Knowledge Bank



Autumn Term 2026

Year 8

THINKING SCHOOLS ACADEMY TRUST

PAIGNTON ACADEMY

Name: _____ **Form:** _____

CONTENTS

English 1

Science 2

Computer Science 9

Ethics 11

French 13

Geography 21

History 23

Art 26

Drama 27

Hospitality & Catering 28

Music 36

PE 39

Where To Find Help 47

The Adventures of Sherlock Holmes – Sir Arthur Conan Doyle
The Speckled Band and The Boscombe Valley Mystery

Year 8

The Speckled Band:
Holmes and Watson investigate the mysterious death of Julia Stoner, who died two years prior to the story's events. Helen Stoner, Julia's sister, seeks Holmes' help because she fears for her own life, as she is also soon to be married and her stepfather Dr Grimesby Roylott has moved her into Julia's former bedroom. Helen has also started hearing the same whistling sound her sister described before her death.

The Boscombe Valley Mystery:
James McCarthy is accused of murdering his father, Charles, but his fiancée Alice Turner, believes he's innocent. Sherlock Holmes investigates and uncovers a plot involving blackmail and a hidden past.

Background Information
Sir Arthur Conan Doyle was the author of the Sherlock Holmes stories. Before he became a writer, Doyle studied medicine.
Doyle's short stories were published individually in The Strand Magazine periodical and then collected to form The Adventures of Sherlock Holmes short story collection in 1892. Sherlock Holmes' fictional home was 221B Baker Street, which is now a museum of Doyle's life and work.

Context
Class system – upper classes still having estates but losing their money
Upper class households with servants and communication via bells
Rise of the middle class through industry and education
British Empire – Victoria, Empress of India
Police, criminals and investigation, Scotland Yard, Private investigators
Criminology – real-life forensic methods and Doyle's medical background

Themes
Deduction
Justice V Law
Guilt and Redemption
Family, social class, power, inheritance
Violence
Role of women in Victorian times

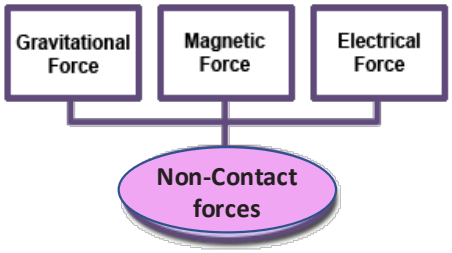
Literary Techniques
Pathetic Fallacy - human emotions or characteristics are attributed to inanimate objects, nature, or animals. It's a form of personification, but specifically focuses on projecting human feelings onto the non-human world.
Foreshadowing – give readers hints or clues about events that will happen later in the story.
Red Herring – give a false clue or piece of information intended to mislead readers or characters.
Narrative Voice – authors convey their story through a specific perspective. Watson's perspective adds reliability and warmth to the stories.

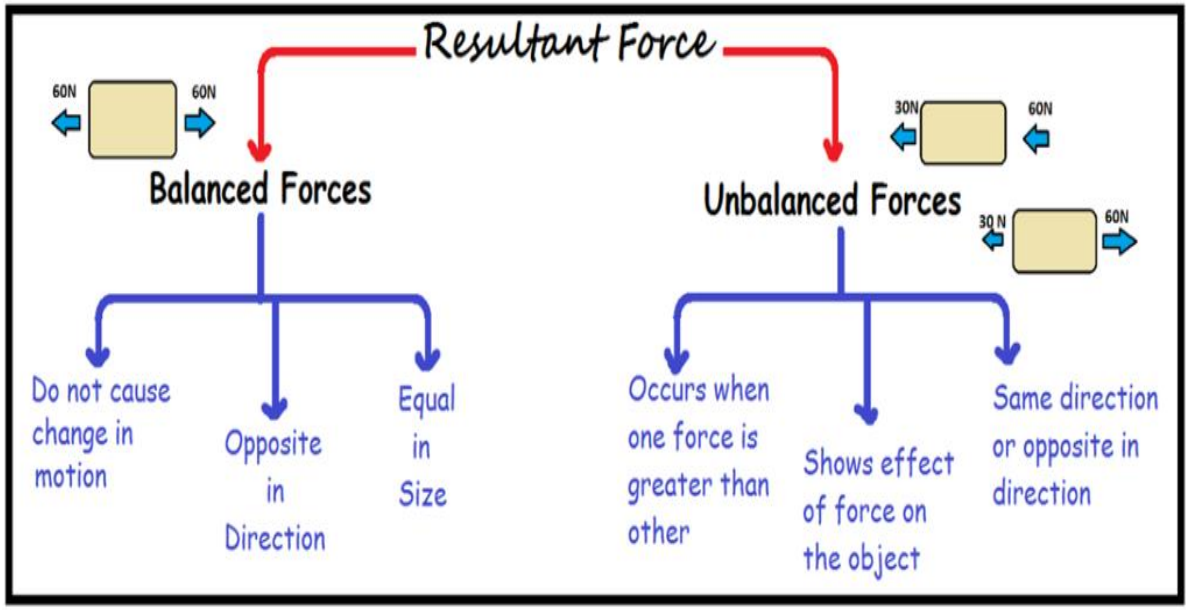
Vocabulary
Ventilator – small grid in a wall for ventilation
Gypsies – nomadic group of people
Cunning – skill in deception
Gaunt – thin and bony
Sinewy – lean and strong
Convulsed – involuntary muscle contractions
Bequeath – leave something to someone in a will
Quarry – place where stone is extracted
Gamekeeper – protects and manages game animals on a large estate
Lodge-keeper – manages the entrance to a large estate
Assizes – court sessions in a specific location
Slovenly – untidy or messy
Metier – trade or profession
Constabulary – Local police force
Depose – give evidence under oath
Circumstantial – evidence that suggests something but doesn't prove it
Contrition – sincere remorse
Filial – relating to a son or daughter

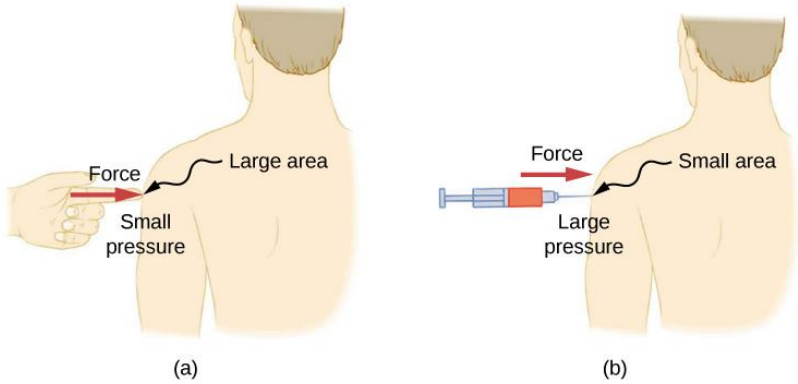


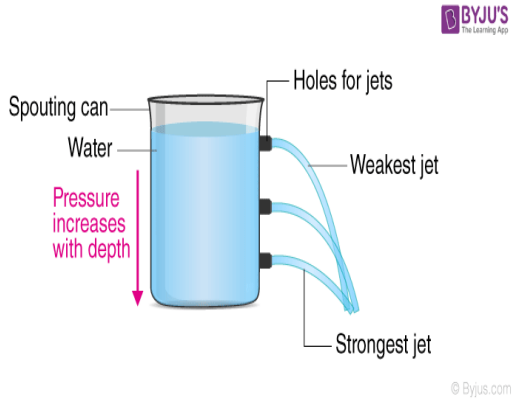
Science Knowledge Bank - Autumn Term (Physics)

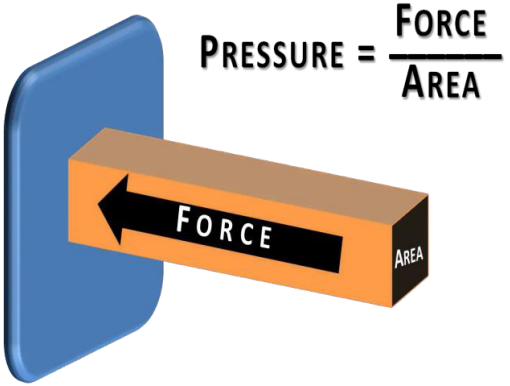






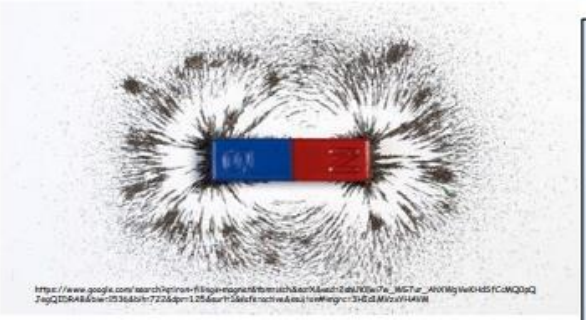






Science Knowledge Bank - Autumn Term (Physics)

Magnetic fields can be observed using iron filings



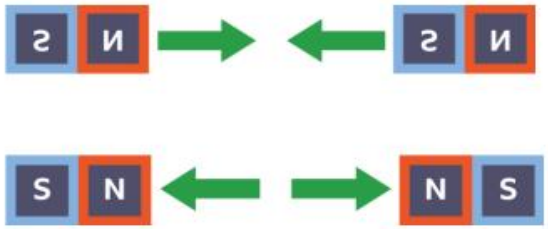
Bringing a north pole and a north pole together will cause the magnets to push away from each other or repel. They will be pushed in opposite directions.

Two bar magnets side by side with the two north poles closest together. Two green arrows between the magnets point in opposite directions indicating two like poles repel each other.
If you bring a north pole and a south pole together, they will attract.



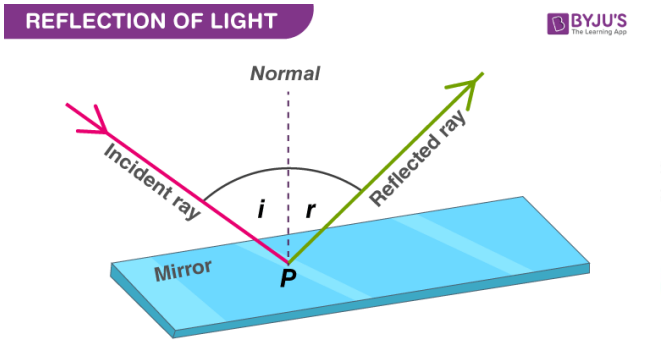
A bar magnet contains two poles- north and south

The region around a magnet where a force can be felt is called the magnetic field. If magnetic materials enter this region, they will be attracted to the magnet.

