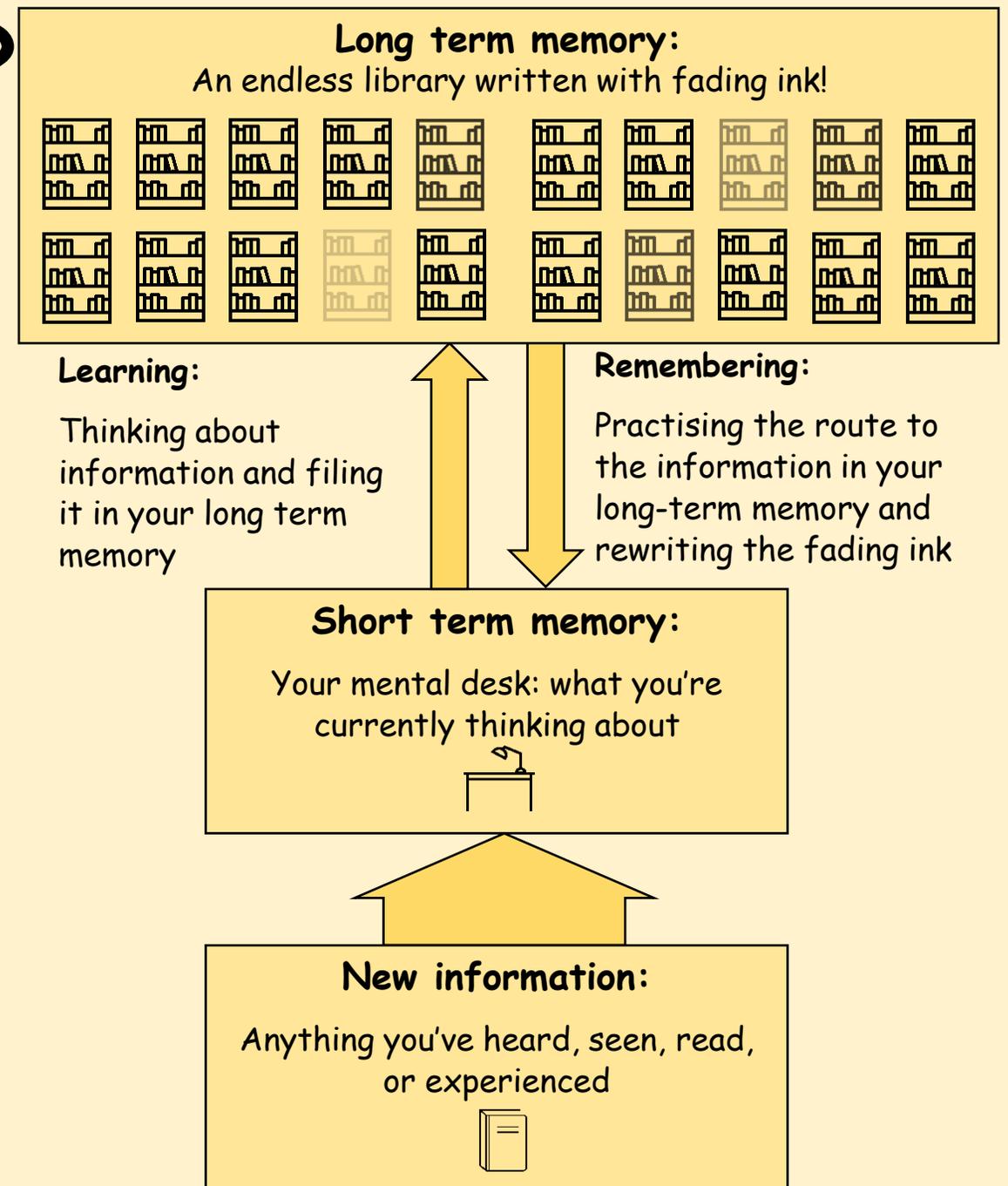


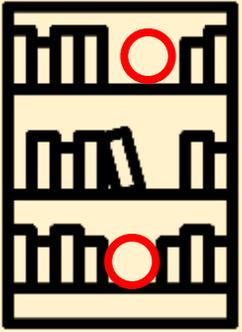
# Yr8 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

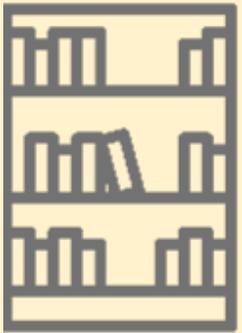
To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



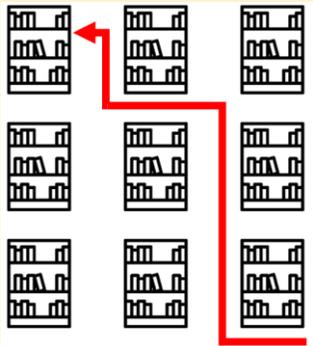
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



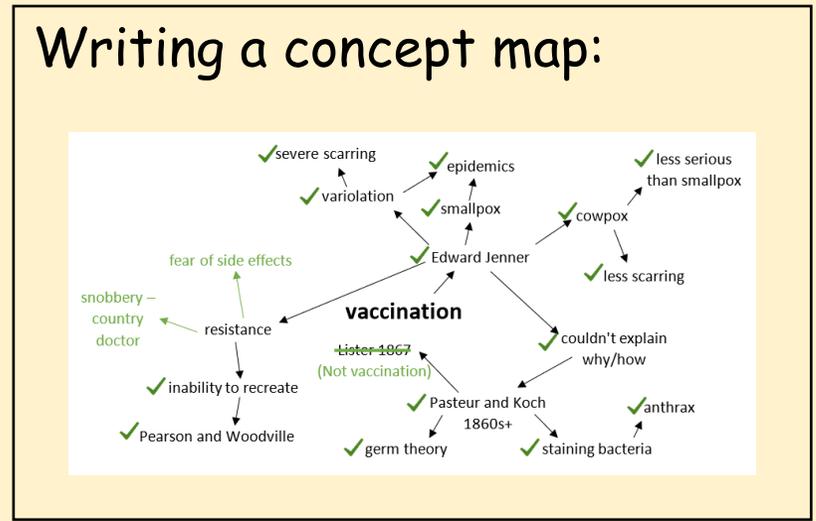
3. Practising recalling knowledge quickly.

