stations of the Cross



The Holy Water Stoop



The Lectern

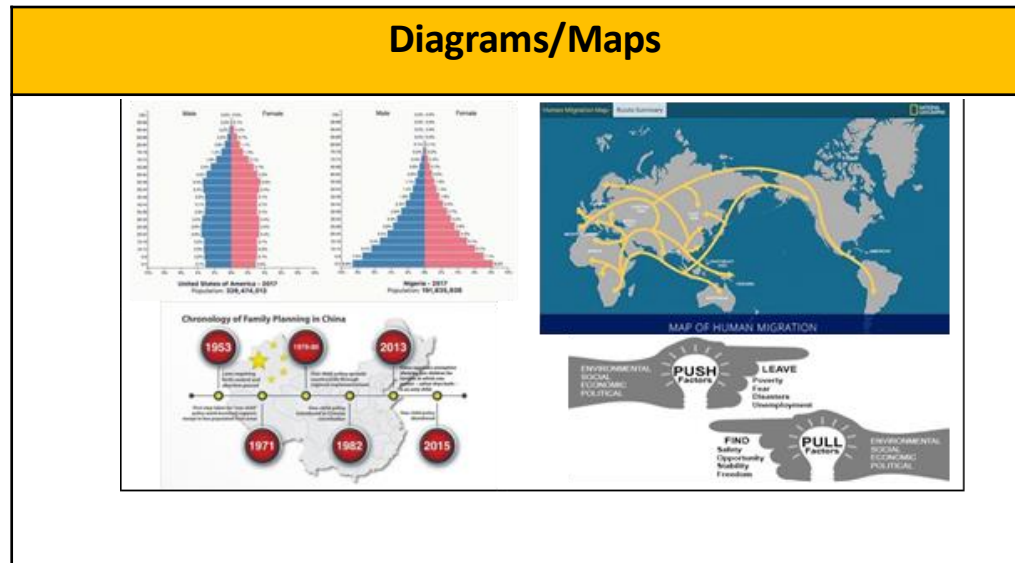


# Geography: Autumn 1 Year 8 'How are Populations Changing?'



Key Questions		
What is population density?	Explain how China controlled its increasing population	Why may people choose to live in different areas around the world?
To be able to give several reasons for population growth.	What were the issues created by introducing the one child policy?	What are population pyramids? Why are they important?
What problems are created by overpopulation?	What are push and pull factors?	Why have people migrated from Syria to Europe?

Key Vocabulary	
<b>Population</b>	The number of people in a particular area.
<b>Birth Rate</b>	The number of births per 1000 people.
<b>Death Rate</b>	The number of deaths per 1000 people.
<b>Migration</b>	The movement of people from one place to another.
<b>Emigration</b>	When someone leaves a country.
<b>Immigration</b>	When someone enters a country.
<b>Over Population</b>	Where there are too many people and not enough resources to support a satisfactory quality of life.
<b>Optimum Population</b>	The perfect population that can maximise the benefits from the resources available.
<b>Natural Increase</b>	The difference between the birth rate and the death rate.
<b>Life Expectancy</b>	The age the population is expected to live to. This varies within different countries.
<b>Ageing Population</b>	A change in the age structure of the population within a country. A rising average age and a growing number of people living beyond the standard working ages.



