Stafford Manor High School

Every Child Reaching their Full Potential

Year 8 Autumn Term 1

Core Knowledge

- Art
- Digital Communications
- Design Technology
- English
- French
- Geography
- History
- Maths
- PE
- Performing Arts
- Science
- Textiles

YR8 Art Autumn Core

Y8 Art Autumn term – Architecture– What I need to know to succeed.

Drawing

Over the school year you will be taught lots of different ways of how to draw.

Ideas can include; grid method, symmetry drawing, half a photo drawing and graphite or oil transfer.

You must try to include the Formal Elements within your drawings. This will help with making your drawing look more realistic. Formal Elements included should be; line, tone, colour, shape, texture and form.

Clay work

Clay is a common material / art media used for producing 3D work. The illustration to the side features some key terms for techniques and equipment you will have to learn when working with clay. It's important to understand this vocabulary so that you can communicate affectively about what you are doing.
You may be asked to revise and learn these words and what they mean.
Communication is really important when discussing our work and when asking for help.

Artist Analysis

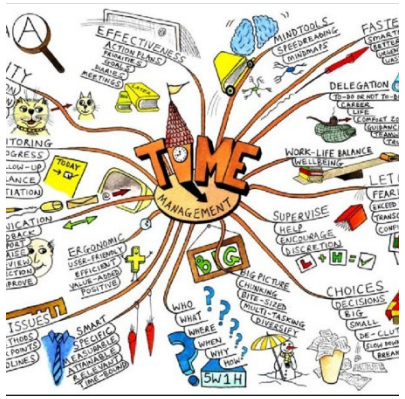
We write and learn about artists so we can better understand the world of art and learn from what others have done.

Presentation is important. How we present work can demonstrate understanding of the art work. We present our analysis in a way that is appropriate / inspired by the artists work. We can do this by using similar colours, using similar textures, using a font that reflects the look of the work.

To create a successful artist research page, you must include:
A title which is the artists name.
Images of the artists work.
A copy of the artists work which is called an artist recreation.
Information about the artist.
A background that links with the artist.

Mind Maps

Through YR8 you will be taught how to create exciting and eye catching mind maps that will start off your projects. These will include lots of ideas for your project and how to develop it further.



Keywords in YR8

Colour, line, shape, form, pattern, texture, scale, proportion, tone, vivid, saturation, presentation of work, symmetry, mind map, clay, slab, score, kiln, slip, glaze, coil, composition, mark making, cross-hatching, primary, secondary, tertiary and complimentary colours, blending, cool and warm colours, collage, art movement, materials and media, contemporary, depth, focal point, oil pastels, watercolour, sketching pencils, pencil crayons.

Core Knowledge: Digital Communications Y8#1
Developing for the Web

1. Website Building Blocks

HTML stands for Hypertext Markup Language	**Tags** are used to provide structure in an HTML document	<b> = bold = italics <u> = underline = centre the text

2. Developing for the Web

CSS stands for Cascading Style Sheets. These set the format for the whole website in one document.	Image tags are required to add images to a web page, eg <img src = "A1.jpg">

3. Taking Shortcuts

CSS make your HTML more efficient as changes need only be made in one place.	The CSS file link is placed in the head of the HTML document.	CSS files need the file extension '.css'

4. Searching the Web

Search engines **crawl** by following links from one page to another, recording common keywords as they go.	The information recorded by the crawlers is called an **index**.	A webpage can boost its search engine ranking by using multiple keywords.

5. Tightening the Web

Narrow a search by using the OR operator (OR) or NOT operator (-)	Search for a whole phrase using speech marks e.g. "Edinburgh Castle"	**Hyperlink**: the way web pages are connected together	Use the tag <a href=…> to add a hyperlink to a website

6. Navigating the Web

A **website** is a collection of web pages, linked together with hyperlinks.	Most websites have a **home page** – a main web page that other pages are linked from and to.

Key Words

HTML, CSS, structure, navigation, hyperlink, tags, search engine

Key Hero Tip

Keep both thumbs hovering over the space bar, you can use either thumb to press it.