# Strategies to try:

Use your exercise book to help create these revision resources.

### Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6



### Watch videos:

### Flashcards:

osmosis

---

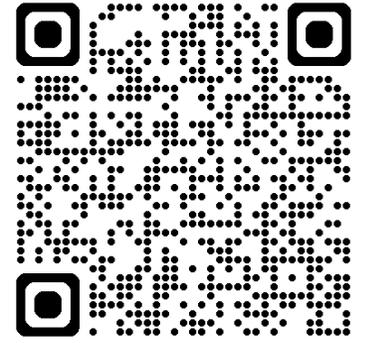
Net movement of water from a high concentration to low concentration across a partially permeable membrane

### Practising exam questions:

### Online platforms:

## Year 8 Key Assessment 2

In this Key Assessment, using the Poetry Process you have practised in lesson, you will deconstruct an unseen poem and answer comprehension questions to evidence your understanding of the text. Finally, you will plan and craft an analytical response using PESAA.



What to revise:	How to revise:	Key words:
<ul style="list-style-type: none"><li>• Language features</li><li>• Structural features</li><li>• Poetic devices</li><li>• Word Classes</li><li>• PESAA sentence stems</li></ul>	<p><b>Uplevel</b> analytical paragraphs you have completed in lesson to apply these features and structures.</p> <p>Create <b>revision cards</b> for the poetic devices you have studied.</p>	<ul style="list-style-type: none"><li>• Theme</li><li>• Authorial Intent</li><li>• Connotation</li><li>• Narrative perspective</li><li>• Structure</li><li>• Tone</li></ul>

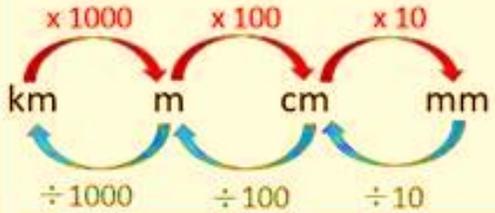
Use the '**Key Links**' tab in the English student portal to access BBC Bitesize and Quizlet revision quizzes.

Use **record cards** to create a definition and example of language features, structural features and poetic devices.

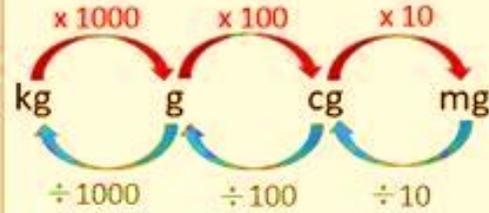
Two screenshots of digital learning resources. The left screenshot shows a Quizlet definition card for 'the 5 senses' with a rating of 4.0 (1 review) and a 'Learn more' link. The right screenshot shows a Quizlet card for 'descriptive writing' with a rating of 3.0 (3 reviews). Both cards feature icons representing the five senses: eye, ear, nose, tongue, and mouth.

# Mathematics Year 8 - Spring

## Converting Metric Lengths



## Converting Metric Weights



## Convert to Standard Form

Move the decimal point until there is one digit to the left of the decimal point.

Exponent goes **up** ← Decimal point moves **left** • Decimal point moves **right** → Exponent goes **down**

Examples:

$$156000. = 1.56 \times 10^5$$

Move decimal point 5 places left, exponent goes up by 5

$$0.0000053 = 5.3 \times 10^{-6}$$

Move decimal point 6 places right, exponent goes down by 6

## Some topics to revise (Sparx code)

Solve multi step equations (M509)

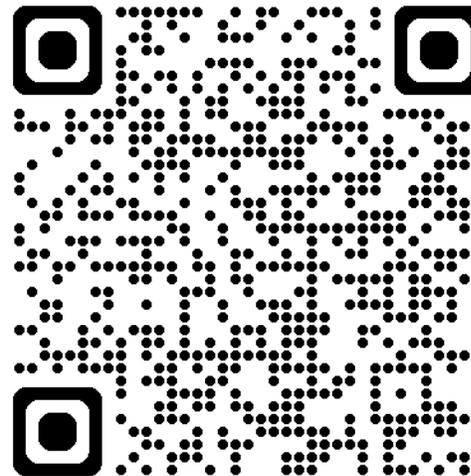
Solve inequalities (M118)

Multiplying fractions (M157)

Standard form (U330 and U534)

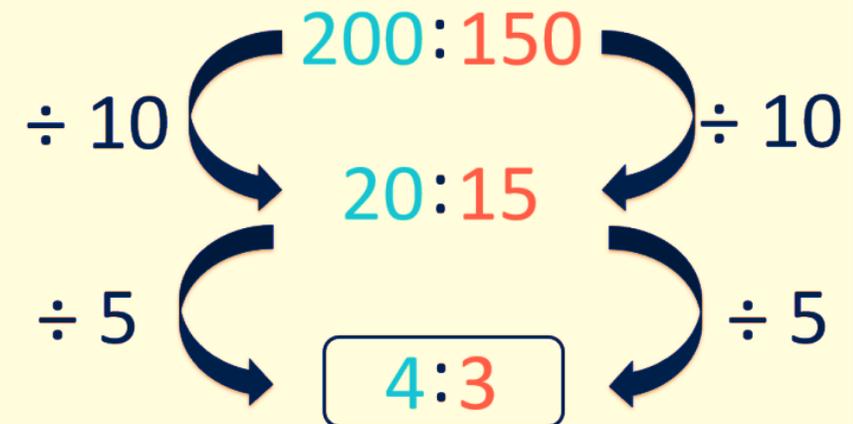
## Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**



To simplify a ratio, divide all numbers in the ratio by the same amount

You can keep dividing a ratio in stages to simplify it further



# Year 8 - Science revision for KA2

Steps	Body Systems	Electricity	Speed
1 - Recall 2 - Understand	To recall parts of the digestive system and their functions	To recall and name different electrical components	To recall the measurements needed to calculate speed
3 - Apply 4 - Analyse	To apply and analyse given data tables	To use your knowledge of series and parallel circuits to predict the effect of changes made to a circuit.	To draw a graph using given scales
5 - Evaluate 6 - Create	To explain the effect on the lungs of smoking referencing cilia	To design a circuit to complete a specific function / puzzle.	To use the graph to find missing values.