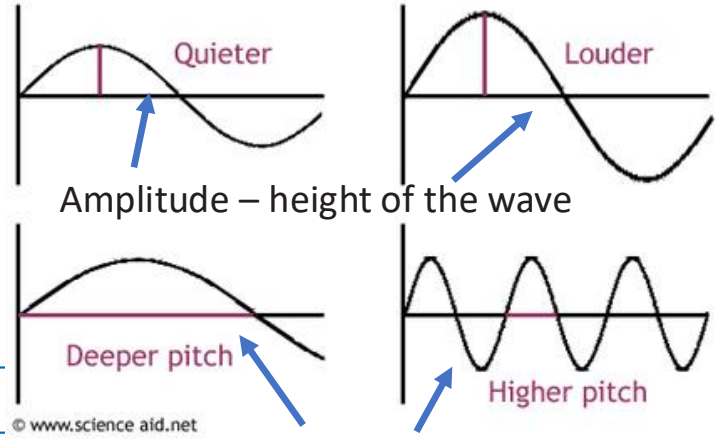


<u>Some materials are magnetic.</u>
For example:
iron
steel
cobalt
nickel
<u>Lots of metals are not magnetic.</u> For example:
copper
aluminium

Science Knowledge Bank - Autumn Term (Physics)

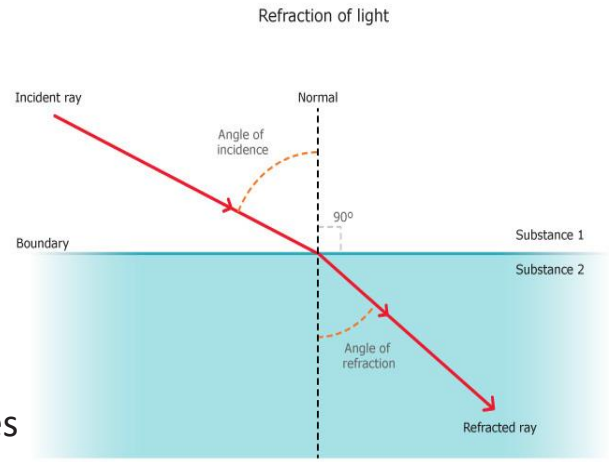


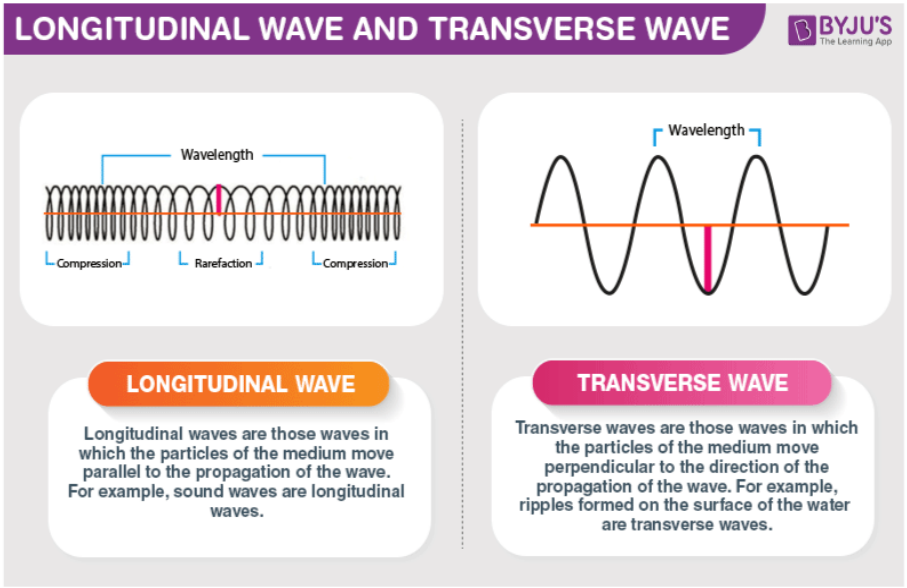
Angle of incidence = Angle of reflection



Amplitude – height of the wave

Frequency – How many waves pass a point per second





Refraction is the bending of light (it also happens with sound, water and other waves) as it passes from one transparent substance into another.
Light refracts whenever it travels at an angle into a substance with a different refractive index (optical density).
This change of direction is caused by a change in speed. For example, when light travels from air into water, it slows down, causing it to continue to travel at a different angle or direction.

Science Home Learning Autumn 2: Waves

WHAT? This time you will be learning about how glasses aid sight

WHY? Millions of people wear glasses to aid their sight, this is based on the knowledge of how lenses work

WHEN? The project will be completed over 6 weeks and is broken into 3 pieces of work. Due in 16th December

PART 1, COMPLETED IN WEEKS 2 - 3:

Retrieval: see below for questions

Flipped learning: Research how the eye works, draw labelled diagrams to describe how light enters the eye

PART 2, COMPLETED IN WEEK 4:

Retrieval: see below for questions

Flipped Learning: Research how an eye test is carried out and how opticians decide on which glasses to prescribe. You can either google this or you can ask an optician

PART 3, COMPLETED IN WEEKS 5-6:

Retrieval: see below for questions

Flipped Learning: Draw and label diagrams of two types of lenses convex & concave. You could made prototype lenses if you like. Explain how convex and concave lenses help vision

If you are at all unsure on what to do, ask your teacher. We will be only too happy to explain things further and will give you tips and advice. If you need any materials please come and see us

You can work together with a friend but both of you will need to hand in your own project.

Date due: 09-11-26

P2: Magnetism	
3 things you remember from the last two week's lessons	
How can you increase the strength of an electromagnet?	
Name some uses for electromagnets?	
What are the three magnetic materials?	
Flipped learning: Minimum 10 minutes independent research on a future area of study. Topic for study: **The eye** Research how the eye works, draw labelled diagrams to describe how light enters the eye Record your findings in the space provided.	**Notes:**

SCIENCE

Date due: 23-11-26

P3: Waves	
3 things you remember from the last two week's lessons	
What are the two types of waves and can you give an example of each?	
Draw a transverse wave and label with; the wavelength, amplitude, crest and trough.	
What is the order of the electromagnetic spectrum?	
Flipped learning: Minimum 20 minutes independent research on a future area of study. Topic for study: **Eye tests** Research how an eye test is carried out and how opticians decide on which glasses to prescribe. You can either google this or you can ask an optician.	**Notes:**

Date due: 14-12-26

P3: Waves	
3 things you remember from the last two week's lessons	
What is the order of the colours of the rainbow? (visible light spectrum)	
What piece of scientific equipment splits the light into different colours?	
What is reflection and refraction?	**Reflection is….** **Refraction is….**
Flipped learning: Minimum 20 minutes independent research on a future area of study. Topic for study: **Eye tests** Research how an eye test is carried out and how opticians decide on which glasses to prescribe. You can either google this or you can ask an optician.	**Notes:**

Hardware and Software Revision
Date Due – Tuesday 3rd November 2026

Computer Hardware

Create flashcards to define the following computer hardware components: ○ Central processing unit ○ RAM ○ ROM Describe the purpose of the computer hardware. Describe features of RAM and ROM – using words like volatile, non-volatile, read-write and read-only.	Computer Hardware • Central Processing Unit • RAM • ROM

Storage

Create flashcards to define the following types of computer storage: ○ Optical storage ○ Magnetic storage ○ Solid state storage Identify examples of each storage. Describe features of each storage – using words like portability, durability, capacity, cost and access-speed.	Computer Storage • Anti-Malware • Firewall • Encryption • Password • Biometrics

Software – Utility software and Operating Systems

Describe the purpose of utility software.	Purpose of utility software:
Create flashcards to define the following types of utility software: ○ Firewall ○ Compression ○ Encryption ○ Anti-Virus Describe what each utility software will do. Describe how each utility software will help a computer.	• Firewall • Compression • Encryption • Anti-Virus
Describe the purpose of utility software.	Purpose of utility software:
Identify examples of operating systems:	Examples of operating systems: • • •

COMPUTER HARDWARE

BASIC COMPONENTS

Central Processing unit	The brain of a computer, used to run programs on a computer
Random Access Memory (RAM)	The memory that stores your current programs and data. The CPU fetches the data to be used form RAM
Read only Memory (ROM)	The memory that contains the boot up sequence to start the computer.
Graphical Processing Unit (GPU)	Connects to the monitor to display graphics on the computer.

PERIPHERAL – DEVICES FOR INPUT AND OUTPUT

Keyboard	To input data like text and numbers into a computer
Monitor	To view output from computer, can be LED or LCD
Mouse	Input to point and click icons on screen
Printer	To print output on paper
Speakers	To output audio like music.
Microphone	To input speech or music.

Can you think of anymore?

STORAGE

Optical Storage	CDs DVDs Blue-Rays	Cheap, portable and fairly robust
Magnetic	Magnetic hard drive Magnetic tape	High capacity and low cost, but is not durable as has moving parts
Solid State	USB memory sticks Memory cards Solid state drives	Has no moving parts, more robust than magnetic, faster access speeds and more expensive

OPERATING SYSTEMS

Operating systems is the software that **runs** a computer system.

Examples of operating systems include Windows, iOS and Android.

UTILITY SOFTWARE

Utilities are the programs that help **maintain** a computer system and to help it run properly.

Firewall: Monitors and blocks suspicious activity.

Compression: Reduces the size of large files so that they take up less space.

Encryption: Scrambles the data to protect it so that if someone else gets hold of it they cannot access it.

Anti-virus: Scans a computer and stops viruses infecting your computer.

Operating systems is the software that runs a computer system.

Examples of operating systems include Windows, iOS and Android.

Year 8 Ethics Autumn Term Knowledge Organiser. Why is there Suffering and are there any solutions?

Natural Evil: Evil or suffering that occurs because of nature. For example an earthquake.



Moral Evil: Evil or suffering caused by humans.



Omnibenevolent – God is all loving

Omnipotent – God is all powerful

Omniscient – God is all knowing

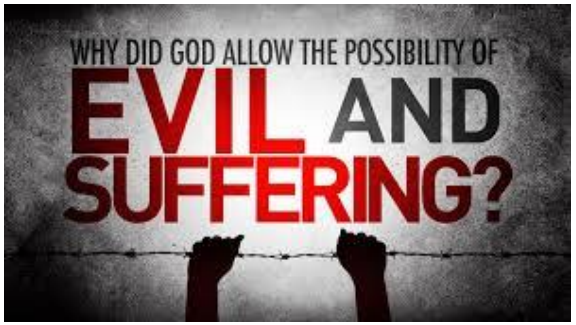






The Problem of Evil

Evil creates a problem for Christians. God is supposed to be Omnipotent and Omnibenevolent, so he should be able to stop evil happening. In addition, he is Omniscient.



Therefore he should know it is happening. Some people say this means either God cannot stop evil or he simply does not exist.