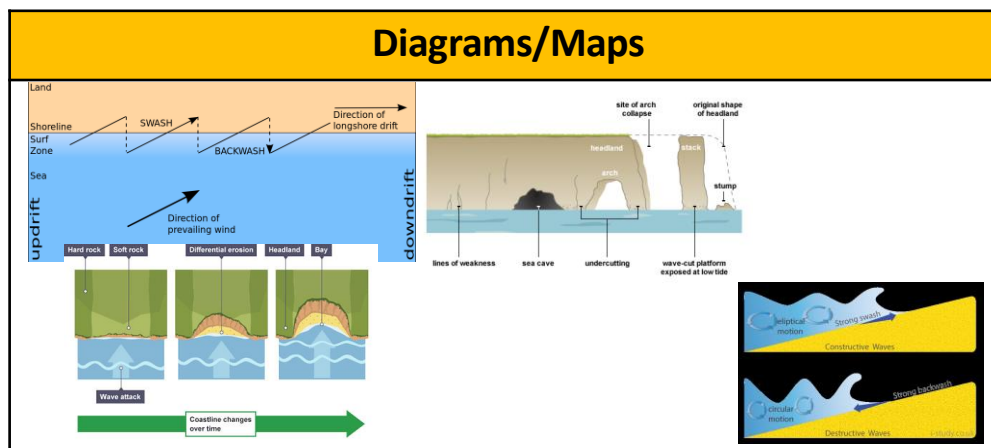


# Geography: Autumn 2 Year 8 'What Happens Where the Land Meets the Sea?'



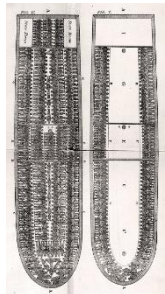



Key Questions		
Locating different coastal locations around the UK.	What are the two types of waves? What are the similarities/differences?	What are the 4 main types of erosion and how do they erode the coast?
What features are created as a result of erosional processes?	What is Longshore Drift? How does this process impact the coastline?	How can we protect the coastline from eroding
What conflicts can occur at the coast and why?	What activities can be done at the coast?	What is a coast?

Key Vocabulary	
Constructive Waves	Frequently breaking, long and low waves found on gentle beaches. Swash is stronger than the backwash meaning they build up the beach.
Destructive Waves	Infrequently breaking, high waves found on steep beaches. Backwash is stronger than swash meaning they destroy the beach.
Swash	The forward movement of a wave up on to the beach
Backwash	.The backward movement of the water down a beach when a wave has broken.
Erosion	The wearing away of rock along the coastline
Transportation	The movement of material in the sea and along the coast by waves
Deposition	The laying down of sediment by flowing water
Longshore Drift	The movement of material along a coast by waves which approach at an angle to the shore but recede directly away from it.
Soft Engineering	Coastal management strategies that work with the natural coastal processes.
Hard Engineering	Coastal management strategies that are man-made structures to protect coasts against erosive waves. Often made out of hard materials e.g. concrete.






# History: Year 8 Term 1: Human Consequences of the Sugar Trade

Key Events Glossary		Knowledge	
1492 AD	Christopher Columbus discovers the Caribbean Islands and names them the West Indies. He takes sugar to plant and so begins the trade with Europe. England seizes control of several Caribbean islands. From 1625 English also establish colonies in North America. English planters set up plantations and use slave labour to do the work on these sugar plantations. As the demand for sugar increased and the trade boomed, they grew more but also took more and more slaves from West Africa. Britain became the biggest slave trading nation. By 1600 200,000 slaves are taken from West Africa. This trade became known as the Triangular trade. Plantation owners built grand houses from the profits they made.	<b>Olaudah Equiano</b>  	 <b>Who</b> - Olaudah Equiano. Slave name, Gustavus Vassa. <b>Where</b> - From Nigeria. Was a slave in Virginia then later Britain. <b>What</b> - Kidnapped with his sister at around the age of 11, sold by local slave traders and shipped across the Atlantic to Barbados, Virginia and then England. Working as a slave, his name was changed to Gustavus Vassa. He worked for a naval officer for 8 years and learnt to read and write. Equiano earned money by trading on the side. In only three years, he made enough money to buy his own freedom. Equiano then spent much of the next 20 years travelling the world.  In 1786 in London, he became involved in the movement to abolish slavery. He was a prominent member of the 'Sons of Africa', a group of 12 black men who campaigned for abolition.
1500s			
1650-1700 AD	The transatlantic sugar trade changed as it was the Middle classes that now demanded it. They used it in their tea, coffee, chocolate. Recipe books encouraged people to produce puddings, cakes and tarts sweetened with sugar. Sugar became fashionable and a symbol of wealth – people showed off sugar loaves and their sugar bowls. As a result the trade in enslaved people increased as the demand for sugar increased. The Middle classes became addicted, by 1700 England imported 10,000 tons per year by 1800 they imported 150,000 tons. After 1698 other merchants were allowed to become involved in the transatlantic slave trade. As a result other ports like Liverpool and Bristol became involved and grew from the wealth of the trade. Investment in the trade became widespread. Millions profited from the misery of enslaved Africans.	<b>Middle Passage</b>    	The journey lasted about 12 weeks from the Trading ports in West Africa to the West Indies or America. Conditions were appalling. Slaves were chained together and kept below deck. It was often cramped with very little air. There was only a bucket to collect human waste but this would often contaminate the food and water resulting in slaves catching dysentery. Slaves would have to eat gruel (a form of porridge) but often it would make slaves sick making the situation even worse. It was estimated 2 million slaves died on this journey.  Slaves did not go willingly. But it was difficult to escape as the slaves had been taken from different parts of Africa so didn't speak the same language. Sometimes slaves fought back like in 1839 on board the slave ship La Amistad but this was rare. As a result the crew carried guns and slaves were separated so that it would be harder to overthrow the crew. Slaves also resisted by refusing to eat to stop themselves getting sick or even taking the drastic measures of throwing themselves overboard to commit suicide. However, the crew would often jump overboard and rescue the slaves as they were considered valuable cargo. Treatment was inhumane and slaves were seen as cargo (objects to be traded) not humans. It was estimated 12 million people from West Africa were enslaved.