Support Videos:

Digestion

Enzymes

Drugs

Circuits Part 1

Circuits Part 2

Circuits Part 3

Speed

Graphs



# Geography: Y8 Testing Week

## Key Questions:

**Step 1 Know and Remember:** Do you remember our keywords and definitions related to population and settlement?

**Step 2 Comprehend and Understand:** Do you understand how is the world population changing?

**Step 3 Application:** What is the Demographic Transition Model and why is it useful?

**Step 4 Analysis:** Can you explain push and pull factors leading to migration and the impact this can have?

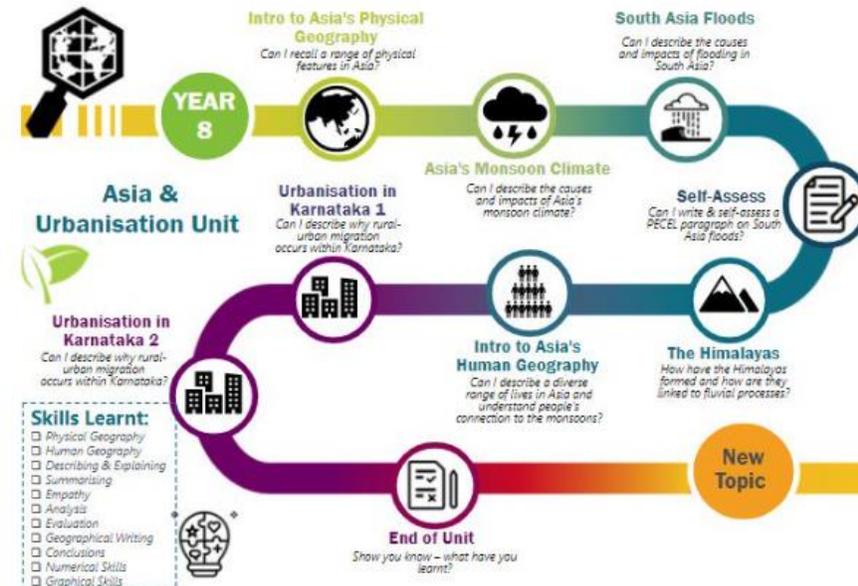
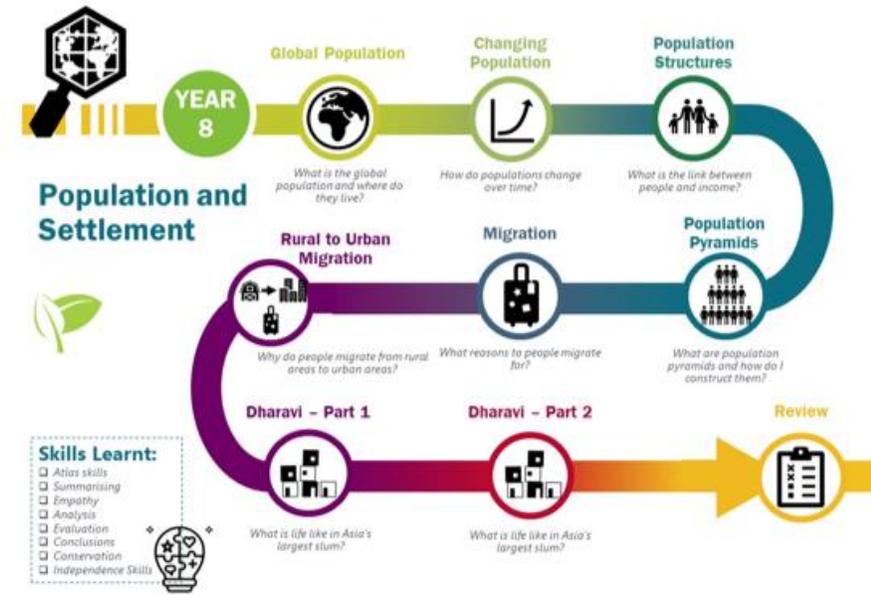
**Step 5 Evaluation:** Can you produce a balance argument on the social impacts of slum clearance schemes?