DESIGN & TECHNOLOGY

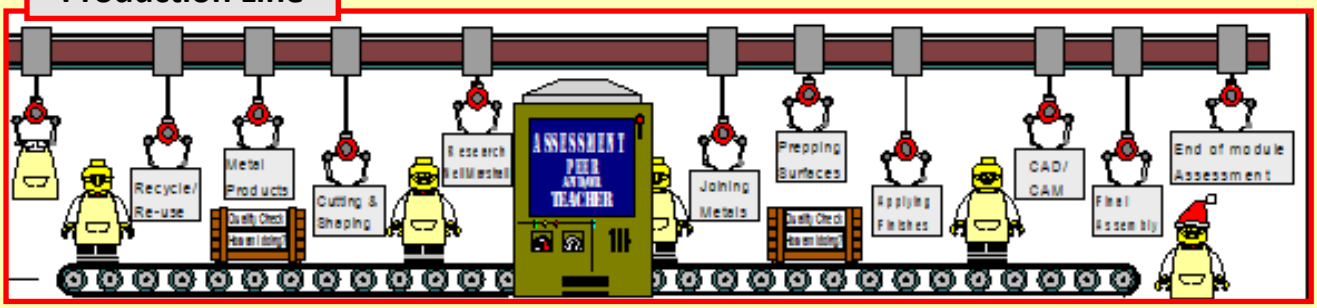
@ Stafford Manor High School

Year 8

Module 1

By the end of this module you will have learned all of this awesome stuff!

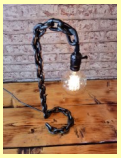
Production Line



Some Key Tier 3 words

Ferrous, non ferrous, Aluminium square tube, Aluminium flat bar, Cold forming, Junior Hacksaw, Hack-saw, Flat file, Malleable, Pop Riveting, Pillar drill, Emery paper, Polishing, Burr, abrasives, Polishing compound, Mechanical fixings, Heat treatment, Brazing, Welding

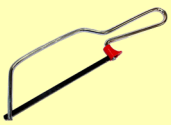
About the work of "Neil Marshall"



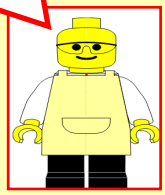
Hack Saw

How to identify and use these tools!

Junior Hack Saw



Flat file



Pop riveter

Emery Paper

Metal types

You will learn about the different metals available to us and what it means to be Ferrous or Non Ferrous.

You will also look at both cold and hot forming of metals as well as different joining techniques.

You will continue to develop those design and presentation skills.

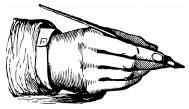
WW1 Poetry

5 Famous WW1 War Poets

Wilfred Owen	One of the most famous poets from WW1. He criticised armchair war supporters. He died in the war.
Siegfried Sassoon	He was friends with Wilfred Owen. He was a strong critic of the war and protested against it.
Jessie Pope	She was a nationalist poet whose poems encouraged men to fight in the war. Wilfred Owen and Siegfried Sassoon were very critical of her poetry.
John McCrae	A Canadian soldier who died during WW1. He is best known for his famous poem 'In Flander's Fields'.
Wilfrid Gibson	He focused on showing the hardships and truth about the war in his poems. His poem 'Back' shows the trauma that soldiers faced when they came home.

Influential WW1 Poems

Poem	Poet
Back	Wilfrid Gibson
In Flander's Fields	John McCrae
Dulce et Decorum est	Wilfred Owen
Anthem for Doomed Youth	Wilfred Owen
My Boy Jack	Rudyard Kipling
The Soldier	Rupert Brook
Suicide in the Trenches	Siegfried Sassoon
Who's for the Game?	Jessie Pope
For the Fallen	Laurence Binyon
Break of Day in the Trenches	Isaac Rosenburg



Poetic Forms

Term	Definition
Auto-biographical	When the poem is about the poet's life
Narrative	A poem that tells a story
Epic	Tragic/heroic story poems
Rhetoric	Persuasive

Key words

Term	Definition
Armchair war supporter	Someone who supports the war from back home but doesn't have to experience it themselves.
Pacifist	Someone who believes that war and violence are unjustifiable.
Trench	Deep pits where soldiers would work and live during the war.
Propaganda	Bias information used by those in power to persuade people.
Dulce et Decorum est pro patria mori	This is latin for 'it is right and proper to die for one's country'.
Nationalist	A person who feels very strongly about their own country over others.
Shell shock	This term was used to describe the post-traumatic stress faced by many of the soldiers when they returned from the war.