# History: Year 8 Term 2: Resistance and Reform



Key Events		Knowledge	
<b>1787</b> <b>1790</b> <b>1791 to 1804</b> <b>1807</b> <b>1833</b> <b>2015</b>	<p>The Society for the Abolition of the Slave Trade was set up with the goal of bringing slavery to an end. They worked closely with the Sons of Africa, a group made up of educated Africans living in London.</p> <p>William Wilberforce's first Abolition Bill is rejected by Parliament.</p> <p>Haitian Revolution saw enslaved people in Haiti overthrow their masters and take the Island of Haiti. This sent shockwaves across slave trading countries.</p> <p>Slave Trade Act made the sale and purchase of slaves illegal in the British Empire.</p> <p>Slavery Abolition Act made both the purchase and ownership illegal across the British Empire.</p> <p>The British Government finish paying off the loan taken out in 1833 to compensate (give money to) the slave owners who lost money slavery was abolished.</p>	<p><b>The Underground Railway</b></p> 	<p>The Underground Railway was a secret network of escape routes and safe houses for runaway slaves to use to help them escape to freedom in the Northern states of America or Canada. The Railway found clever ways of helping slaves escape.</p> <p><i>Secret Codes were used to disguise messages so that people would not know what the slaves were planning.</i></p> <p><i>'Conductors' were people who helped the runaway slaves. They gave runaways food, shelter and directions to help them to freedom. The most famous of these was Harriet Tubman, an escaped slave who made 13 missions to rescue over 70 slaves.</i></p> <p><i>Runaway slaves would travel in small groups to avoid being caught, they would hide in wagons and carriages, mainly travelling at night to avoid detection. It is estimated that nearly 100,000 slaves escaped using the Underground Railway</i></p>
		<p><b>Abolition-Meaning to get rid of something</b></p> 	<p>The movement to abolish slavery took many years, eventually happening in 1833. The passing of the Slavery Abolition Act was the result of the hard work of many different groups and events that slowly persuaded Britain that slavery should come to an end.</p> <p>Slave Rebellions- Former slave Toussaint Louverture leads a rebellion (fighting back) in a Caribbean Island called St Domingue. They drive all slave owners from the Island and set up the slave-free Republic of Haiti. This scared British plantation owners</p> <p>Black Campaigners such as Olaudah Equiano published his accounts his time as a slave, the horrors he described shocked many and persuaded people slavery was wrong.</p> <p>Sugar Boycott- People in Britain stopped buying sugar that was grown using slave labour. This meant that plantation owners who used slaves lost money and made them more likely to listen to the abolitionists.</p>
			
		Key Words Glossary	
<p><b>Resistance</b></p> <p><u>Active-</u> Resisting slave owners by non-violent methods. This can often go un-noticed by the masters. For example working slowly, damaging tools and releasing working animals such as horses.</p> <p><u>Passive-</u> Resisting slavery by visible and sometimes violent methods. It is often meant to be a visible protest. For example poisoning their masters, burning plantation owners crops and homes or running away.</p>		<p><b>Plantation</b></p> <p>A large farm with a plantation house, used to grow cash crops such as sugar and cotton</p>	
		<p><b>Abolish</b></p> <p>The society for the Abolition of the <b>Slave Trade</b> organised and mobilised group's. Merchant Thomas Clarkson organised the support. Olaudah Equiano spoke at meetings, taverns (pubs) and coffee houses</p>	
		<p><b>Resistance</b></p> <p>Refusing to accept something or do as you have been instructed. Slaves resisted their masters in many ways</p>	