Adam and Eve

Some Christians say it is because Adam and Eve sinned by eating forbidden fruit in the garden of Eden. By doing so this created suffering and the ability to sin

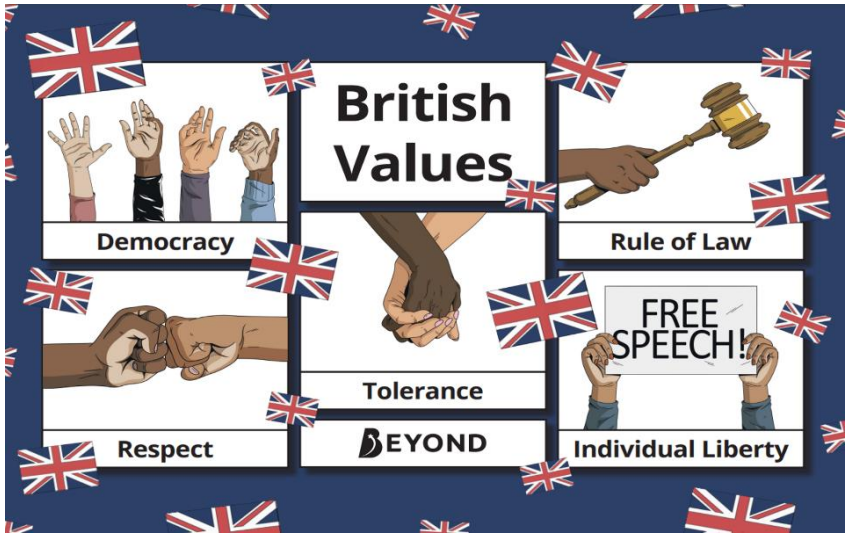


God Has A Plan

Some Christians argue that God has a plan which we are not able to understand as we are only human. Evil may result in greater things in the eternal plan God has.



Jeremiah 29:11
"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.



Punishments in the UK

In the UK we have laws that are aimed at preventing or punishing evil acts. There are many different types of punishment from prison to fines. Putting dangerous people in prison aims to make us safer.



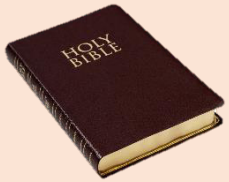
Community Action

- Crime stoppers
- Neighborhood Watch
- Community Centers

Charities that help to prevent suffering



The teachings of Jesus in the Bible make it clear Christians have a duty to help stop suffering.



The Parable of the Sheep & the Goats



In this parable, Jesus makes it clear that a life worthy of the reward of Heaven must involve actively helping people in need. Jesus explains that helping a person, whoever they are, is just the same as helping Jesus himself and is therefore a duty for all Christians.

The Parable of the Good Samairtan



The story is told in Luke 10:29–37: A man going from Jerusalem to Jericho is attacked by robbers who strip him and beat him. A priest and a Levite pass by without helping him. But a Samaritan stops and cares for him, taking him to an inn where the Samaritan pays for his care.



Street Pastors. A Street Pastor is someone from the Christian community who is willing to care, listen and help, particularly people who have found themselves disenfranchised and/or marginalised from society. A Street pastor is willing to engage with people in an open and non-judgmental manner, whatever their situation.

Food Banks. Care professionals such as health visitors, staff at schools and social workers identify people in crisis and issue them with a food bank voucher. This means people can receive a food bank parcel of three days' nutritionally balanced, non-perishable food from their local food bank.

The Trussell Trust is a Christian foodbank.

Term 1: Quels sports aimes-tu ?

Which sports do you like?

Opinion	Sport	Connective	Opinion phrase	Verb	Adjective
J'adore jouer *(I love to play)* **J'aime jouer** *(I like to play)* **J'aime bien jouer** *(I quite like to play)* **Je préfère jouer** *(I prefer to play)* **Je n'aime pas jouer** *(I don't like to play)* **Je déteste jouer** *(I hate to play)*	**au foot** *(football)* **au basket** *(basketball)* **au tennis** *(tennis)* **au volley** *(volleyball)* **au rugby** *(rugby)* **au hockey** *(hockey)* **au billard** *(pool)* **à la pétanque** *(boules)* **au cricket** *(cricket)*	**parce que** *(because)* **car** *(because)* **mais aussi** *(but also)*	**à mon avis** *(in my opinion)* **je pense que** *(I think that)* **je trouve que** *(I find that)* **selon moi** *(in my view)* **pour moi** *(for me)*	**c'est** *(it is)*	**amusant** *(fun)* **génial** *(great)* **passionnant** *(exciting)* **super** *(great)* **cool** *(cool)* **fatigant** *(tiring)* **nul** *(rubbish)* **ennuyeux** *(boring)* **difficile** *(difficult)* **barbant** *(boring)*

Another way to say it	Sport	Connective		Adjective
Je suis passionné(e) par *(I am passionate about)*	**le football** *(football)* **le tennis** *(tennis)* **le rugby** *(rugby)* **le golf** *(golf)* **le basket** *(basketball)* **le hockey** *(hockey)*	**parce que** *(because)* **car** *(because)*	**c'est** *(it is)*	**génial** *(great)* **passionnant** *(exciting)* **amusant** *(fun)* **super** *(great)*

Remember: jouer + au / à la • Je suis passionné(e) par is followed by the noun (le football), not by jouer.

Term 1: Qu'est-ce que tu aimes faire pendant ton temps libre?

What do you like doing in your free time?

Opinion	Activity	Who / when	Connective		Adjective
J'adore *(I love)* **J'aime** *(I like)* **J'aime bien** *(I quite like)* **Je préfère** *(I prefer)* **Je n'aime pas** *(I don't like)* **Je déteste** *(I hate)*	**faire du vélo** *(to go cycling)* **faire de la natation** *(to go swimming)* **faire du roller** *(to go rollerblading)* **faire du skate** *(to go skateboarding)* **faire de l'équitation** *(to go horse riding)* **faire de la danse** *(to go dancing)* **faire du jogging** *(to go jogging)* **faire de la gymnastique** *(to do gymnastics)* **faire des promenades** *(to go walking)*	**avec mes amis** *(with my friends)* **avec ma famille** *(with my family)* **avec mon frère** *(with my brother)* **avec ma sœur** *(with my sister)* **le week-end** *(at the weekend)* **tous les jours** *(every day)*	**parce que** *(because)* **car** *(because)*	**c'est** *(it is)*	**amusant** *(fun)* **génial** *(great)* **passionnant** *(exciting)* **super** *(great)* **cool** *(cool)* **fatigant** *(tiring)* **nul** *(rubbish)* **ennuyeux** *(boring)* **difficile** *(difficult)* **barbant** *(boring)*

Watch the du / de la / de l' after faire — it changes with the activity.

Term 1: Que fais-tu quand il fait….beau/mal?

What do you do when the weather is nice/bad?

Weather	Activity	Who / where	Connective		Adjective
Quand il fait beau *(when the weather is nice)* **S'il fait chaud** *(if it's hot)* **Quand il fait froid** *(when it's cold)* **S'il y a du soleil** *(if it's sunny)* **Quand il y a du vent** *(when it's windy)* **S'il y a des orages** *(if there are storms)* **Quand il pleut** *(when it rains)* **S'il neige** *(if it snows)*	**je joue au foot** *(I play football)* **je fais du vélo** *(I go cycling)* **je fais de la natation** *(I go swimming)* **je vais à la plage** *(I go to the beach)* **je tchatte avec mes amis** *(I chat with my friends)* **je reste à la maison** *(I stay at home)* **je regarde des clips vidéo** *(I watch video clips)* **je joue sur mon portable** *(I play on my phone)*	**avec mes amis** *(with my friends)* **avec ma famille** *(with my family)* **au parc** *(in the park)* **dans le jardin** *(in the garden)* **à la maison** *(at home)*	**parce que** *(because)* **car** *(because)*	**c'est** *(it is)*	**amusant** *(fun)* **génial** *(great)* **relaxant** *(relaxing)* **cool** *(cool)* **nul** *(rubbish)* **terrible** *(terrible)* **ennuyeux** *(boring)*

Quand = when (it happens) • S'il = if it happens. Both are followed by the weather phrase.

Term 1:Qu'est-ce que tu fais en ligne ?

What do you do online?

When	Online activity	Connective	Opinion phrase		Adjective
D'habitude *(usually)* **Normalement** *(normally)* **Le soir** *(in the evening)* **Le week-end** *(at the weekend)* **Tous les jours** *(every day)* **Quand je m'ennuie** *(when I'm bored)* **Après le collège** *(after school)*	**je joue sur mon portable** *(I play on my phone)* **je surfe sur internet** *(I surf the internet)* **je tchatte sur Tiktok** *(I chat on tiktok)* **je regarde des clips vidéo** *(I watch video clips)* **je partage de la musique** *(I share music)* **j'envoie des messages** *(I send messages)* **je poste/partage des vidéos sur tiktok** *(I post/share videos on tiktok* **je parle avec mes amis** *(I talk with my friends)* **j'envoie des emails** *(I send emails)*	**parce que** *(because)* **car** *(because)* **et puis** *(and then)*	**je pense que** *(I think that)* **je trouve que** *(I find that)* **à mon avis** *(in my opinion)* **selon moi** *(in my view)*	**c'est** *(it is)*	**amusant** *(fun)* **génial** *(great)* **passionnant** *(exciting)* **pratique** *(handy)* **relaxant** *(relaxing)* **nul** *(rubbish)* **ennuyeux** *(boring)*

Sur YouTube = on YouTube • avec mes amis = with my friends — add these to make longer sentences.

Term 2: Qu'est-ce que tu as fait le week-end dernier en ligne ?

What did you do last weekend online?

When	I... (past tense)	Detail	Connective	We... (past tense)	Opinion
Hier *(yesterday)* **Le week-end dernier** *(last weekend)* **Samedi dernier** *(last Saturday)* **Vendredi soir** *(on Friday evening)* **La semaine dernière** *(last week)*	**j'ai tchatté** *(I chatted)* **j'ai posté** *(I posted)* **j'ai partagé (***I shared)* **j'ai téléchargé** *(I downloaded)* **j'ai joué** *(I played)* **j'ai regardé** *(I watched)* **j'ai envoyé** *(I sent)* **j'ai écouté** *(I listened)*	**avec mes amis** *(with my friends)* **sur mon portable** *(on my phone)* **sur la PlayStation** *(on the PlayStation)* **sur YouTube** *(on YouTube)* **des photos/clips vidéo** *(photos/ video clips)* **de la musique** *(music)* **des SMS** *(text messages)*	**et** *(and)* **puis** *(then)* **ensuite** *(next)* **aussi** *(also)*	**on a partagé des photos** *(we shared photos)* **on a fait des vidéos** *(we made videos)* **on a joué ensemble** *(we played together)* **on a écouté de la musique** *(we listened to music)* **on a regardé un film** *(we watched a film)*	**c'était génial** *(it was great)* **c'était amusant** *(it was fun)* **c'était super** *(it was great)* **c'était nul** *(it was rubbish)* **c'était ennuyeux** *(it was boring)*

Perfect tense: avoir (j'ai / on a) + past participle. Most -er verbs end in -é.

Term 2: Qu'est-ce que tu as fait le week-end dernier en dehors?

What did you do last weekend outside?