Poetic Techniques

Term	Definition
Plosives	Repeated hard sounds such as 'b', 'p' or 'd'.
Metaphor	When you say something is something else but you know it can't be. "She is a star!"
Simile	When you compare two things using 'as' or 'like'. "As brave as a lion".
Oxymoron	When two words are placed together with opposite meanings. "Cruel kindness" or "silent scream".
Colloquial	Everyday informal expressions used by local people
Assonance	The repetition of a vowel sound "Go slow over the road".
Emotive language	Language used to create a particular emotion in the reader.
Figurative language	When writers use similes, metaphors or personification to describe something in a non-literal way.
Imagery	When something is described in way that appeals to our senses.
Structure	The way that the poem is arranged/organised.
Sibilance	A repeated 's', 'sh' or 'z' sound.
Semantic field	A group of words in the poem that are all about the same thing/idea.
Caesura	A pause in the middle of the line.
Enjambment	When one line runs into another without a pause.
Juxtaposition	When two contrasting ideas are placed together to highlight their differences.

Yr 8 Key Vocabulary 1.1

Verbs; nouns; (subject) pronouns; adjectives; adverb

- Asking how to say and write new words in French: ***Comment ça s'écrit?***
- Distinguishing between being and having
- Talking about jobs
- Talking about what, when, where and why you celebrate
- Talking about how people celebrate
- What happens and doesn't happen

un avocat	lawyer (m)
une avocate	lawyer (f)
le bureau	desk, office
le directeur	headteacher (m)
la directrice	headteacher (f)
l'emploi (m)	job
le facteur	postman (m)
la factrice	postwoman f)
le secrétaire	secretary (m)
la secrétaire	secretary (f)
ambitieux	ambitious (m)
ambitieuse	ambitious (f)
prudent(e)	careful (m/f)
travailleur	hard-working (m)
travailleuse	hard-working (f)
assez	quite
célébrer	to celebrate, celebrating
préférer	to prefer, preferring
on	everyone, you, one
la date	date
l'évènement (m)	event

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Organiser= to organise
Chacun = each
l'anniversaire (m) = birthday
général(e) = general
national(e) = national
Partout = everywhere

Treize	Thirteen
Quatorze	fourteen
Quinze	Fifteen
Seize	Sixteen
Dix-sept	Seventeen
Dix-huit	Eighteen
Dix-neuf	Nineteen
Vingt	twenty
Vingt-et-un	Twenty-one
Vingt-deux	Twenty-two
Trente	Thirty
Trente-et-un	Thirty-one
Trente-deux	Thirty two

Numbers **13-16** are as follows

Numbers **17-31** are made up of a **combination** of **other numbers:**
vingt twenty **trente** thirty
vingt-deux twenty-two **trente-et-un** thirty-one

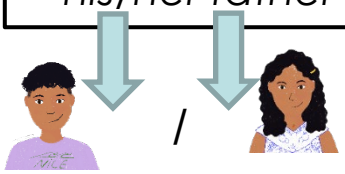
In English, we change the form of numbers to make dates:
The fourteen**th** of February / 14th February

In French, we simply add **le** before a number to make it a date:
Le quatorze février / le14 février

The only **exception** is the **first** day of the month:
Le premier janvier / 1er janvier

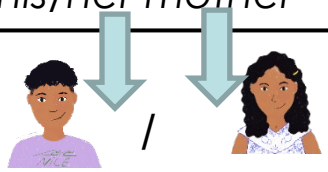
masculine

son père
his/her father



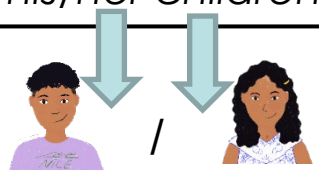
feminine

sa mère
his/her mother



plural

ses enfants
his/her children



The words for '**his**' and '**her**' are the same - we **don't know the gender of the possessor** (the person the thing belongs to).