**Step 6 Creating:** How can informal settlements improve? Using your chains of reason and SEE factors!

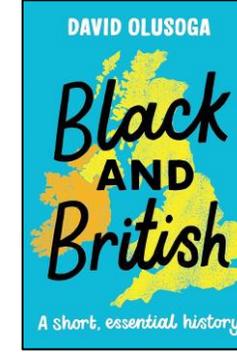
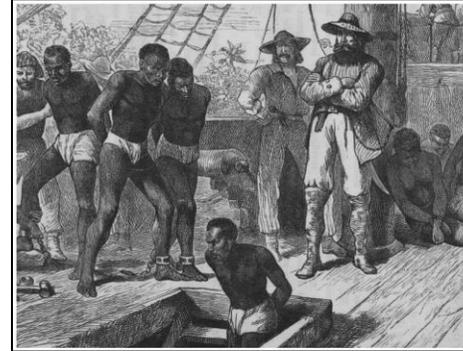
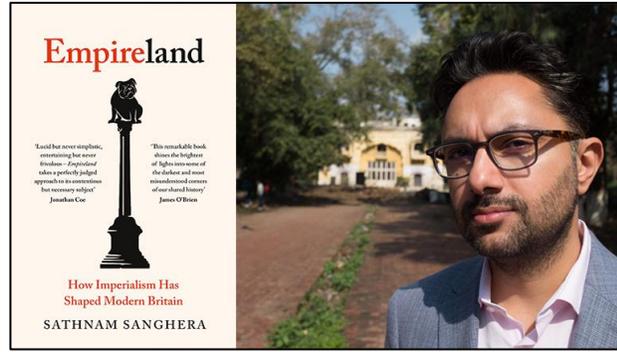
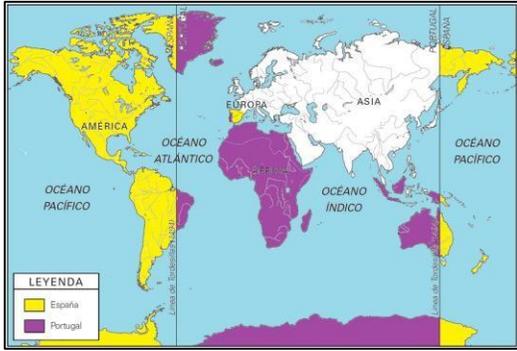
Use the student area to recap and review all our lessons

[Y8 - Population and Settlement \(sharepoint.com\)](#)

[Y8 - Asia and Urbanisation \(sharepoint.com\)](#)



# Year 8 History - Key Assessment 2



To achieve Step 1	To achieve Step 2	To achieve Step 3	To achieve Step 4	To achieve Step 5	To achieve Step 6
<ul style="list-style-type: none"> <li>Know and understand that European nations built empires around the world.</li> <li>Know about the transatlantic slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the causes of the transatlantic slave trade</li> <li>Comprehend a text using specific vocabulary for this topic.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly sequence the European nations who built empires.</li> <li>Explain why many people in Britain made profits from the transatlantic slave trade.</li> </ul>	<ul style="list-style-type: none"> <li>Make an inference from a source.</li> <li>Link knowledge to a source of information.</li> <li>Suggest a reason why a source has value.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the importance of different causes of slave trading.</li> <li>Judge the value of a source for an enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Independently write about the complex web of reasons why British individuals and companies expanded the empire and slave trade.</li> </ul>

# RE Revision Year 8 – Being Human/Islam

## Key topics

Community  
Morality  
Forgiveness  
Care  
Islam



## Where to find information...

- You book
- BBC bitesize – humanism
- BBC bitesize – Christianity
- Textbook – Mr May has a copy of this.
- Your teacher.

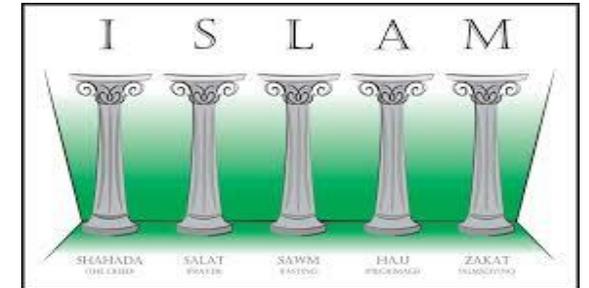


## What you will be asked to do...

You will be sitting a short assessment on what you have covered in your lessons.

These questions will be linked to RE cycle that all your lessons follow.

<b>At Communicate</b>	... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced.
<b>At Apply</b>	... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.
<b>At Inquire and Contextualise</b>	<p>... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the <b>Inquire</b> step).</p> <p>... <i>accurately explain</i> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).</p> <p>... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.</p>
<b>At Evaluate</b>	<p>... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>



# YEAR 8 – TERM 2 – Learning Log

What you need to know to do well in Key Assessment 2:

STEP 3 STEP 4 STEP 5 STEP 6

TYPES OF HOUSES & AREAS – Say where you live, what type of area & house

OPINIONS – Give a range of opinions about where you live and explain why.  
Use the future tense to talk about where you would like to / going to live.  
Use the past tense to talk about where you used to live.

ADJECTIVES – Use adjectives accurately, in the right place and in the right form taking into account Masculine / Feminine / Singular / Plural.

HOUSE – Describe your house giving information about size / rooms + give opinions and reasons about your house. Describe their ideal home using the conditional.

TOWN - Describe your town and give opinions and reasons about it saying what there is and isn't to support your opinion. Describe their ideal town using the conditional. Use the past tense to describe your town in the past or a town where you used to live in the past.

SUBORDINATE CLAUSES – Use the IF subordinate clauses in the topic of IDEAL TOWN / HOUSE.

Apply accurate spellings and punctuation in Spanish.

SPANISH PRONUNCIATION					
<b>A</b> ah	<b>B</b> bay	<b>C</b> say	<b>D</b> day	<b>E</b> ay	<b>F</b> effay
<b>G</b> hay	<b>H</b> ash-ray	<b>I</b> ee	<b>J</b> huh	<b>K</b> ka	<b>L</b> ah-lay
<b>M</b> ah-may	<b>N</b> ah-nay	<b>Ñ</b> em-nyay	<b>O</b> o	<b>P</b> pay	<b>Q</b> koo
<b>R</b> er-ray	<b>S</b> es-say	<b>T</b> tay	<b>U</b> ooh	<b>V</b> vay	<b>W</b> do-blay-ray
<b>X</b> ay-hes	<b>Y</b> a-gre-ay-gra	<b>Z</b> say-ta			

VIVIR	TO LIVE
vivo	I live
vive	(s)he lives
vivimos	we live
viven	they live
voy a vivir	I am going to live
me gustaría vivir	I would like to live
voy a vivir	I am going to live
será	It will be
sería	It would be
vivía	I used to live
era / fue	It was

PRESENT  
FUTURE  
PAST

- ### How to be successful in Spanish?
- Take neat notes in your exercise book – treat your book with pride!
  - Complete all the work to the best of your ability in lessons.
  - Bring your equipment for every lesson.
  - Complete the independent practice tasks – MCQ and homework booklets – on time.
  - Use MEMRISE to learn / revise vocabulary (*password: Park2024*).
  - Use the student website and Google Classroom to revise / catch up on work missed.
  - Ensure you read the feedback and act upon it.
  - Create flashcards / mind maps / revision resources to use to

STEP 1  
Start by saying who you are, where you live, and who with. Mention where you live and what type of home.