# Spanish: Year 8 Autumn Term

## LAS VACACIONES

### Key verbs and vocab

Present		Past	
Voy	I go	Fui	I went
Vas	You go	Fuiste	You went
Va	He/she goes	Fue	He/she went
Vamos	We go	Fuimos	We went
Vais	You lot go	Fuisteis	You lot went
Van	They go	Fueron	They went

a... - to...

Escocia - Scotland

Gales - Wales

Italia - Italy

Grecia - Greece

Egipto - Egypt

Irlanda - Ireland

Alemania - Germany

Estados Unidos - USA

Con... - with

En... - by

Avión - plane

barco - boat

Autobús - bus

autocar - coach

Tren - train

coche - car

Fue... - it was

Guay - cool

Flipante - awesome

Genial - great

Regular - ok

Horroroso - terrible

Un desastre - a disaster

Raro - strange/weird

¡Lo pasé bomba! - I had a fantastic time

¡Lo pasé fenomenal! - I had a wonderful time

¡Lo pasé guay! - I had a great/cool time

Lo pasé mal - I had a bad/terrible time

### Activities

El primer día - On the first day

El último día - on the last day

Primero - first

Luego - then

Después - after

Más tarde - later

Visité monumentos - I visited monuments

Compré una camiseta - I bought a t-shirt

Saqué fotos - I took photos

Monté en bicicleta - I rode a bike

Descansé en la playa - I relaxed on the beach

Mandé SMS - I sent a message

Bailé - I danced

Nadé en el mar - I swam in the sea

Tomé el sol - I sunbathed

Escribí SMS - I wrote messages

Comí una paella - I ate paella

Bebí una limonada - I drank a lemonade

Conocí a un chico guapo - I met a good-looking boy

Salí con mi hermana - I went out with my sister

Vi un castillo interesante - I saw an interesting castle

### Let's show off!

Acabo de ir a... - I have just been to...

Siempre he soñado con ir a... - I've always dreamed of going to...

Ojalá pudiera ir a... - I wish I could go to...

Cuesta un ojo de la cara - It costs an arm and a leg

El hotel era... - the hotel was...

El hotel tenía... - the hotel had...

Look at this model text about holidays - do you think you could replicate it with your own information?

Normalmente voy de vacaciones a <u>Grecia</u> .	Normally I go on holiday to <u>Greece</u> .
Voy con <u>mi familia</u> y vamos en <u>avión</u> .	I go with <u>my family</u> and we go by <u>plane</u> .
<u>ya que</u> es <u>rápido</u> pero también es <u>aburrido</u> .	because it's <u>fast</u> but also it's <u>boring</u> .
<u>Acabo de ir</u> a <u>Francia</u> y fue <u>guay</u> .	I've just been to <u>France</u> and it was <u>cool</u> .
Fui con <u>mi clase</u> y fuimos en <u>autocar</u> .	I went with <u>my class</u> and we went by <u>coach</u> .
El primer día <u>visité monumentos</u> y <u>saqué muchas fotos</u> .	On the first day <u>I visited monuments</u> and <u>I took lots of photos</u> .
Después compré <u>una camiseta roja</u> .	After, I bought a <u>red t-shirt</u> .
El último día <u>tomé el sol</u> en la playa	On the last day <u>I sunbathed</u> on the beach
y más tarde, <u>nadé en el mar</u> .	and later, <u>I swam in the sea</u> .
<u>¡Lo pasé bomba!</u>	I had a <u>fantastic</u> time!
Siempre he soñado con ir a <u>Estados Unidos</u>	I've always dreamed of going to <u>America</u>
porque me encanta <u>la comida</u> y <u>la cultura</u> .	because I love <u>the food</u> and <u>the culture</u>
Sin embargo, <u>cuesta un ojo de la cara</u> .	However, it costs an arm and a leg.