To say 'our', we use **notre** with singular nouns, and **nos** with plural nouns**. Notre** and **nos** are used with the pronoun **nous: notre père = our Dad; notre mère = our Mum; nos parents = our parents.**

GEOGRAPHY CORE KNOWLEDGE
Challenges and opportunities in the UK
Y8

1. What is poverty?
Lack of money and possessions, cycle of poverty, food banks, homeless

2. How does water get to our taps? Who has water surplus and who has water deficit?
Irrigation, water stress, water surplus, water deficit, reservoirs, water transfer scheme.

3. Explain how the UK's copes with its waste problem.
Reduce, reuse and recycle.

4. Identify the causes and solutions to air pollution.
Traffic congestion, industrialisation, agriculture, landfills, electric cars, public transport, Ultra Low Emission Zones

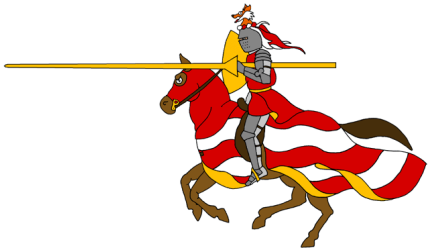
5. How is our energy generated and how will it be produced in the future?
Fossil fuels, renewable energy, nuclear power, sustainability, wind turbines, fracking, solar energy, hydroelectric power and tidal power.

Henry VIII

Core Knowledge

1. The early years, 1509 - 25

- Henry VIII became king of England in 1509.
- He was seventeen when he became king.
- Henry was athletic and strong.
- Henry was skilled at hunting, jousting, wrestling, tennis and dancing.
- Henry was determined to secure the future of the Tudor dynasty.
- Katherine of Aragon had been previously married to Henry's older brother, Arthur, but he had died.
- Katherine of Aragon and Henry tried for years to have a son, but most children were stillborn.
- Katherine of Aragon and Henry had one surviving child – Mary I (1553 – 1558)
- Henry VIII loved jousting and he took part in tournaments.
- Henry's most important councillor and administrator was Thomas Wolsey.
- Henry was very religious and wrote a pamphlet attacking Martin Luther's Protestant ideas.
- The Pope gave Henry the title 'Defender of the Faith'.



2. The middle years, 1526 - 34

- By 1526, Henry and Katherine's marriage was falling apart.
- Anne Boleyn would not be Henry's mistress, she insisted he got a divorce.
- In 1527, the Pope was under the control of Emperor Charles V, who was Katherine's nephew.
- Wolsey tried for years to solve Henry's 'Great Matter'.
- Wolsey lost his position and died in 1530.
- Thomas Cromwell became Henry's leading councillor in 1532.
- In 1533, Henry and Cromwell made Henry Head of the Church in England.
- Anne Boleyn and Henry had a baby girl – Elizabeth I (1558 – 1603)
- The Break with Rome happened in 1534.

3. The later years, 1535 - 47

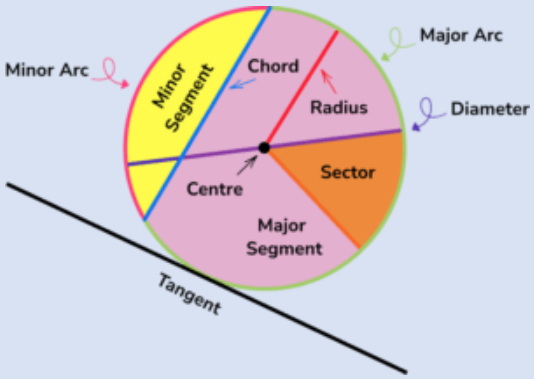
- In 1536, Anne Boleyn was executed.
- Henry's third wife, Jane Seymour, gave birth to a son – Edward VI (1547 – 1553)
- Between 1536 and 1540, Henry closed down 800 monasteries.
- Henry kept monastic land and sold the rest to nobles, gentry and merchants.
- In 1539, Henry put an English Bible in every church.