STEP 2  
Add a detailed description of your town / home. Say what there is and isn't – use adjectives.

STEP 3  
Say what you think of your house and your town. Give a minimum of two positive opinions and one negative opinion.

STEP 4  
Now, give reasons for each of the opinions expressed in the paragraph above. Make sure you contrast your opinions.

STEP 5  
Say where you would like to live in the future – this can be house / town / country or all. Explain why. Add an IF subordinate clause if you can.

STEP 6  
Conclude with where you used to live and/or describe what your town was like in the past. Give an opinion with a reasons.

Hola, Buenos días. Me llamo María. Tengo trece años. Vivo en una casa grande en Havant con mi madre.

En mi ciudad, hay un supermercado y el parque pero no hay un cine. Mi ciudad es pequeña y no es moderna. También es un poco peligrosa.

No me gusta mu ciudad ya que es aburrida y no hay mucho que hacer para los jóvenes. Sin embargo, me chifla mi casa dado que es grande y moderna. Mi casa tiene una cocina bonita y mi dormitorio es mi lugar favorito. Tengo una cama comfortable con una television y una videoconsola. Me chifla porque es emocionante. Sin embargo, el jardín es pequeño y no me gusta nada puesto que no puedo jugar con mi perro.

En el futuro, me gustaría vivir en Londres ya que sería fantástico. Si tuviera mucho dinero, me gustaría vivir en un piso grande en el centro de la ciudad donde hay muchas tiendas y muchos museos. Sin embargo, sería muy caro.

Quando era joven, vivía en Portsmouth y no me gustaba dado que era muy aburrido.



**Los Lugares**

**Vivir (To live)**  
yo vivo ns. vivimos  
tú vives vs. vivís  
él/ella vive ellos/ellas viven

- Un supermercado
- Un cine
- Un museo
- Una tienda
- Un restaurante
- Un parque
- Un estadio de fútbol
- Un hospital
- Una piscina
- Un banco
- Una iglesia
- Una biblioteca

- una ciudad = a city
- un pueblo = a town
- un bosque = a forest
- el campo = the countryside
- la costa = the coast
- la montaña = the

- OPINION VERBS**
- Me gusta(n)
  - Me encanta(n)
  - Me chifla(n)
  - Me mola(n)
  - Me interesa(n)
  - Me flipa(n)
  - No me gusta(n)
  - No me gusta(n) nada
  - Odio
  - Detesto
  - No soporto
  - No aguanto

- una casa = a house
- un piso = a flat
- una caravana = a caravan
- un castillo = a castle
- un bungalow = a bungalow
- una villa = a villa



## Intro to Python

This unit introduced you to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.

To be working above Step 4 in this unit you need to show:

- You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- You can understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

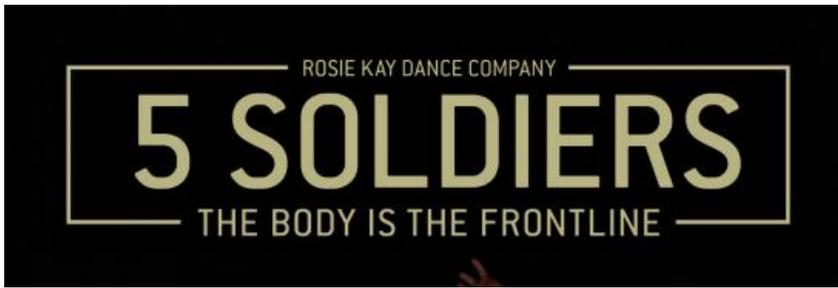
## Web development

Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, you were able to better understand the processes involved in creating such graphics.

To be working above Step 4 in this unit you need to show:

- You can undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Vector	Ellipse	Stroke	Flip
Raster	Segment	Select	Z-order
Bitmap	Arc	Move	Group
Paths	Polygon	Resize	Ungroup
Pixels	Star	Rotate	Align
Rectangle	Fill	Duplicate	Distribute
Union	Equidistant	Logo	Algorithms
Illustrations	Icons	Formulae	SVG



## Year 8 Dance



**ROSIE KAY  
DANCE  
COMPANY**

5 SOLDIERS: The Body is the Frontline is a full-length dance-theatre production that explores the physicality of modern warfare, and explores ideas that despite modern military technological advances we still use human physical violence as a threat, a deterrent and a weapon. The work explores how this affects the modern soldier how the soldiers are physically trained and the physiological and psychological impact it has on them. The work also tackles how warfare is represented in the media and historical art works, which explore warfare, both heroic and brutal.