When	I... (past tense)	Detail	Connective	We... (past tense)	Opinion
Hier *(yesterday)* **Le week-end dernier** *(last weekend)* **Samedi dernier** *(last Saturday)* **Vendredi soir** *(on Friday evening)* **La semaine dernière** *(last week)*	**j'ai joué** *(I played)*	**avec mes amis** *(with my friends)* **sur mon portable** *(on my phone)* **sur la PlayStation** *(on the PlayStation)* **sur YouTube** *(on YouTube)* **des photos/clips vidéo** *(photos/ video clips)* **de la musique** *(music)* **des SMS** *(text messages)*	**et** *(and)* **puis** *(then)* **ensuite** *(next)* **aussi** *(also)*	**on a partagé des photos** *(we shared photos)* **on a fait des vidéos** *(we made videos)* **on a joué ensemble** *(we played together)* **on a écouté de la musique** *(we listened to music)* **on a regardé un film** *(we watched a film)*	**c'était génial** *(it was great)* **c'était amusant** *(it was fun)* **c'était super** *(it was great)* **c'était nul** *(it was rubbish)* **c'était ennuyeux** *(it was boring)*

Term 2: Qu'est-ce que tu vas faire …?

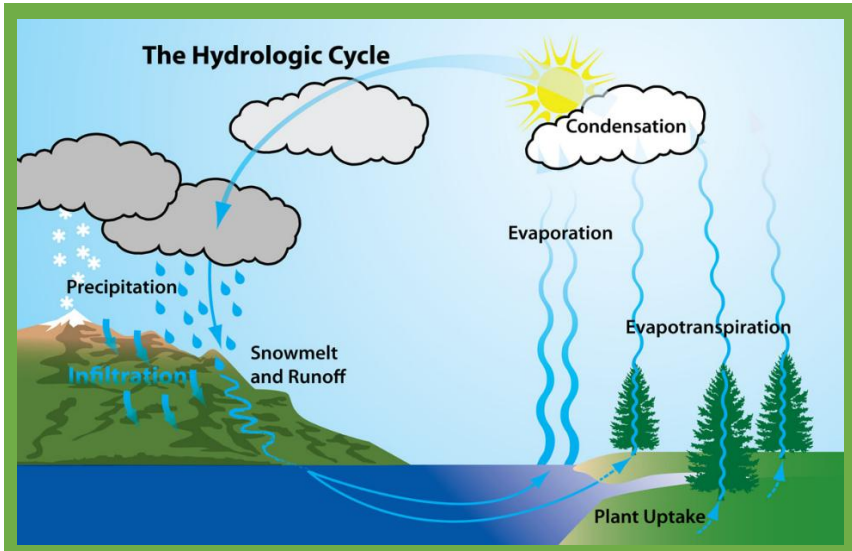
What are you going to do …?

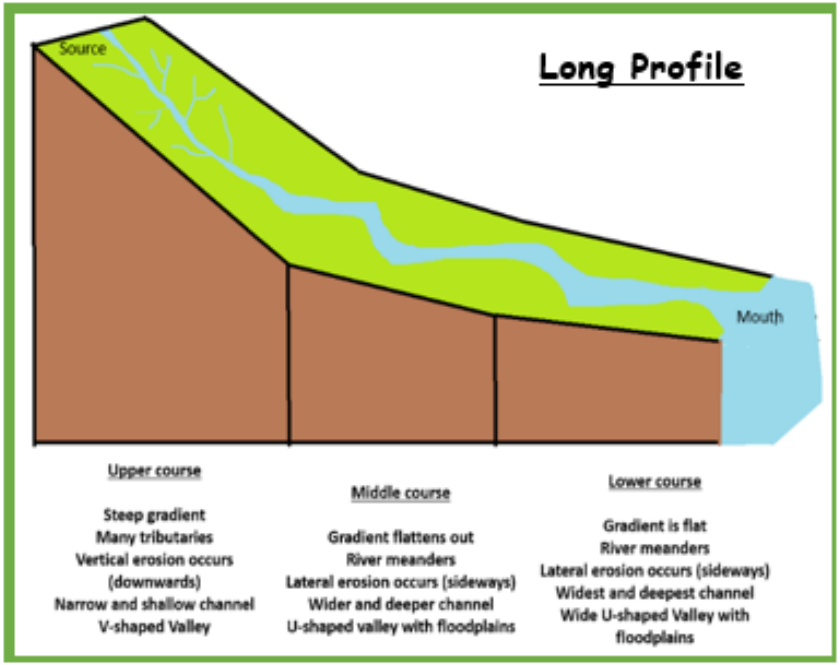
When	I am going to...	Who / where	Connective	We are going to...	Opinion
À Noël *(at Christmas)* **Le week-end prochain** *(next weekend)* **Samedi prochain** *(next Saturday)* **L'année prochaine** *(next year)* **Pendant les vacances** *(during the holidays)*	**je vais tchatter** *(I'm going to chat)* **je vais télécharger** *(I'm going to download)* **je vais jouer** *(I'm going to play)* **je vais regarder** *(I'm going to watch)* **je vais envoyer des cadeaux** *(I'm going to send presents)* **je vais manger** *(I'm going to eat)*	**avec ma famille** *(with my family)* **avec mes amis** *(with my friends)* **à la maison** *(at home)* **chez mes grands-parents** *(at my grandparents' house)* **des croissants** *(croissants)* **la télé** *(TV)*	**et** *(and)* **puis** *(then)* **aussi** *(also)* **après** *(afterwards)*	**on va partager des cadeaux** *(we're going to share presents)* **on va faire un gâteau** *(we're going to make a cake)* **on va jouer sur la PlayStation** *(we're going to play on the PlayStation)* **on va écouter de la musique** *(we're going to listen to music)* **on va regarder un film** *(we're going to watch a film)*	**ça va être génial** *(it's going to be great)* **ça va être super** *(it's going to be great)* **ça va être amusant** *(it's going to be fun)* **j'ai hâte !** *(I can't wait!)*

When	I am going to...	Who / where	Connective	We are going to...	Opinion
	je vais danser *(I'm going to dance)* **je vais fêter** *(I'm going to celebrate)*				

Near future: aller (je vais / on va) + infinitive — the second verb never changes.

Year 8: Module 1 Freshwater environments GEOGRAPHY





Where can I find out more information? Rivers - KS3 Geography - BBC Bitesize

Key terms:

Erosion
Land is worn away by water and the land changes shape.

Transport
Eroded material is carried down the river.

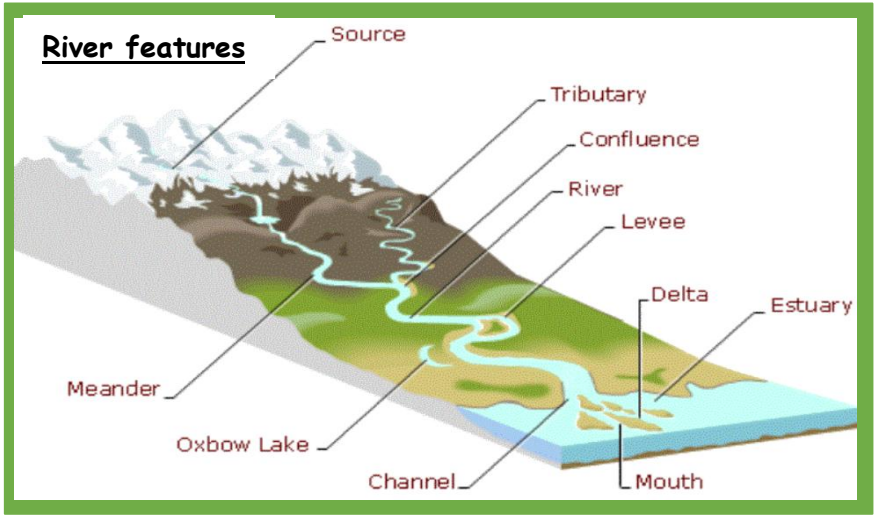
Deposition
Transported material is dropped when the river loses energy.

Hydraulic Action/Power
Force of water trapping air in cracks in river bed and bank.

Abrasion
Bed and bank worn away like sandpaper.

Attrition
Rocks worn smaller and smoother

Solution
Material dissolved in the river.





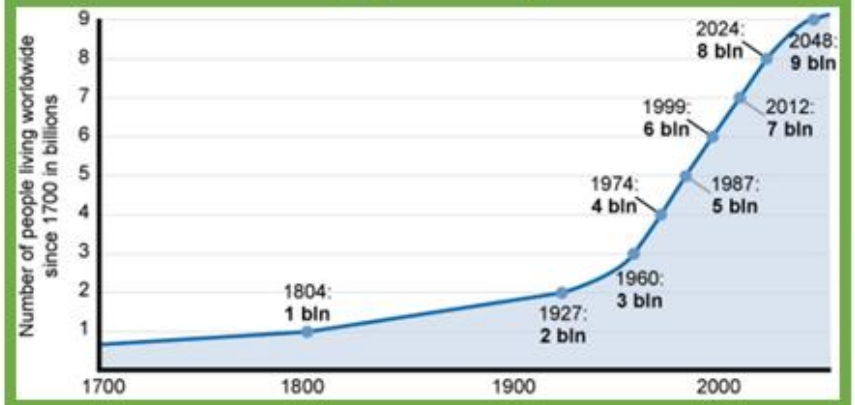
Causes of flooding:

Floods occur when a river bursts its banks if it is carrying too much water. The water cannot be contained in the river channel and the water will overflow onto the flood plain.

There are human and natural (physical) causes of flooding.

Year 8: Module 2: Urban areas GEOGRAPHY

World population growth



World population reached 8 billion in 2024. How many more people can live on planet Earth?

Megacities (2024)



There are 35 megacities in the world. Asia contains the most megacities. LICs and NEEs have the most growth in megacities.

Where can I find out more information? Population and migration - KS3 Geography - BBC Bitesize

Key terms:

Birth rate
Number of babies born per 1000 of population.

Death rate
Number of people dying per 1000 of population.

Megacity
City with more than 10 million people there.

Migration
Movement of people from one place to another, usually permanently.

Slum
Unplanned, illegal settlement.

Sustainable
Meeting the needs of today, but ensuring future needs can be met.

Urban
Built up area eg town or city.

Urbanisation
An increase in the proportion of people living in urban areas

Migration – push and pull factors



Push Factors
- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- wars
- shortage of food

Pull Factors
- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

Our place examples used in this module



Curitiba, **Brazil.** Sustainable city

Bristol, **UK.** Urban problems

Copenhagen, **Denmark.** Sustainable city

Dharavi, Mumbai, **India.** Slum

China. Population control

History Topic 1: How was the world turned upside down during the 17th century?

You will be assessed on:

Section 1:	Section 2:	Section 3:	Section 4:
Core Knowledge from this topic and previous topics, including dates, events, key individuals, name and places.	Explaining reasons why the British Civil Wars started in 1642.	Identifying interpretations of Oliver Cromwell.	Extent of agreement on interpretations of Cromwell.