Core Knowledge: Mathematics Y8#1
Area & Number Facts

Area of Shapes

rectangle	**triangle**	**parallelogram**	**trapezium**
base multiplied by height	base multiplied by height divided by two	base multiplied by perpendicular height	add the parallel sides, multiply by the height then divide by two
			

Circles



π (pi) is the number of times the diameter fits into the circumference. This number is always the same: 3.14159…

circumference
π x diameter

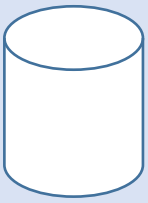
area
π x radius^2

3D Shapes

Surface Area
The area of all of the faces of a 3D shape added together

Prism
A 3D shape with the same cross section throughout

Cylinder
A prism with a circular cross section



Types of Number

Multiples are the times table of a number	A **factor** is a number that exactly divides another	**Prime Factor Decomposition**: the unique way that a number divides into its prime factors. e.g. 70 = 2 x 5 x 7

Prime Numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97

Other Key Words

compound, square, face, LCM, HCF

Top Links

www.corbettmaths.com

Stafford Manor High PE Department
Knowledge Organiser – YR 8 Football

Stafford Manor High School

Activity: Football

Year: 8

Key Skills:

- Controlling the ball – using different parts of the body – this could be the feet, thigh, chest and head. Try and use both feet. Remember to cushion the ball.
- Passing – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.
- Dribbling – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping, the ball close to your feet and your head up.
- Turning with the ball and outwitting a defender – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.
- Shooting – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.
- Heading – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.
- Attacking – keeping possession – making a number of passes allows your team to keep possession and advance up the field.
- Tackling techniques – tackling, jockeying and forcing the player onto their weaker foot.

Strategies and Tactics:

Attacking – using the width is very important when attacking. It is important teams keep possession and play one and two touch to move the ball quickly. Also, another effective strategy is to 'switch' the play using a lofted pass.

Defending – players are normally marked man to man, but can be marked zonal from corners.

Stretch and Challenge Task:

- What are the advantages of using man to man marking when defending?
- Research the different types of formations (pictured) and positions.
- Why is it important to use width in a game.

Key Content and Terms to learn:

Passing, dribbling, shooting, heading, attacking, defending, possession, width, depth, different formations

Stafford Manor High PE Department
Knowledge Organiser – YR 8 NETBALL

Stafford Manor High School

Key Skills:

Passing and receiving – different types of passes include chest pass, bounce pass, shoulder pass and overhead pass.

Attacking – getting free from an opponent in order to receive the ball. Includes the skills of sprinting, dodging and changing direction.

Shooting – With one hand under the ball and the other steadying it at the side, keep your eyes on the hoop, bend your knees and push the ball with the fingers.

Defending – Marking your opposite player both with and without the ball.

Footwork – You must land with a 1-2 landing or with 2 feet. You must then not move the landing foot. You will also look at a running pass.

POSITIONS AND RESPONSIBILITIES

Goal Shooter (GS) – To score goals and work in and around the circle with the GA. Marks the GK.

Goal Attack (GA) – To feed the ball to the GS and to score goals. Marks the GD.

Wing Attack (WA) – To feed the ball into the circle and to help move the ball down to the teams attacking third. Marks the WD.

Centre (C) – To take the centre pass and to act as a link between defence and attack. Moves the ball down the court. Marks the opposite C.

Wing Defence (WD) – To look for interceptions and move the ball down into attack. Marks the WA.