WHEN YOU JUST BOOKED A TRIP





# Year 8 Autumn Term Topic 1: Surrealist Composition Drawings



## Glossary

**Dreamlike** - a series of thoughts, images, and sensations occurring in a person's mind during sleep or dreamlike state e.g day dream

**Imaginery** – Existing only in one's imagination. Not reality

**Surreal** – The elements in something are combined in a strange way – out of the ordinary and now normally what you would expect

## Helpful video links



<https://m.youtube.com/watch?v=EEG2YbYn6IQ>

[https://m.youtube.com/watch?v=9SbA9hf\\_nfl](https://m.youtube.com/watch?v=9SbA9hf_nfl)

<https://m.youtube.com/watch?v=bP2JS4vDvNc>

<https://m.youtube.com/watch?v=28ug9a10F7A>

## WHAT IS SURREALISM?

Surrealism was an art movement that began in 1917 after the chaos of WWI and has influenced art ever since. The word "surrealist" suggests that the artwork is "beyond reality." Surrealist artists strived to channel the unconscious to open up their imagination. By using unexpected combinations and dreamlike scenes, surrealist artists did not believe in limits or creating what viewers wanted to see. Instead, they found and exhibited freedom of expression.



René Magritte (1964). *The Son of Man* (Oil on canvas)



Salvador Dalí (1931). *The Persistence of Memory*, Museum of Modern Art, New York, NY.



Joan Miró (1966-1973). *Woman, Bird, Star* (Homage to Pablo Picasso) (Oil painting).

### CHARACTERISTICS:

- Dreamlike subject matter
- Juxtaposition of images
  - Impossible scale
  - Magical
  - Psychological
- Confusing and interesting

### FAMOUS ARTISTS

André Breton  
Joan Miró  
Salvador Dalí  
René Magritte  
Yves Tanguy  
Frida Kahlo  
Max Ernst  
Meret Oppenheim

## Surrealism

"I believe in the future resolution of these two states, dream and reality, a surreality, if one may so speak." –André Breton-First Surrealist Manifesto.





# Year 8 Spring Term Topic 2: Indigenous 3D Card relief



## Glossary

Artist: [Eduardo Paolozzi](#)

Native American, Indigenous, ancient Art and Totem Pole, Animal meanings, symbolism, Graphite, scale, proportion, the distortion, composition, collage, concepts, colour, recording, observational drawing

Helpful Links to Videos:

<https://www.youtube.com/watch?v=uxNDKlh-Vjo>

<https://www.youtube.com/watch?v=by3Nxl0dA6w>

<https://www.youtube.com/watch?v=c8idY2LdxHQ>

[https://www.youtube.com/watch?v=N\\_0Dn7BaLcl](https://www.youtube.com/watch?v=N_0Dn7BaLcl)



What is the meaning of native in art?  
Indigenous arts are **art created by the original people to inhabit a land**

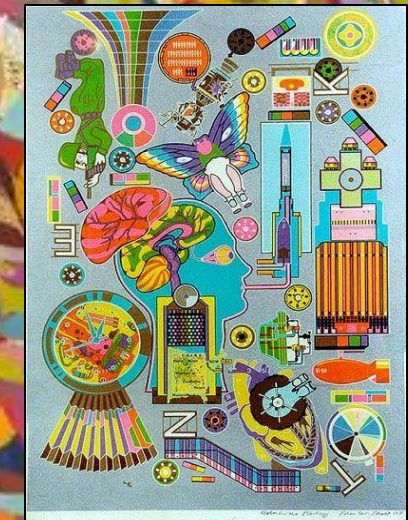
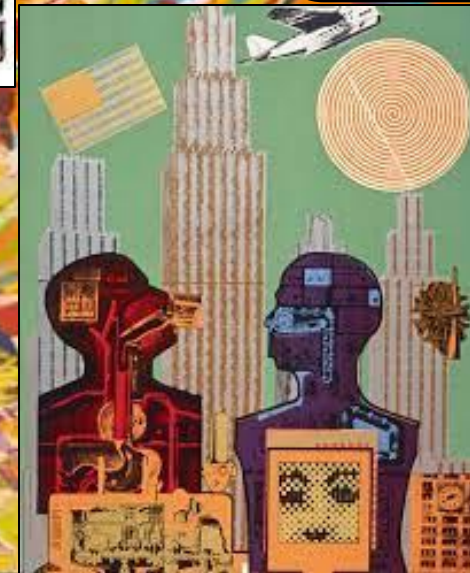


"I like to make use of everything. I can't bear to throw things away - a nice wine bottle, a nice box. Sometimes I feel like a wizard in Toytown, transforming a bunch of carrots into pomegranates."