Key Word	Definition
Divine Rights of Kings	Belief that Kings were chosen by God and no one could defy them.
Parliament	Two parts: the House of Lords who were unelected and the House of Commons (MPs) who were elected.
Puritan	Very strict Protestant.
Roundhead	Soldiers who fought for Parliament.
Cavaliers	Soldiers who fought for the King.
New Model Army	Paid, trained, full time army created by Oliver Cromwell.
Regicide	The killing of a king.
Lord Protector	Title given to Oliver Cromwell in 1653, instead of King.
Interregnum	1649-1660 when England (later Scotland & Ireland) were ruled by Parliament & the military, not a King.
The Restoration	Monarchy is restored when Parliament invites Charles II back to be King.

Causes



Divine Rights of Kings: Charles I believed he had been chosen by God and didn't need Parliament to rule.



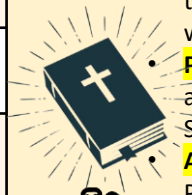
Marriage: Charles married a French Catholic. This angered Puritans in Parliament.



Power: Parliament criticized Charles' decisions, so he dissolved Parliament for 11 years.



Ship Money: Charles couldn't increase taxes without Parliament's permission so he exploited the 'Ship Money'. Every county had to provide a warship or equivalent money – this was unpopular as England was at peace!



Prayer book: Charles introduced an unpopular prayer book in Scotland. The Scottish rebelled.

Arrest: Charles tried to arrest 5 Puritan MPs whom he believed had encouraged the Scots to invade, and were trying to remove his wife. They escaped.

Events

Battle of Edgehill (1642): First major battle. Resulted in a draw. 1000 killed.

Siege of Exeter (1642-1646): Exeter controlled by Royalists, but later Exeter was surrounded and attacked and taken by Parliament's forces in 1646.

Battle of Marston Moor (1644): Major battle near York. Parliament's army, along with Scottish allies, defeated the Royalists. 4,500 Royalists killed and 1,500 captured.

Battle of Naseby (1645):
Huge win for Parliament's New Model Army. Turning point Parliament started to win the war. Approximately 1,000 Royalists were killed, and 4,500 were captured.

Skirmishes and Naval Engagements in Torbay (1643-1646):
Torbay's harbours were used for landing supplies and troops. Both Royalist and Parliamentarian forces wanted control. Cockington Court used as a Parliament command centre.

Execution of King Charles I (1649): Charles I is put on trial and executed for treason. England becomes a republic.

Cromwell and the Interregnum

No King or Queen (1649-1660): Period between the execution of Charles I and before King Charles II came back to the throne.

Strict Puritan Rules: Very strict. Banned 'fun' activities like theatre, cockfighting gambling, drinking, Christmas, and football.

Oliver Cromwell and Ireland: Lord Protector after 1653. Unpopular as made lots of strict rules and led the country as a military dictator. Conducted harsh military campaigns in Ireland.

History Topic 2: What was the 17th century like for women?

1603	1603	1606	1642-1649	1649-1660	1660s/1670w	1670s	1682
James VI of Scotland writes Daemonologie.	Death of Queen Elizabeth I.	Macbeth is performed for the first time.	English Civil Wars: Parliament vs. Charles I.	Puritan rule: strict gender roles for women.	Nell Gwyn influential in Restoration Court.	Aphra Behn producing her most influential works.	Bideford Witches hanged in Exeter.

Key Word	Definition
Midwife	A woman who helps other women give birth to babies. She provides care and support during labour and delivery.
Dowry	Money and gifts paid to a husband upon marriage.
Wise Woman	Local woman who has knowledge of traditional herbal remedies.
Daemonologie	Influential book written by James I about witches, witchcraft and demons.
Witch's Mark	A supposed mark or physical trait that showed someone was a witch. It was often used as evidence in witch trials.
Pamphleteer	A person who writes and publishes pamphlets, with opinions on certain topics.
Patriarchy	A social system where men have more power and authority than women.
Maternal mortality	The number of women who die during pregnancy, childbirth, or shortly after giving birth.
Widow:	A woman whose husband has died. She is often left to take care of herself and any children they may have had together.

Education
Rich: Formal education. Could read and write. Sometimes learned art and languages.
Poor: Little or no education. Low literacy rates.

Fashion
Rich: Wore elaborate and expensive clothing made of fine fabrics.
Poor: simple and practical made from hardwearing fabrics.

Health
Many women died in childbirth. Rich women had physicians. Poor women had wise/herbal women.



Gender Roles
Both expected to have children and follow their husband/father's rules. Limited legal rights and only some rich had right to own property.

Daily Life
Rich Had time for leisure activities such as embroidery, playing musical instruments, reading, and socializing.
Poor: Performed all household chores themselves, including cooking, cleaning, and childcare. Also had to work.

Marriage
Rich: marriages picked by their families to become richer and keep their high social status.
Poor: Poor women got married to have enough money to live. They often had more say in who they married.

Key Individuals

Henrietta Maria: French Catholic wife of Charles I. Known for fundraising, securing foreign aid, and rallying Royalist forces during the English Civil War.

Elizabeth Alkin: Known as 'Parliament Joan". Nurse, spy and pamphleteer who worked for Parliament.

Lucy Hutchinson: Wife of an important Puritan Parliamentarian. She documented the period in her detailed memoirs.

Matthew Hopkins: Witchfinder General. Led a series of witch trials in the eastern counties of England, resulting in the execution of around 300 alleged witches between 1644 and 1647

Nell Gwyn: Born into poverty. One of the first English actresses. Mistress of Charles II and influential in the Restoration Court.

Bideford Witches: Temperance Lloyd, Mary Trembles & Susannah Edwards were accused of witchcraft in 1682. They were hanged in Exeter.

Aphra Behn: one of the first English, professional female writers. Books and plays challenged gender stereotypes.

Homework Topic: ASSESSMENT 1 PREPARATION – The Stuarts and the English Civil War
Homework Due Date: Before ASSESSMENT 1

KEY TERMS

Key Term	Definition
Divine Right	
Plot	
Civil War	
Lord Protector	

SOURCE USE

Nathaniel Crouch, *A History of Oliver Cromwell* (1692)

"Many people in our times... have a great respect for the memory of Oliver Cromwell, as being a man of devout religion and a great champion for the liberties [freedom] of the nation."

1. Who produced the source and when?

2. What did Cromwell feel strongly about?

3. What did Cromwell improve in England?

CORE KNOWLEDGE

Question	Answer
1. When did James I become King of England?	
2. Where was the Gunpowder Plot targeting?	
3. Give **3** reasons why the English Civil War began:	
4. When was Charles I executed?	
5. What was banned under Cromwell's rule?	
6. What was it called when the Monarchy was brought back?	

Art



Fertile Questions

- How does visual communication change over time?
- Why do artists break the rules?

Key Words

Photorealistic	-	*a style of painting or drawing where images look so real they look like photographs.*
Colour	-	*colour males parts of the artwork stand out and shows emotion.*
Blending	-	*mixing or combining colours together.*

Formal Elements:
colour shape composition tone

Brief:

The MARS Wrigley factory in Plymouth is revamping the cafeteria area for its employees. They would like some new artwork to display on the walls. They have asked for the artworks to have a graphic theme. The managing director has requested:

- bright, colourful artworks that break the rules of art
- close-up sections of confectionery
- links to other artists
- includes graphic text and lettering

Quotes

"If one thing is repeated over and over again, it becomes something different."
Lisa Milroy

"I hope my pictures will make people smile".
Joël Penkman

"Painting has been my first lover for as long as I can remember."
Sarah Graham

Top Tips

- **Mix different colours to create a variety of tints, shades and tones.**
- **Apply highlights and shadows to make your artwork look realistic.**
- **Use the grid method to help you enlarge images.**

Artist Information

Sarah Graham - British - 1977 - present

Graham's paintings are photo-realistic, they are bright, vibrant and full of reflection. Her paintings are inspired by objects that reflect the wonderment of childhood.



Lisa Milroy - 1959 - present

Milroy creates paintings featuring still life of everyday objects, which are often arranged in neat grids. Milroy's curiosity of everyday life inspires her.



Joël Penkman - 1979 - present

Penkman creates semi-photorealistic paintings, focusing on contemporary still-life and food! Penkman paints in egg tempura. This is an old painting method, most popular in the 1400s.



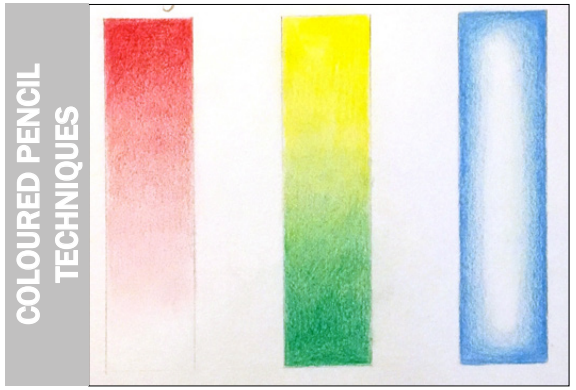
Practical Knowledge

GRID METHOD



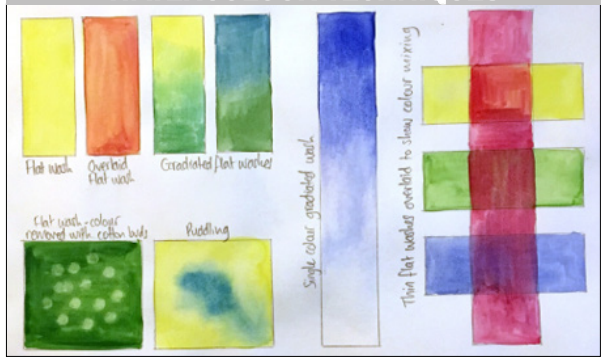
Look closely at each section when enlarging an image.

COLOURED PENCIL TECHNIQUES



1. Vary pencil pressure.
2. Light pencil pressure to blend colours together.
3. Vary pencil pressure in the centre.

WATERCOLOUR TECHNIQUES



1. Add more water to create a lighter tone.
2. To create a darker tone use more paint.
3. Mix colours togethers by blending.

Drama

Comedy

Vocal Skills

Pitch - how high or low the voice is.
Pace - how fast or slow your voice is.
Pause – to stop speaking for dramatic effect.
Tone - the emotional range in your voice.
Volume – how loud or quiet your voice is.
Emphasis – to emphasise a word.
Accent – showing where your character is from.

Stage Areas

Upstage Right	Upstage Centre	Upstage Left
Stage Right	Centre Stage	Stage Left
Downstage Right	Downstage Centre	Downstage Left

Theatrical Skills

Facial Expression – showing how you feel with your face.
Body Language - using your body to show how you feel.
Posture - hunched or straight back.
Gestures - hand or arm movements.
Movement - moving your body.
Levels - using different heights or levels onstage to create interest and meaning.
Spatial Awareness - using the stage area.
Gait - the way you walk.