### Structure:

Part 1: Training and drills

Part 2: train, play and letting off steam

Part 3: On the ground

KS3 Dance Assessment Grid

Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
<b>Create</b> Choreograph dances in relation to a theme/stimulus	Can remember and select movements from choice given and link them together to create <b>motifs</b>	Comprehend and understand how to develop <b>motifs</b> by using <b>space</b> and <b>dynamics</b> .	Apply appropriate movements and link them together in response to a given <b>stimulus</b> , using <b>actions, space, dynamics</b> and <b>relationships</b> .	Select, adapt and structure movement using creativity through the application of <b>actions, dynamics, space</b> and <b>relationships</b> .	Make decisions to develop the motif by using a range of <b>choreographic principles</b> appropriate for the dance idea.	Compose material with imagination, sensitivity and <b>improvise</b> freely and with <b>confidence</b> . Select a range of <b>choreographic principles</b> appropriate for the dance idea.
<b>Perform</b> Apply skills and techniques to performance	Perform simple dance motifs and phrases with limited <b>control</b> and <b>accuracy</b> .	Attempt to perform movement <b>rhythmically</b> expressing the given style with <b>control</b> and <b>accuracy</b> .	Perform movement with some <b>accuracy, competence, musicality, some expression</b> .	Perform movements with some technical skills, <b>stylistic accuracy</b> and some <b>clarity of focus, commitment; both mentally and physically</b> .	Perform movements with technical skills, <b>stylistic accuracy</b> and <b>commitment; both mentally and physically</b> .	Perform movements with excellent <b>technical skill, stylistic accuracy</b> and clarity of <b>focus, sensitivity</b> to music and other performers
<b>Evaluate</b> Review own develop and performance	Remember key <b>dance terminology</b> and recall <b>definitions</b> .	<b>Simple</b> review on their own <b>strengths and weaknesses</b> and use <b>target</b> setting to enable limited development.	<b>Detailed</b> review on their own <b>strengths and weaknesses</b> and use <b>target</b> setting to enable some development.	<b>Adequate</b> review on their own <b>strengths and weaknesses</b> and use <b>target</b> setting to enable development.	<b>Appropriate</b> review on their own <b>strengths and weaknesses</b> and use <b>target</b> setting to enable development.	Create an <b>in-depth</b> review on their own <b>strengths and weaknesses</b> with an effective use of <b>target</b> setting to drive forward own development.

## Knowledge Organiser

### VOCAL SKILLS

**Tone** - Mood and Emotions.  
**Volume** - Loud or Quiet.  
**Pitch** - High or Low.  
**Pace** - Fast or Slow.  
**Pauses** - stops in speech for effect.  
**Projection** - Speaking loud and clear so the audience can hear.  
**Dynamics** - loud or quiet usually with a build-up.

### PHYSICAL SKILLS

**Gesture** - Movements of body parts to signal things.  
**Levels** - High or low, up or down to represent something to an audience.  
**Facial Expression** - Mood and Emotions through the face.  
**Body Language** - Mood and emotions through the body.  
**Posture** - slouched, straight back.  
**Stance** - How you stand.  
**Pace** - Fast and Slow.  
**Gait** - How the character walks.

### DRAMA TECHNIQUES

**Choral Speaking** - All joining in together and speaking as one.  
**Shared Narration** - splitting it up to share between actors.  
**Tension** - Adding in different tension to movement.  
**Thought Tracking** - Speaking your inner thoughts whilst in a still image.  
**Spotlighting** - Saying how you are all feeling, in a freeze frame.  
**Freeze Frames** - Movement and then freezing at random for not purpose.

### DESIGN ELEMENTS

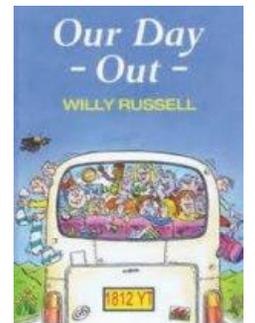
**Set** - creating multiple locations, sightlines for the audience and entrances and exits for the actors as well as dealing with any set changes that are needed.  
**Staging** - staging configuration, to provide the audience with the best possible experience.  
**Lighting** - Lights can be useful for defining different locations on the stage, creating mood and atmosphere, highlighting key moments of action, and directing the audience's focus.  
**Sound** - it's the sound designer's job to decide what should be added where to enhance a production. They must then source the sounds and plan when they come in, when they stop and what volume level they should be at for best effect.  
**Costume** - The costume designer must know the play well and be aware of the pace and structure of the piece. For example, it wouldn't be practical if a character were working as a fireman and wearing an elaborate costume in one scene and relaxing at home in his own clothes in the next one.  
**Props & Stage Furniture** - Their role involves making decisions about everything in and around the acting space, such as furniture, raised platforms or playing areas, entrances and exits, and the shape of the space itself.

### STAGING

**Thrust** - has audience on three sides and a backstage area  
**Proscenium** - Where the audience sits on one side only.  
**In the round** - Stage in the middle and audience all around.  
**Promenade** - Where the audience can walk around and follow the actors  
**Traverse** - Audience on two sides and stage in the centre (like a cat walk)

KS3 Drama Assessment Grid

Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
<b>Create</b> Devise in relation to a theme/stimulus	Can select character from scripts given and link them together to create simple <b>characterisation</b> . Begin to explore and develop through <b>improvisation</b> .	Can select character ideas from choices given and link them together to create <b>improvisation</b> . Begin to explore and develop <b>characterisation</b> by using <b>improvisation</b> .	Select appropriate acting and link them together in response to a given <b>stimulus</b> , using actions, <b>stagecraft</b> , <b>spatial elements</b> and <b>relationships</b> .	Use creativity through the application of <b>actions</b> , <b>movement</b> , <b>spatial elements</b> and <b>relationships</b> . Select a range of <b>dramatic principles</b> appropriate for the style and genre of the production.	Select, adapt and structure movement using creativity through the application of actions, movement, spatial elements and relationships. Be able to improvise on occasion.	Select, adapt and structure dramatic performances demonstrating understanding of direction, purpose, intentions and stage direction. Show creativity through character interpretation, vocal and physical skills, stagecraft, and relationships.
<b>Perform</b> Apply skills and techniques to performance	Pupil has a limited ability to perform on a given instrument correctly and has limited accuracy and fluency. The pupil may also lack confidence.	Pupil has a basic ability to perform on a given instrument with some accuracy and fluency. Pupil will have a growing sense of confidence.	Perform acting with some accuracy, competence, projection, some expression and modify and refine their work to improve their performance.	Perform acting with some technical skills, stylistic accuracy and some clarity of focus, commitment; both mentally and physically and communicate the dramatic intention in monologues, duologues and theatre group work.	Perform drama with technical skills, stylistic accuracy and clarity of focus, commitment; both mentally and physically and understand stagecraft and the intention in their work.	Pupil has a highly developed ability to perform using a range of technical skill, stylistic accuracy and clarity of focus, sensitivity to stagecraft, and other performers, and communicate the intention.