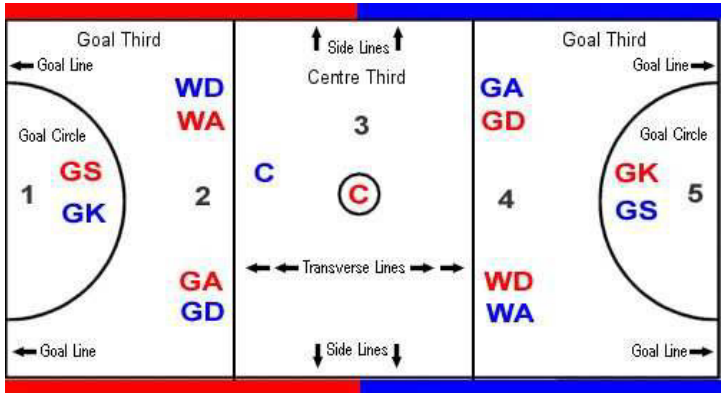
Goal Defence (GD) – To get the ball from the attack and help pass it back down the court. To prevent the GA from scoring. Marks the GA.

Goal Keeper (GK)- To work with the GD and to prevent the GA/GS from scoring. Marks the GS.

Homework

- Watch an international game of netball and try and spot if any of the players do not obey the footwork rule and if they contact any other players.
- List the reasons why you might get a free pass.
- List reasons why you might get a penalty pass.

Rules: The game starts with a centre pass and the ball must be caught in the centre third.
You must comply with the footwork rule e.g. a 1-2 landing.
You only have 3 seconds to release the ball.
When defending you must be 1 metre away from the player. If too close you get a penalty against you and you must stand with the player.
There must be no contact with an opposing player. If you do contact them it is a penalty against you and you must stand with the player.
Only GS and GA may score a goal.
You must stay in the correct area of the court for your position. If you go offside it's a free pass to the opposite team.
Teams take it in turns to take a centre pass.
The ball must be touched in each third of the court.



Key content and Terms to learn

Passing and receiving
Attacking
Defending
Footwork
Contact
Shooting
Dodging
Penalty
Obstruction

Stafford Manor
High School

SAMBA

1. Be able to understand and recall the main key words and features of Samba

Call and Response	A musician calls or plays something and other respond
Syncopation	Where the stronger beats are unaccented
Unison	Play together
Ostinato	A repeated Musical pattern
Rio de Janerio	This is where the Samba carnivals take place each year
Improvisation	To make it up on the spot

2. To understand how the carnival started and its importance to the people of Brazil

The Carnival in Rio de Janeiro, Brazil, has been held every year since 1723 and lasts up to six days.

It takes place in February or March, 40 days before Easter.

There are many carnivals throughout the world, but the Carnival in Rio is the biggest and most famous.

The samba parades and musicians attract millions of people

To recognise the Samba Instruments

ECOSYSTEMS
CORE KNOWLEDGE

1. Where do we get our energy from?

- All our energy comes from the **sun**.

2. What are food chains and webs?

- Food chains show what eats what. They always start with a producer: **Carrot** → **Rabbit** → **Fox**
- Food webs show us all the food chains in an area.

3. What are producers, consumers, carnivores & herbivores?

- **Producer**: An organism that makes its **own food** (e.g. plant)
- **Consumer**: An organism that **eats** another organism.
- **Carnivore**: An animal that eats **meat**.
- **Herbivore**: An animal that eats **plants**.

4. What are the ecosystem key words?

- **Ecosystem**: All the **plants** **and** **animals** that live in an area.
- **Conservation**: The **preservation** of animals & plants.
- **Biodiversity**: How many ***different*** species in an ecosystem.
- **Population**: All the members of ***one*** species that live in a habitat.
- **Community**: All the populations of different organisms that live together in a habitat.

5. What are the adaptations of polar bears and giraffes?

- Polar Bears: Thick white fur, fat, large feet & eyes at the front.
- Giraffes: Long necks, long legs and eyes at the side.

6. What is eutrophication?

- Fertilisers wash into water causing **algae** to grow.
- Light cannot get through, so **photosynthesis** can't occur.
- No oxygen in the water **kills animals** and plants.

7. What are the 5 kingdoms?

Animals	**Plants**	**Fungi**	**Prokaryotes**	**Protista**

8. What are the 5 vertebrate groups?

- Vertebrates are animals that have a backbone.