Performance Skills

* Sustained engagement throughout the performance
* Audience awareness
* Staying in role
* Focus

Slapstick

Slapstick is a style of humour involving exaggerated physical activity that exceeds the boundaries of normal physical comedy.





Mime

The theatrical technique of expressing an idea or mood or portraying a character entirely by gesture and bodily movement without the use of word.



Commedia Dell'Arte

Commedia dell'arte is a theatrical form characterized by improvised dialogue and a cast of colourful stock character.

Pantomime

A pantomime is a form of musical comedy theatrical production created to entertain families.It combines songs, slapstick comedy, dance, and audience participation.

STOCK CHARACTERS IN PANTOMIME - Stock characters are traditional and instantly recognisable roles that appear in almost every pantomime. Each character has specific traits and is performed in an exaggerated, comedic style:

The Dame - Usually played by a man in drag. She is loud, funny, flamboyant, and often the main comic character. Examples include Widow Twankey or Dame Trott.
The Principal Boy - A heroic young male character played traditionally by a young woman. She is brave, noble, and usually the romantic lead.
The Villain - The baddie of the story. Evil, cunning, and dramatic, often played in a way that encourages the audience to boo them.
The Comic Sidekick - The character who provides extra comedy, often clumsy or silly. They may be the Dame's son or a servant.
The Fairy or Good Spirit - A magical figure who helps the hero/heroine. They often speak in rhyme and appear to deliver moral messages.
The Animal - Sometimes the story includes a person in a full-body costume, such as a pantomime horse or cow, for visual comedy.

Common Features of Pantomime:

- Audience participation: shouting "He's behind you!" or "Oh no it isn't!"
- Slapstick comedy and visual humour.
- Cross-dressing: especially for the Dame and Principal Boy.
- Local references and topical jokes.

Year 8 FOOD AND NUTRITION Knowledge Bank

Bridge and Claw knife holds





Equipment



1. Cooker 2. Measuring jug 3. Knife - Cut, chop, slice, dice and trim 4. Grater 5. Whisk 6. Weighing Scales 7. Spoon 8. Peeler

The Eatwell Guide

A healthy diet is a balanced diet.

The **Eatwell guide** shows what kind of foods you should eat, and in what proportions, to have a healthy and balanced diet. Your diet includes everything you eat and drink each day.

Stay hydrated. Aim for 6 – 8 glasses a day.





Food Groups and Nutrients

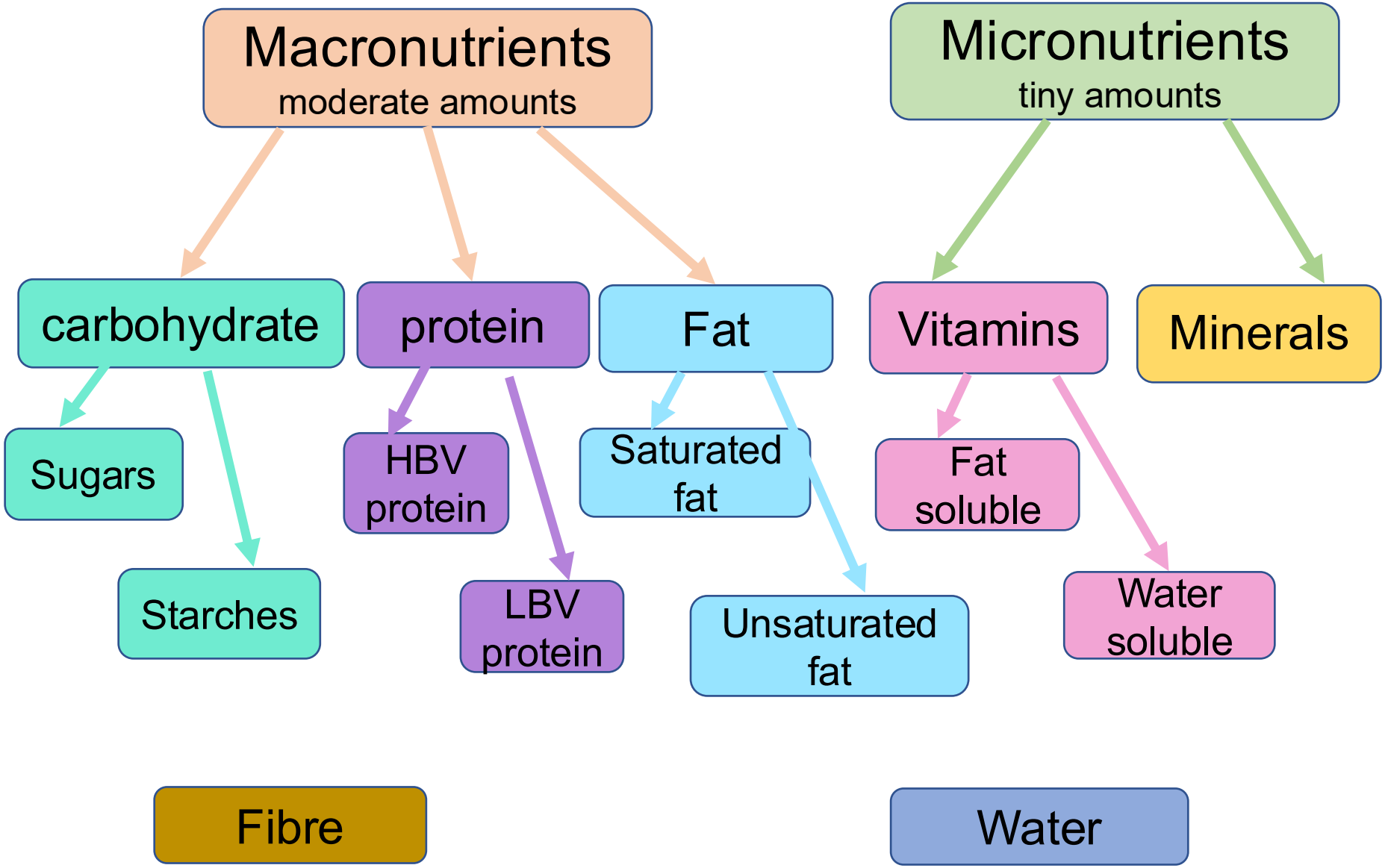
- Fruit & Vegetables — Vitamins and Minerals
- Potatoes, bread, pasta, cereals, rice. (choose wholegrain versions to get more fibre) — Starchy Carbohydrates
- Oils & Spreads — Fat
- Dairy & Alternatives — Calcium
- Beans, pulses, eggs, meat, fish — Protein

Processed foods high in sugar, fat and salt



Eat less often and in small amounts

Nutrients


Macronutrients
moderate amounts
Micronutrients
tiny amounts
carbohydrate
protein
Fat
Vitamins
Minerals
Sugars
Starches
HBV protein
LBV protein
Saturated fat
Unsaturated fat
Fat soluble
Water soluble
Fibre
Water

Proteins : HBV

Proteins that contain all the amino acids needed by the body are called High Biological value HBV – all animal sources except soya

















Proteins : LBV

Plant proteins that contain some of the amino acids needed are called Low Biological value LBV – all plant sources. By eating a variety of LBV you can get all the amino acids needed



Saturated fats

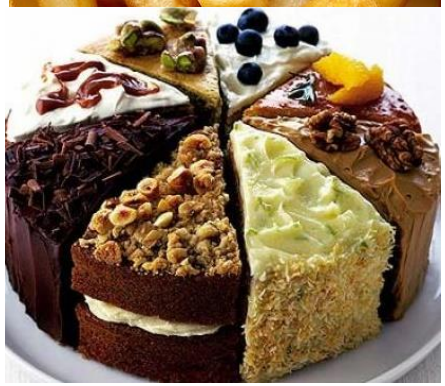
Saturated fat can be found in meat, cakes, biscuits, and lard. Mostly animal sources except coconut oil










Unsaturated fats

Monounsaturated and polyunsaturated fat can be found in rapeseed oil, olive oil, oily fish, avocado













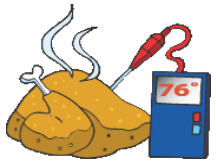






GERMOMETER





Boiling Water

100°C

Cooking Temperature above

75°C

Hot Holding Temperature above

63°C

STOP

KEEP OUT



37°C

STOP

KEEP OUT



Chill Temperature

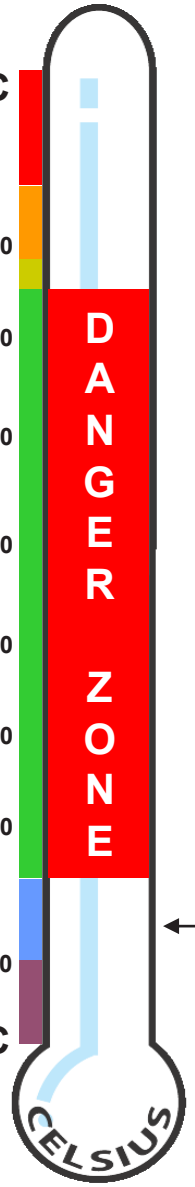
8°C

1- 5°C



Frozen

-18°C



RAPID GROWTH

Dead (No Growth)



Too Hot (Start to die)



Multiply



Sleepy



Asleep (No Growth)



BINARY FISSION

Fats and oils

Fats
(solid at room temperature)





Saturated fat





Examples of fats; butter, margarine, lard and dripping.