## Surrealism and Cubism

Influenced Paolozzi in the way he continued to pair disparate imagery and disjointed forms and mechanical representation of modern-day life







Read

# Computing: Year 8 Autumn Term 1: 4Ps & ICT

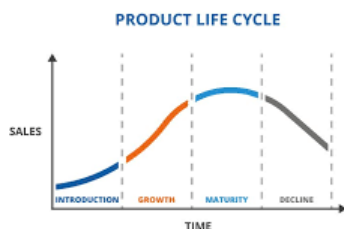
Quiz



## Marketing Mix

### Product:

Products go through a cycle, they can be extended to stop them declining



### Price:

There are different pricing strategies that can be used:

Psychological  
Competitive  
Penetration  
Skimming

### Promotion:

There are different ways you can promote:

Sponsorship  
Adverts  
Leaflet

### Place

Where businesses are located could be online or as shops



## Key Terms

**Business Plan:** A business plan is a document created by a business or entrepreneur that provides details about each element of the business it is often to try and get people to invest and give money to the business

**Market Mix:** It is the Price, Product, Promotion and Place of the business all together

**Extending Product Life Cycle:** Before the product goes into decline strategies to ensure it stays alive, such as advertising

**Retailer :** A Shop

**Software:** A program on a Computer. Microsoft Office is an application software which includes Excel, Word, PowerPoint and Publisher.

## Software

### **Word Processing**

You use a word processor for documents that are mainly text such as letters, essays and reports. You can change fonts, text sizes, emphasise headings, highlight text or make it bold, italic or underlined.

You can create columns, bullet pointed lists and you can still include images and icons. Spell checker is also a very useful tool!

### **PowerPoint**

Presentation software creates a series of slides in a single document.

### **Excel**

Used to make calculations on nos.

### **Publisher**

Used to make posters and leaflets





Read

# Computing Year 8 Autumn Term 2: Data Representation

Quiz



## Images

Bitmap image is made of a series of coloured dots (pixels) whereas a vector image is made up of a set of lines and shapes.

The colour of each pixel in a bitmap image is represented by a binary code.

## Binary works by

Computers use something called binary code. Binary code is made up 1s and 0s.

They use 1s and 0s because a computer is also made up of lots of electronic parts each of which can be either on (1) or off (0).

101  
010

## Binary

128	64	32	16	8	4	2	1
1	0	0	1	1	0	1	1
$128 + 0 + 0 + 16 + 8 + 0 + 2 + 1$							
$= 155$							



## Key Terms

**Denary:** Normal numbers which use base 10, include 1,2,3,4,5 etc.

**Binary:** This is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s.

**Pixel:** A tiny dot or square that makes up a picture, the more pixels in an image the better quality the image will be

**Binary Addition:** Adding two binary numbers together not the same as adding two ordinary numbers together there is a rule you must follow

**Hexadecimal:** Similar to binary because you are converting a number from denary, in hexadecimal it is into a 16 base system which runs:

0,1,2,3,4,5,6,7,8,9,A,B,C,E,F

## Hexadecimal

Hexadecimal	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F
Decimal	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

01101101

128	64	32	16	8	4	2	1
0	1	1	0	1	1	0	1

8	4	2	1		8	4	2	1
0	1	1	0		1	1	0	1

4+2 = 6		8+4+1 = 13
---------	--	------------

6		13 = D
---	--	--------

Answer = 6D

## Binary Addition

$$0 + 0 = 0$$

$$1 + 0 = 1$$

$$1 + 1 = 10$$

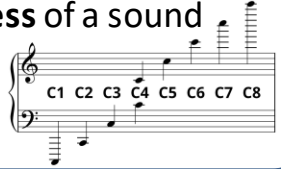
$$1 + 1 + 1 = 11$$



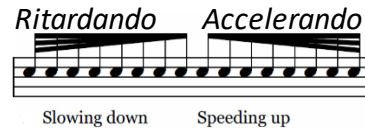
ST TERESA  
of CALCUTTA  
Catholic Academy Trust