### ★ Characterisation- Physical Skills ★

<b>Facial expression</b>	Eyes: Wide, glaring, squinting Eyebrows: Raised, furrowed Mouth: Clenched, jaw-dropped
<b>Body language</b>	Folded arms, throw hands shiver, shake/tremble, look down/up,
<b>Posture</b>	Upright, slouched, cowered, stooped
<b>Hand gestures</b>	Clenched fists, pointed, throw hands in air, open handed, fiddling with fingers
<b>Proxemics</b>	Move away/towards, huddled together, scatter

### ★ Characterisation- Vocal Skills ★

<b>Accent</b>	Liverpudlian, Upper Class British
<b>Tone</b>	Harsh, whiny, aggressive, cheeky
<b>Pitch</b>	High, squeaky, deep
<b>Volume</b>	Whisper, gentle, loud, shout
<b>Pace</b>	Fast, slow, hesitant, controlled, stuttering, pause

# Revision Topics Year 8

## Catering

1. Health and Hygiene in the kitchen
2. Bacteria Growth
3. Food Poisoning
4. High Risk Foods
5. Nutrition

## Graphics

1. Typography
2. Drawing techniques
3. Rendering techniques
4. Industry standards
5. Photoshop skills

## 3D Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

## Top Tips

1. Always read the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

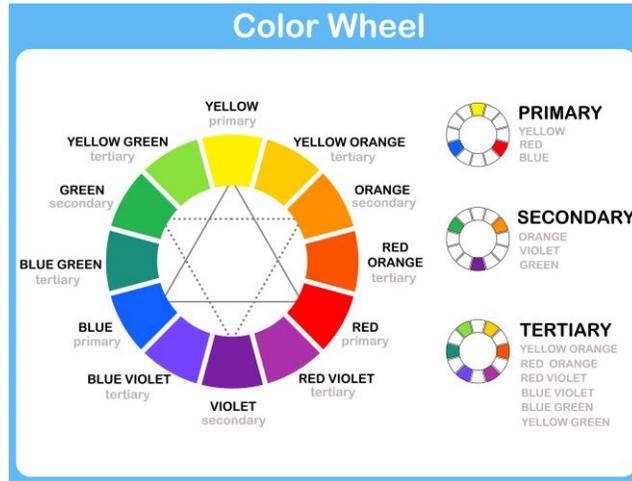
Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

Scan here for extra resources on student portal.



# REVISION FOR YEAR 8 ART – Street Art

What you need to know to do well...	
1	Who is My Dog Sighs?
2	Street art and the symbols/techniques associated with it
3	Artist study – My Dog Sighs
4	Colour theory and art movements



## Tips to revise for your Art assessment:

- Practice colour mixing with colours to create different tones i.e. blue + red + white or black
- Research My Dog Sighs and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
- Visit Hilsea Lido to see the latest My Dog work
- Attend an after school drop in if you are struggling with anything



Step 3	Step 4
<b>Application / Applying</b>	<b>Analysis / Analysing</b>
<ul style="list-style-type: none"> <li>*Use 2 of the sources provided</li> <li>*Carefully select your research</li> <li>*Give well explained opinions</li> <li>*Clearly consider your layout</li> <li>*Explain using some technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Use all of the sources provided</li> <li>*Present carefully selected and relevant research</li> <li>*Justify your opinions</li> <li>*Clearly consider your layout</li> <li>*Analyse using some technical vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>*Clearly attempt to refine skill/s in context</li> <li>*Focus on improving precise elements of your outcome</li> <li>*Understand what and how you need to improve</li> </ul>	<ul style="list-style-type: none"> <li>*Experiment with the materials</li> <li>*Refine your outcome with some independence</li> <li>*Record the stages of your experimentation with annotation</li> <li>*Be able to self-assess areas for improvement</li> </ul>
<ul style="list-style-type: none"> <li>*Create a mostly consistent body of work</li> <li>*Take pride in the presentation of your work</li> <li>*Evaluate your own work and skilfully identify how it can be improved or adapted</li> </ul>	<ul style="list-style-type: none"> <li>*Create a consistent body of work with some degree of independence</li> <li>*Take pride in the presentation and development of your work</li> <li>*Carefully record each stage of the process you are undertaking</li> </ul>
<ul style="list-style-type: none"> <li>*Create an outcome/s which shows precise understanding of the link artist and or processes used</li> <li>*Use understanding to in some way personalise your work</li> </ul>	<ul style="list-style-type: none"> <li>*Create an outcome/s which shows clear understanding of the link artist and or process used</li> <li>*Use understanding to personalise your work to create something new</li> </ul>

# Year 8 Music revision slide

## MUSIC Knowledge Organiser

### CORE KNOWLEDGE

**Britpop** is a mid-1990s British-based music and culture movement that emphasised Britishness. It produced brighter, catchier alternative rock

Britpop bands typically feature vocals, guitars, bass guitar, drums and keyboards.