Oils
(liquid at room Temperature)



Unsaturated fat





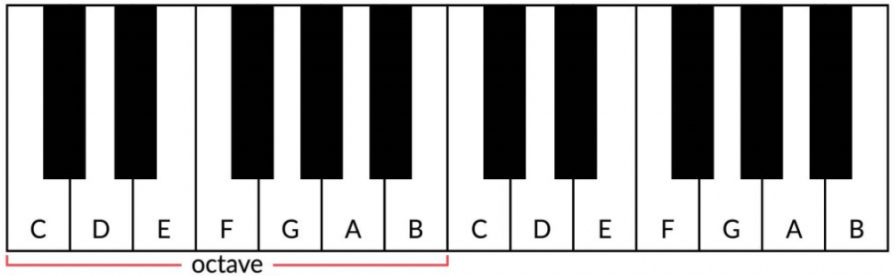
Examples of oils; corn oil, sunflower oil, peanut oil, sesame seed oil

KEYBOARD SKILLS

Exploring Treble Clef Reading and Notation

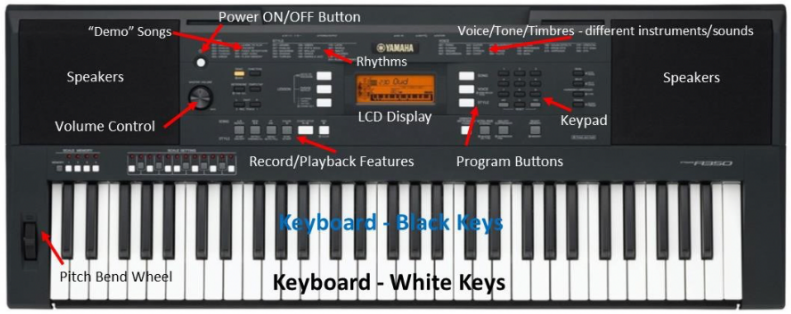


A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

D. Keyboard Functions
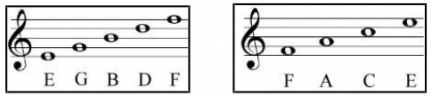


B. Treble Clef & Treble Clef Notation
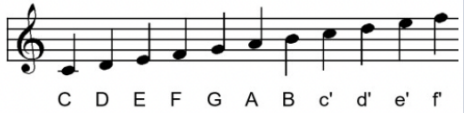
A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



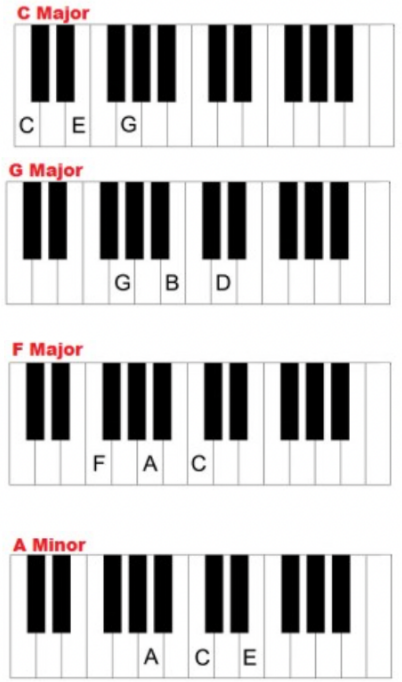
Every Green Bus Drives Fast. Notes in the **SPACES** spell **"FACE"**



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.
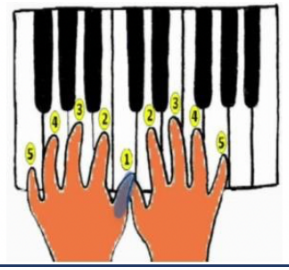


C. Keyboard Chords



Play one – Miss one – play one – miss one – play one

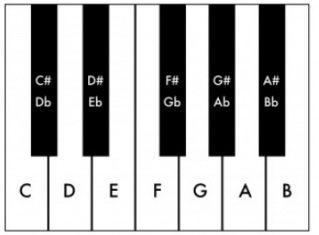
E. Left Hand/Right Hand (1-5)





F. Black Keys and Sharps and Flats

There are five different black notes or keys on a piano or keyboard. They occur in groups of two and three right up the keyboard in different pitches. Each one can be a **SHARP** or a **FLAT**.
The # symbol means a **SHARP** which raises the pitch by a semitone *(e.g. C# is higher in pitch (to the right) than C)*. The *b* symbol means a **FLAT** which lowers the pitch by a semitone *(e.g. Bb is lower in pitch (to the left) than B)*. Each black key has 2 names – C# is the same as D*b* – there's just two different ways of looking at it!
Remember, black notes or keys that are to the **R**IGHT of a white note are called SHA**R**PS and black notes to the **L**EFT of a white note are called F**L**ATS.



YEAR 8 AFRICAN MUSIC

Origins and Cultural Context of the Traditional Music
African drumming is passed down orally. It's a community activity, accompanied with dancing, singing or playing and performed at celebrations or special events.



Characteristic Rhythms & Metre:
Cyclic rhythms help to structure the music. Repeating patterns (ostinato's) support improvisation and keeps the piece unified. Techniques like syncopation, polyrhythms, cyclic and cross-rhythms add complexity. A master drummer leads by giving cues and accenting different beats.

Dynamics:
African drumming is usually loud to suit outdoor celebrations and gatherings. The Master Drummer can signal changes in volume, just like with tempo.

Ensemble:
The Master Drummer leads the group, giving signals to change rhythms, sections, or tempo. He improvises complex rhythms, cues call and response sections and signals the end of the piece.

Form & Structure and Phrasing:
The structure of African drumming is flexible and led by the Master Drummer. It depends entirely on the rhythms played and the cues given during the performance.



Pitch, Melody, Harmony & Tonality:
African music uses simple melodies with 4-7 notes. Singing features harmonies (3rds, 4ths, 5ths), call & response, vocables, falsetto and can be a cappella or accompanied.

Ladysmith Black Mambazo



Texture:
Drum ensembles feature 3–5 players, each with a unique playing style. Their interlocking rhythms create a rich, polyphonic texture that sounds complex and layered.

Tempo:
Is fast, matching dance steps at social events.
The Master Drummer controls the tempo, using cues to speed up (accelerando), slow down (decelerando).

Instrumentation:
String instruments such as the kora are popular as well as woodwind instruments such as whistles, flutes, reed pipes, trumpets and horns. Percussion instruments include: talking drum, ***Djembe*** *and* dun dun.



KEYWORDS:

Bass- Low sound from hitting the djembe drum's center.
Tone- Clear, medium sound from the drum's edge.
Slap-Sharp, high-pitched sound from the edge.
Improvisation- Creating music spontaneously.
Cyclic Rhythms- Repeating rhythmic patterns.
Polyrhythms- Multiple rhythms played together.
Master Drummer- Leads and directs drumming groups.
Ostinato- Repeated musical pattern.
Syncopation- Emphasis on offbeats
Call and Response- Leader plays/sings, group replies.
Djembe- Hand drum with deep bass and sharp slaps.
Dundun-Stick-played drum that keeps rhythm.
Talking Drum- Pitch-changing drum that mimics speech.
Kora-2 1-string harp-lute, plucked for melodies.
Mbira-Thumb piano with metal tines.
Balafon- Wooden xylophone with gourd resonators.

Djembe



THE ELEMENTS OF MUSIC – KNOWLEDGE ORGANISER

Describing Music using MAD T-SHIRT (The Elements of Music)

Understanding the **elements of music** is essential for describing music accurately and meaningfully. These elements act like a vocabulary or toolkit that helps you break down and communicate what you hear. Here's how each element contributes:

Melody

The main tune

High or Low **Pitch.**
Ascending or Descending.
Wide or Narrow range.
Steps (**Conjunct**) or Leaps (**Disjunct**).
Major, Minor, Blues, Chromatic.

Articulation

How the notes are played or sung

Staccato – Short and detached (.)
Legato – Smoothly and connected (slur)
Accent – Emphasised and Stressed (>)
Strings: **Pizzicato** (plucked) or **Arco** (bow)

Dynamics

The volume of a piece of music

Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo.
Changes in Dynamics – **Crescendo** – gradually getting louder;
Diminuendo/Decrescendo – gradually getting softer.

Texture

The layers of sound and how they fit together

Thick/Dense/Layered – lots of instruments or melodies.
Thin/Sparse/Solo – single or a few instruments or melodies.
Drone, Pedal Note, Call and Response, Countermelody.

Structure & Form

How a piece of music is organised and ordered into different sections



Binary (AB), **Ternary** (ABA), **Rondo** (ABACADA), **Ritornello, Popular Song, Variations** ($A^1A^2A^3A^4$), **12 Bar Blues.**

Harmony

The chords used in a piece

Major or **minor** key, **Triads**, **Primary Chords (I, IV and V)**, **Chord Sequence.**
Harmonic Rhythm – do the chords change quickly or slowly?

Instruments

Each instrument and voice have a unique sound called its **Timbre** or **Sonority**



Velvety, Screechy, Throaty, Rattling, Mellow, Sharp, Metallic, Wooden, Heavy, Brassy etc.

Rhythm

The pattern of notes against the beat

Duration – Long or Short Notes. **Pulse**, **Beat**. **Note Values** – Semibreve, Minim, Crotchet, Quaver and **Rests**.
Time Signature, **Ostinato**, **Syncopation**, **Dotted Rhythms, Cross Rhythms, Polyrhythms.**

Tempo

The speed of the music

Fast- Allegro, Vivace, Presto
Moderate- Moderato
Slow-Largo, Andante, Adagio
Accelerando- gradually getting faster; **Rallentando**- gradually getting slower;
Rubato.

Year 8 PE Knowledge Bank – Autumn Term

Key Knowledge

What am I going to learn about?

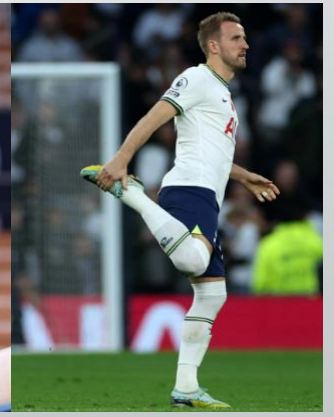
Team Sports	
Motor Competency - Passing, Control, Dribbling, footwork	**Rules, Tactics and Strategies** - Game related rules and tactics. Attacking, Defending, Finding space