# Year 8 Music Autumn Term: Introduction to Film Music

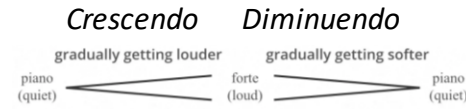
**Pitch:** The **highness** or **lowness** of a sound



**Tempo:** The **speed** of a sound or piece of music



**Dynamics:** The **volume** of a sound or piece of music



**Duration:** The **length** of a sound

**Texture:** How much sound we hear

**Silence:** The opposite or absence of sound

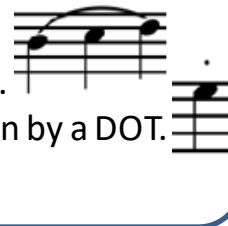
**Timbre:** The unique sound quality of different instruments

**Articulation:** How individual notes or sounds are played

**LEGATO** – playing notes in a long, smooth way shown by a SLUR.

**STACCATO** – playing notes in a short, detached, spiky way shown by a DOT.

**ACCENT** – playing a note with a sudden emphasis



**Structure:** How a piece of music is organised into different sections or parts

**ACOUSTIC:** makes a sounds naturally e.g. acoustic guitar

**ELECTRIC:** makes a sounds using electricity e.g. electric guitar



**Mickey Mousing:** when the music fits precisely with a specific part of the action in a film e.g. cartoons



Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER**. It is designed to support the action and emotions of the film on screen.

**Drone:** A long, low held note

**MAJOR:** Sounds happy

**MINOR:** Sounds sad

**Dissonance:** Notes that clash and sound horrible together

**Consonance:** Notes that sound nice together

**Foley Artist:** a person who re-creates sounds for film, video, and other media in post-production to enhance audio quality



## ENSEMBLE SKILLS

- Listen to each other
- Play in time & in tune
- Play in balance (not too loud/quiet)
- Express yourself
- Be confident
- Be organised
- Communicate with your group

**Semitone:** A half step on a keyboard, often black to white notes



**Trill:** rapid movement between 2 next door notes

**Ostinato:** A repeated pattern

**Chromatic:** When notes move in semitones

# Year 8: Physical Education

## Developing and embedding skills

- Expectations
- Standards
- Skills/technique refinement



## Health Related Fitness - Benefits of Physical Activity

- Methods of Training
- Components of Fitness
- Anatomy Vocabulary
- Power, Agility & Muscular Endurance



## Dance

- Knowledge of techniques, styles and forms.
- Pupil led choreography, inter form competition



## Sports/Activities taught

Netball  
Football  
Hockey  
Handball  
Cricket  
Rounders  
Basketball  
Table Tennis  
Badminton

## Strategies to overcome opponents in competitive sport (Games)

- Teamwork
- Rules & regulations
- Sport specific skills whilst moving



## Develop techniques and improve performance in other competitive sport. (Individual)

- Athletics: Fosbury Flop High Jump
- Gymnastics: Vaulting
- Trampolining: Basic Agilities



## Outdoor & Adventurous Activities

- Team building
- Problem solving
- Oracy & Communication Skills
- Intellectual challenge



## Wider Curriculum Competitive Sports & Activities

- Extra Curricular
- Inter-form
- Sports Day
- Community Links
- School trips

- Desire to Improve: assessments will demonstrate
- Improvements to achieve your personal best.
- Evaluation of Performance (peer & self assessment).
- Commitment, Resilience & Respect across the learning journey.





# PSHE: Autumn Term: Sexuality and Gender Identity

## Glossary

Asexual	A person who generally does not experience sexual attraction to any group of people
Androgyny	A gender expression that has elements of both masculinity and femininity
Biological Sex	The physical anatomy and gendered hormones one is born with.
Bisexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender
Cisgender	A description for a person whose gender identity, gender expression, and biological sex all align
LGBTQ+	Lesbian Gay Bisexual Trans Queer / Questioning + = Other
Sexuality	A person's sexual preference or orientation. Who they are attracted to.
Gender Dysphoria	Where a person experiences distress due to a mismatch of their biological sex and their gender identity.
Heterosexual	A medical definition for a person who is attracted to someone with the other gender.
Homosexual	A medical definition for a person who is attracted to someone with the same gender.
Transvestite	A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.
intersex	A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus, and penis)
Pansexual	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions
Transgender	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
Transsexual	A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex
: Gender Identity	Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