Keywords -

**Britpop** - The name given to the music and popular culture from the 1990's

**Intro** - The first section of the song, often featuring the **hook** and the **riff**

**Verse** - The part of the song that tells the story

**Chorus** - A section that is repeated, often containing repetitive lyrics that make the song memorable

**Solo** - Another name for the instrumental section where there is not singing.

**Tempo** - The speed of the music

**Timbre** - The sound quality of instruments

**Tonality** - The mood of the music (Major/Minor)

**Suggested Bands or Artists:**

Oasis

Blur

The Verve

Suede

Elastica

Supergrass

## Unit Name: BRITPOP

### FACILITATING KNOWLEDGE

Britpop emerged partly in reaction to the popularity of the darker lyrical themes of the US-led grunge music. The movement brought British alternative rock into the mainstream and formed the backbone of a larger British popular cultural movement, Cool Britannia, which evoked the Swinging Sixties and the British guitar pop of that decade.

Britpop band rivalry was a common part of fan identity, fans siding with either Oasis or Blur.

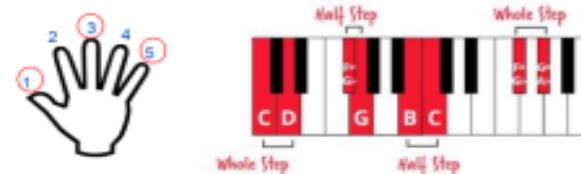
Oasis were often in the media because of their larger than life personas (mostly the two singers, brothers Noel and Liam Gallagher) and their infamous "rock and roll" lifestyle. Oasis often stated that **The Beatles** were a huge influence on their style and song writing.



### SKILL

#### Keyboard / Piano

Using your right hand you should be able to play chords using the correct fingers with correct timing and rhythm.



#### Drums

You can play a crotchet or quaver beat on the hi-hat cymbal, ensuring your bass drum (foot) pedal is pressed on beats 1 and 3, snare drum hit on beats 2 and 4. Add a fill at the correct points.

#### Guitar

Copy the shapes on the chord symbols to play the chords in the song in the correct order during the performance.

#### Ensemble Skills

- Play your part in time with others
- Have a good awareness of the changing sections
- Listen and respond to cues (eg. Count in 1, 2, 3, 4...)



## Coaching + Leadership



What makes a good coach / leader?

- Organisation
- Clear Communication
- Provide feedback
- Clear coaching points
- Knowledgeable of skill required.

## Rules and Regulations

What is a Regulation?

“an element of the sport/activity that is set before the game starts to ensure the game is fair for all participants”

For example;

- Number of players
- Size of the pitch
- Size of the ball



What is a Rule?

“an element of the sport / activity that is applied during the game to ensure the game is fair and safe”

For example;

- Penalties
- Fouls
- How you score.

## Tactics / strategy

In sport, a tactic is a specific, actionable method or planned maneuver used by individuals or teams to gain a competitive advantage.



Tactics can be used to increase the chances of scoring and prevent the opposition from scoring.

For example;

- Positioning of players on the pitch
- How quick or slow you play.

## Warm-up

A warm up is completed before physical activity in order to prevent injury.

### 1) Pulse Raiser

Enhances performance and reduces injury risk by boosting blood flow and oxygen delivery to muscles.

### 1) Mobilisation

Prepares the body for exercise by increasing joint range of motion and lubricating joints with synovial fluid.



### 1) Stretches

Prepares the body for physical activity by increasing blood flow, muscle temperature, and elasticity, which reduces risk of injury.

## Officiating

Officiating in sports involves referees, umpires, or judges enforcing the rules, regulations, and laws of a game to ensure fair play and player safety.

What makes a good official?

- Organisation
- Clear Communication
- Knowledgeable of rules and regulations.
- Decisive when making decisions.
- Calm under pressure



# KS3 PE Test 2 - Revision

## Components of skill related fitness

P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness Test
<ul style="list-style-type: none"> <li>Vertical standing jump test</li> <li>Standing long jump</li> <li>Margarita-Kalamen power test</li> </ul>	<ul style="list-style-type: none"> <li>Alternate-Hand wall-Toss test</li> <li>Stick flip coordination test</li> </ul>	<ul style="list-style-type: none"> <li>Ruler drop test</li> <li>Online reaction test (reaction timer test)</li> </ul>	<ul style="list-style-type: none"> <li>Illinois agility run test</li> <li>T Test</li> </ul>	<ul style="list-style-type: none"> <li>Stork stand test</li> <li>Y balance test</li> </ul>

## Components of Physical related fitness

Mary Must cAre For Bill Smith

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness test	Fitness Test
<ul style="list-style-type: none"> <li>Grip dynameter</li> <li>1 Rep Max</li> </ul>	<ul style="list-style-type: none"> <li>One-minute press up test</li> <li>One-minute sit-up test</li> <li>Timed plank test</li> </ul>	<ul style="list-style-type: none"> <li>Multi-stage fitness test (bleep test)</li> <li>Harvard step test</li> <li>12-minute Cooper run</li> <li>Yo-Yo test</li> </ul>	<ul style="list-style-type: none"> <li>Sit and reach test</li> <li>Calf muscle flexibility test</li> <li>Shoulder flexibility test</li> </ul>	<ul style="list-style-type: none"> <li>Body Mass Index (BMI)</li> <li>Bioelectrical Impedance Analysis (BIA)</li> <li>Waist to hip ratio</li> </ul>	<ul style="list-style-type: none"> <li>30 metre sprint test</li> <li>30 metre flying sprint</li> </ul>

## Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done on your own, with apparatus or with a partner. Improves flexibility.



When participating in or coaching a sport you need to make sure that it is safe in order to prevent injury, you need to consider the following; equipment, playing surface, weather, previous injuries, use of protective equipment and following the rules and regulations



## Athletics events



## Throwing events - Shotput, Discus, Javelin



## Running events - 100/80m, 200m, Relay

## Rounders

### Batter

The role of the batter is to hit the ball into the rounders pitch and score a rounder by running around all four posts, before the fielders can return the ball.



### Fielder

The role of a fielder is to prevent a batter from scoring a rounder, by catching or stumping the batter out on a post.



### Bowler

The role of a bowler is to bowl the rounders ball to the batters for the opposing team.