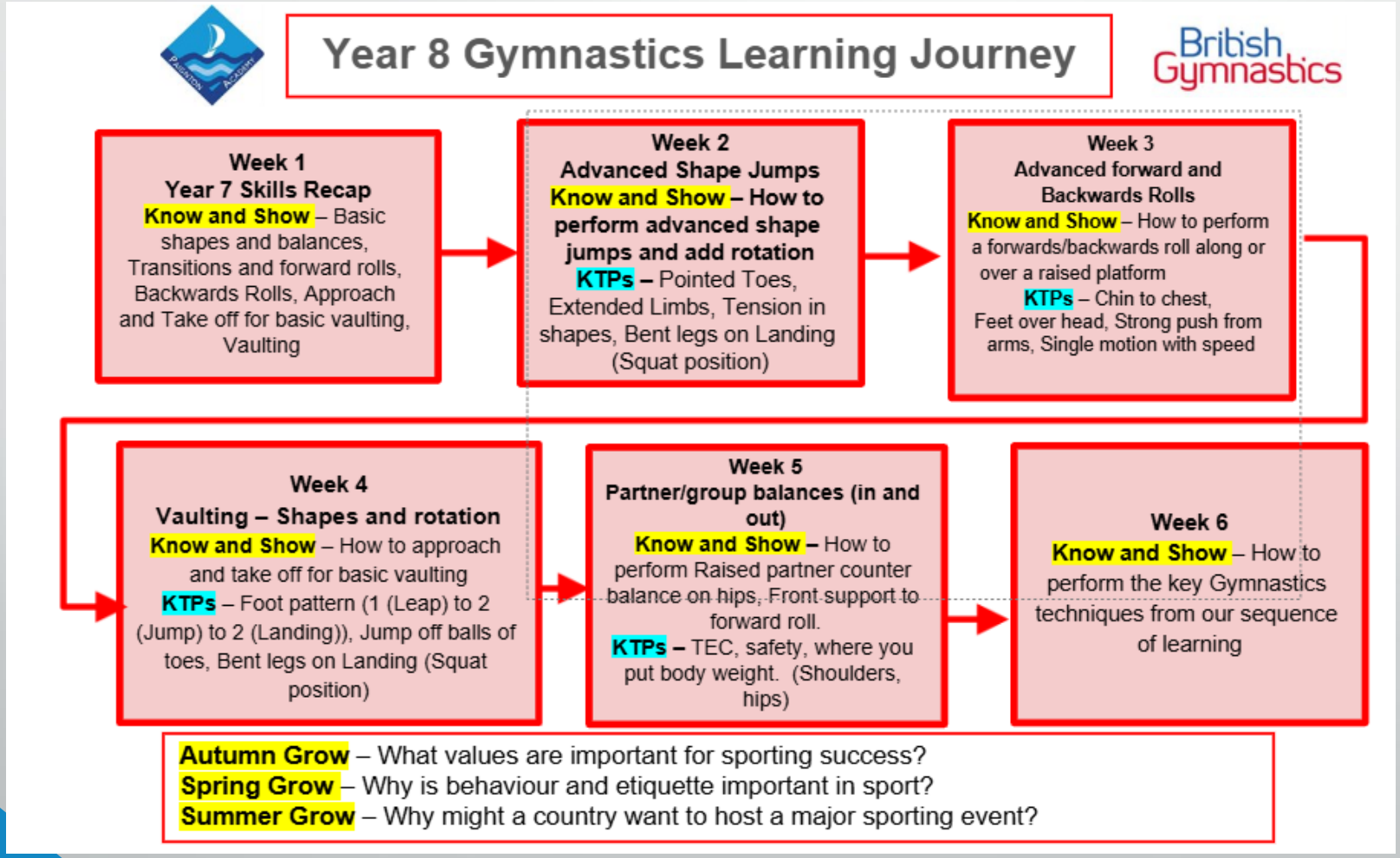


Individual Sports		
Motor competency - Body control, teamwork, support, encouragement.	**Rules, knowledge and strategies** - Health and safety, How to perform safely	**Healthy participation** - How to lead Healthy lifestyles, muscular strength, flexibility





PE Core Knowledge Learning Journey
Gymnastics



PE Core Knowledge Learning Journey
Netball

Year 8 Netball Learning Journey

Week 1
Skills recap
Know and Show –Catching, throwing, handling, marking, attacking and footwork.

Week 2
Ball handling
Know and Show –. How to move onto the ball and release the ball quickly with accurate footwork.
KTPs – accuracy, power, control, hand eye co-ordination.

Week 3
Passing
Know and Show – How to apply correct technique for passing and receiving the ball over a longer distance.
KTPs – Control, weighted pass, power, accuracy

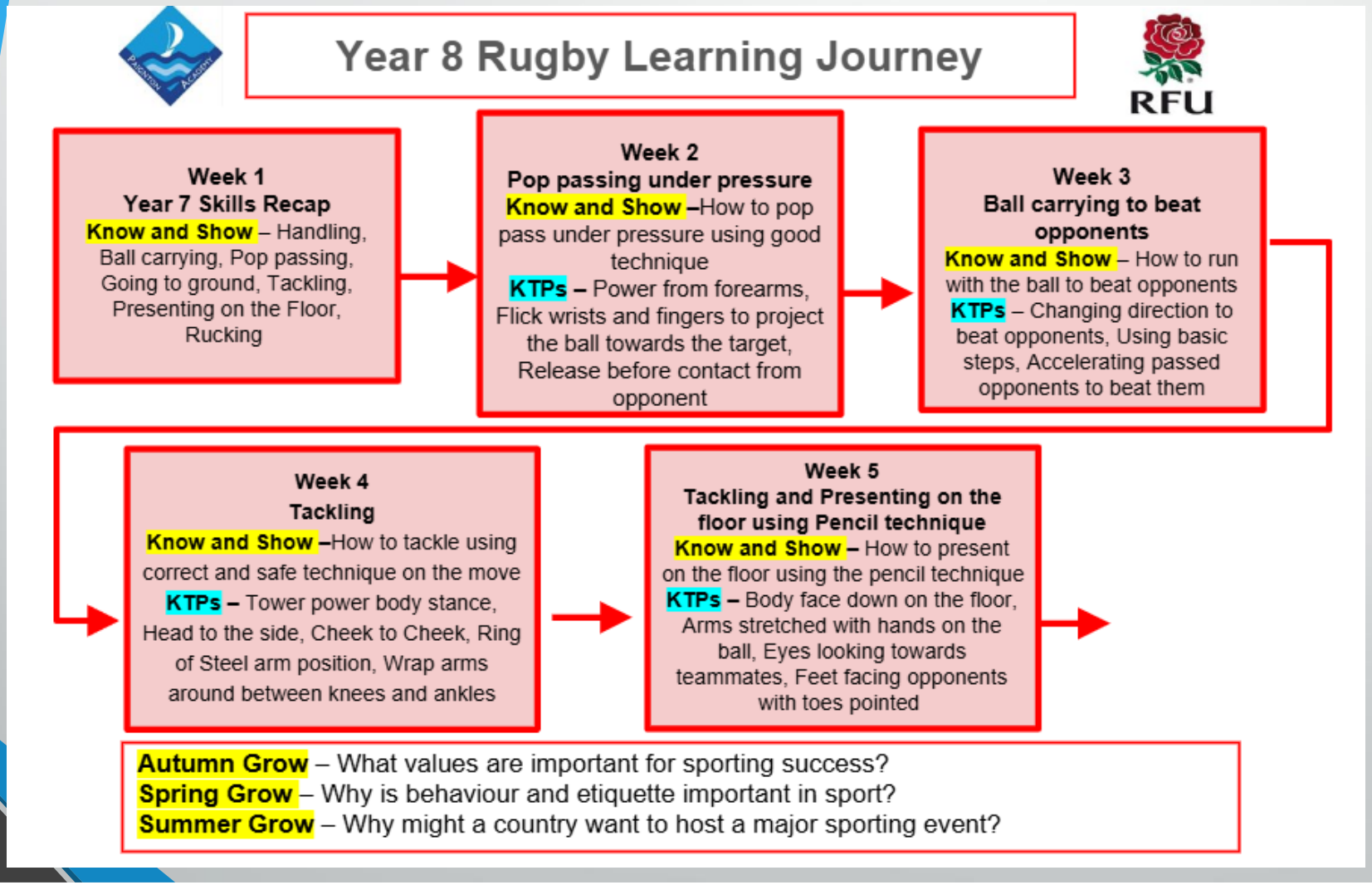
Week 4
Movement
Know and Show – How to apply different types of dodge to move away from a defender. Be able to apply this to a game situation.
KTPs –. Shift weight, change directions, roll, fake, speed.

Week 5
Shooting
Know and Show – Basic shooting technique, shooting under pressure with accuracy. .
KTPs – Stance, grip, arm position, follow through, movement, split landing.

Week 6
Game Play
Know and Show – apply skills learnt to a game situation.

Autumn Grow – What values are important for sporting success?
Spring Grow – Why is behaviour and etiquette important in sport?
Summer Grow – Why might a country want to host a major sporting event?

PE Core Knowledge Learning Journey
Rugby



PE Core Knowledge Learning Journey
Rugby

Year 8 Rugby Learning Journey

Week 6
Rucking and Counter Rucking
Know and Show – How to counter ruck using correct technique
KTPs – Keep body position low, Drive opponents upwards, Concentrate on staying on feet

Week 7
3 Man Scrum
Know and Show – How to form and perform a three man scrum
KTPs – Hooker stands with shoulders lowered and knees bent, Arms above head, Props then bind underneath the hookers arms, Props bind with arms around the back of the hooker

Week 8
Kicking
Know and Show – How to perform correct punting technique
KTPs – Hold ball vertically in two hands, Drop the ball onto kicking foot which extends at the knee at contact, Keep head over the ball during contact, Finish with foot facing towards the kicking target

Autumn Grow – What values are important for sporting success?
Spring Grow – Why is behaviour and etiquette important in sport?
Summer Grow – Why might a country want to host a major sporting event?

PE Core Knowledge Learning Journey
Dance

Year 8 Dance Learning Journey

Week 1
Line Dancing
Know and Show – how to use key line dance moves and choreographic devices to choreograph and perform a routine.
KTPs – Formations, Grapevines, Box steps, Unison

Week 2
Bollywood/Bhangra
Know and Show –how to use key Bhangra moves and choreographic devices to choreograph and perform a routine.
KTPs – Dynamics, Formations, Unison & Canon

Week 3
Street Dance
Know and Show – how to use key street dance moves and choreographic devices to choreograph and perform a routine
KTPs – Levels & Repetition.

Week 4
Choreography from an inspiration
Know and Show – How to use a video to inspire your own choreography.
KTPs – Formations, Dynamics, Unison, Canon, Levels, repetition

Week 5
Choreography from an inspiration
Know and Show – How to develop our own choreography to create a routine.
KTPs – Formations, Dynamics, Unison, Canon, Levels, repetition

Week 6
Know and Show – to perform using a range of dance styles with related choreographic devices.

Autumn Grow – What values are important for sporting success?
Spring Grow – Why is behaviour and etiquette important in sport?
Summer Grow – Why might a country want to host a major sporting event?

What are the sporting values?

Value	Definition
Fair Play	Where performers adhere to the rules and do not cheat whilst performing
Inclusion	Refers to the fact that in order that all social groups can participate in sport, there should be equal opportunities for all social groups in society to play sport
Tolerance and Respect	One sporting value not two separate values, and relates to how sport can generate a greater understanding of other cultures
Team Spirit	Refers to the support given to fellow team/squad members and being able to work together to reach a collective goal
Excellence	Can be evident in sport at all levels when performers strive to be the very best that they can in their activity and work with maximum effort
National Pride	Support for your national team/squad in a sport creates national pride by uniting the whole population in their support of for the team/sport
Citizenship	Relates to how people create community links and community spirit by getting involved in local sports clubs and teams

Your voice matters

We are here to help

Paignton Academy • Support for young people in South Devon

You deserve to feel safe, respected and listened to.



Talk to someone at school

Your tutor or a trusted member of staff

Miss Spear — Designated Safeguarding Lead

Any member of staff wearing an orange lanyard

Speak Up Speak Out

Bullying, discrimination or disrespectful comments? Tell us — whether it happens to you or someone else.

School website → Quicklinks → Report It!

You do not have to deal with it alone.

Support beyond school

Childline

Under 19 • Any worry, big or small

Call free:

0800 1111

childline.org.uk

Shout

Struggling to cope? Free text support, 24/7.

Text SHOUT to

85258

giveusashout.org

Young Devon

Help with wellbeing, housing and next steps.

Find support near you:

youngdevon.org

Time Torbay at CheckPoint

Ages 11–25 • Live or study in Torbay

Support with feelings and wellbeing.

Call:

01803 200100

Need urgent help?

Immediate danger or cannot stay safe: call **999**.

Urgent mental health support: call **111** and choose the mental health option.