## Important legal changes that have affected LGBTQ+ people in the UK

- **2000: Government lifts the ban on lesbians and gay men serving in the Armed Forces.**
- **2001: Age of consent for gay/bi men is lowered to 16.**
- **2002: Equal rights are granted to same-sex couples applying for adoption.**
- **2003: Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.**
- **2003: A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.**
- **2004: Civil Partnership Act is passed.**
- **2004: Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.**
- **2007: It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.**
- **2008: The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.**
- **2009: A new law gives better legal recognition to same-sex parents.**
- **2013: The Marriage (Same-Sex Couples) Act is passed.**

## Trans Teens and Children

If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group that may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical.

If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time. Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.

Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

## Schools and LGBTQ+ Students

All Schools are required to have a policy relating to LGBTQ+ Students and how they are supported in schools. However each case will be dealt with on an individual basis as to what is best for the students. Discussions will be conducted with Safe guarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.

## Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: <https://www.youngstonewall.org.uk/>
- The Proud Trust – Local Support groups: <https://www.theproudsttrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>



**E-Safety** Strategies and systems to help people stay safe online.

**Digital Citizenship** Accepted ways on behaving whilst engaging in online activity.

**Cyber Bullying** The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

**Hacking** Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

**Grooming** When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behaviour or radical beliefs.

**Digital Footprint** The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

## Where to get more help and support

- Parents and trusted family.
- School Staff and Wellbeing Team
- Directly to the police.
- Report any inappropriate behaviour to the website.
- NSPCC - <https://www.nspcc.org.uk>
- Childline - Helpline: 0800 1111(24 hours, every day) / <https://www.childline.org.uk>
- CEOPS - <https://www.ceop.police.uk/safety-centre/>

## 10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

## Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search. To promote a positive digital footprint there are 5 simple rules:

1. Would you want your grandmother to see it? Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.
2. Do you really think that is private? Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.
3. Would you say it to someone's face? If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.
4. Is this your work to publish/use? Reposting or using someone else's work is fine if you credit the original owner/creator. If you don't it is plagiarism.
5. Would you want someone to do it to you? How would you feel if someone posted a picture of you or made a comment about you that you didn't like or want online?

## Online Behaviour and the Law

- The Computer Misuse Act 1990 says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.
- It is a criminal offence under the Communications Act 2003 to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.
- It is a criminal offence under the Criminal Justice and Courts Act 2015 for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.
- There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the Protection from Harassment Act 1997.

Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.



# Drama Year 8 Autumn Term: Urban Le



## Drama Techniques

**Teacher in Role:** The teacher performs in character to the class.

**Thought Track:** Revealing a character's inner thoughts aloud to the audience.

**Pupil in Role:** Pupil performs in role during a whole class improvisation session to respond to teacher in role.

**Given Circumstances:** What are the facts that we know about the scene or characters?

**Flash Back:** Signalling to the audience that the performers are showing details of a past event/time.

## Dig Deeper Questions:

### Origin:

Where did the stories come from?

Who told them for the first time and to whom?

### Function:

What are the stories for?

Why do we tell them to each other?

### Meaning:

What do the stories tell us about ourselves or our society?

## Physical Skills

### • **Facial Expression**

Using your face to communicate character emotion and reactions.



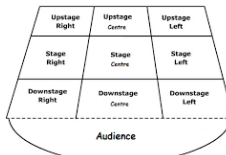
### • **Body Language**

The way that you sit or stand. To communicate emotions or meaning to an audience



### • **Proxemics**

Using space on stage to communicate meaning to an audience. Eg, standing close together can show a close relationship.



### • **Staging**

Use of working stage areas to block a scene with clear view for the audience

## Vocal Skills:

### **Projection:**

Ensuring your voice is loud and clear for the audience to hear.

**Tone:** Try to change the tone of voice to create a change in atmosphere.

**Pace:** The speed you deliver your dialogue

**Pause:** Moments of pause can create tension or intrigue.

**Emphasis:** Stress key words to communicate meaning to the audience or other performers on stage.



Communication

Cooperation

Creativity

Confidence