Mammals	**Reptiles**	**Fish**	**Amphibians**	**Birds**

9. How can we sample the number of daisies in a field?

- Place a **quadrat** randomly on the field and count the daisies.
- Repeat in different areas of the field and calculate the **mean**.
- Estimate the total by multiplying this by the **size** of the field.

ENERGY
CORE KNOWLEDGE

1. What are the energy stores?

- **Thermal**
- **Kinetic**
- **Chemical**
- **Elastic Potential**
- **Magnetic**
- **Gravitational Potential**
- **Electrostatic**
- **Nuclear**

2. What is chemical energy?

- The ***energy stored*** in **food**, **fuel** and **batteries**.
- It needs a **chemical reaction** for energy to be released.

3. How do we calculate work done?

- **Work done (J) = force (N) x distance (m)**

4. What are energy transfers?

- Energy can **transfer** or move from one store to another.
- **Mechanical transfer**: When a force acts on an object causing the motion or position of the object to change.
- **Electrical transfer**: Energy is transferred when an electrical circuit is complete.
- **Transfer by radiation**: Electric lamps and burning fuels transfer visible and infrared light to the surroundings.
- **Transfer by heating**: Energy is transferred by conduction, convection or thermal radiation
- **Describing energy transfers**: You should describe the energy store at the beginning and the energy store at the end of the energy transfer

5. What is the conservation of energy?

- Energy can be **stored** or **transferred**, but it *cannot* be **created or destroyed**.

6. How do we calculate efficiency?

- **Efficiency = useful energy ÷ total input energy x 100**

7. What are the renewable energy resources?

- **Solar**
- **Wind**
- **Tidal**
- **Wave**
- **Geothermal**
- **Hydroelectric**
- **Biomass and Wood**

8. What are the non-renewable energy resources?

- **Coal**
- **Oil**
- **Natural Gas**
- **Nuclear**

Y8 Textiles: Christmas Decoration **WHAT I NEED TO KNOW!!!!!!**

Textiles also called fabrics can be made from either **Natural** or **Synthetic** fibres.

Natural fabrics

- Can be harvested from plants animals. For example cotton comes from plants and wool from sheep


Synthetic fabrics (manmade)

- These are made from polymers (long chains molecules)
- These mainly come from oil and coal- non renewable fossil fuels


Who is Laura Howard?

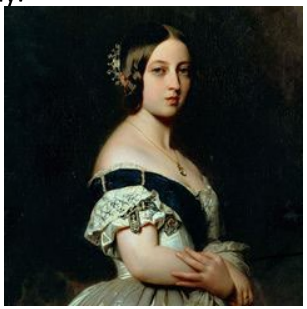
Hi! I'm Laura "Lupin" Howard, a crafty lady living near Bristol (in south-west England). I drink a lot of tea, am partial to a nice bit of cake and am completely obsessed with felt. When I'm not busy making things, I'm usually writing about making things...

I used to run an online shop (Lupin Handmade) selling my hand-stitched felt creations along with colourful craft supplies. I loved sending parcels to customers around the world.




Why do we have a Christmas Tree?

The idea first spread to England through Queen Victoria's mother—but it was Victoria's consort Prince Albert who brought them into the mainstream in 1848. Who brought it back from his heritage from Germany.

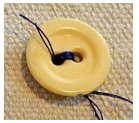



Keywords for the project:

Keyword	Definition
Christmas Tree history	Comes from Prince Albert from Germany.
Natural fabrics	Can be harvested from plants animals. For example cotton comes from plants and wool from sheep
Laura Howard	A textile Artist trying to raise awareness of endangered animals through her Artwork
Embellishment	a decorative detail or feature added to something to make it more attractive.

Embellishments: a decorative detail or feature added to something to make it more attractive.

Buttons



Beads

Sequins

Model Example:

Success Criteria of gaining high marks

- Variety of sewing techniques
- Lots of layers and detail.
- Creative design and composition.
- Related back to artist