Knowledge Organiser

Spring Term 2024
Year 8

Name: _____   Form: _____

Thinking Schools Academy Trust

CONTENTS

How to use your Knowledge Organiser for Home Learning

- Knowledge Organisers contain critical **core knowledge** that you must know
- It will help you recap, revisit and revise the **core knowledge** that you have learnt in lessons, so that you remember it in the long term
- You will use your Knowledge Organiser for most of your homework, but you can also do extra self-study to develop your long term memory
- You **MUST** have your book with you every day and in every lesson as it will be used alongside your learning

For homework:

- You will need to use the Knowledge Organiser for some of your Home Learning
- You will be asked to look at a specific section of your Knowledge Organiser
- Your homework from the Knowledge Organiser will be to learn the core knowledge set by your teacher. This will then be tested in your lessons

This should take about 15 mins per subject for Year 7, 8 & 9. Year 10 & 11 will be longer (set by the teacher)

- **You will have a home learning book to use for your home learning**
- **You must write the subject and date in your homework book**
- **You need to underline the subject and title as per lessons**
- **The knowledge learnt will be assessed during your lessons**
  There will be rewards for excellent work and sanctions for work not completed

HOME LEARNING PLAN:

- Your homework will be set **every Monday** on Class Charts

- Your homework book will be checked by your teacher where it has been asked to be used for your home learning (not all subjects)

- You can use highlighted notes, mind-maps, diagrams, flashcards to learn your **core knowledge**

- The section of homework you need to learn from your Knowledge Organiser will be on Class Charts as normal

- There will be a detention set by your teacher for not completing your home learning. If you fail to attend this detention, you will be in a detention on **Thursday evening** to complete your work

- You will be tested on what you have learnt by your subject teachers in your lessons (date will be on Classcharts)

- Completing your home learning is **YOUR** responsibility

Look
Say
Cover
Write
Check

Home Learning – Year 8 Spring Term

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 mins per week	Sparx Reader - students will read for at least 30 minutes per week Research task linked to SOW set at the beginning of the term	Sparx Website	Students must accrue a certain number of points per week
Maths	30 mins per week	Retrieval: Pupils will recall work completed that week, plus other work in the year in consolidations tasks Flipped learning: Pupils will build on, extend work currently completed. This will feed into 'insights' given back to the teacher to feb into starter tasks	Sparx website	On the website
Science	30 mins per week	2 x research projects, (1 per half term), 1st half term - cells 2nd half term - Photosynthesis	Completed on paper, instructions on google classroom and class charts of what to complete each week	Through the homework being handed in, praise points awarded
Geography	20 minutes per fortnight (set on Week B due on Week B)	Retrieval activities based on the knowledge organiser. Flipped learning in the form of independent research. Revision will be set before mid and end of cycle assessments.	Complete on paper - will be set on Class Charts.	Through 5 a day, visual checks and questioning.
History	20/30 Minutes per fortnight (Set on Week A due on Week A)	Research tasks to find out about events happening during the same time period but elsewhere in the world. Retrieval to make connections to in class work.	Complete on paper / HW booklet. Template posted on Class Charts.	Homework handed in, checked & praise points awarded.
French	20 minutes per week	Vocab learning based on a particular section of their Knowledge Organiser	Knowledge of learned vocab assessed in class	Corrected in class and PP added during the week

Computer Science	20/30 Minutes per fortnight (Set on Week A due on Week A)	Retrieval practice to define key terminology and showcasing understanding of key programming skills.	Completed on Google classroom or on paper.	Homework handed in, checked & praise points awarded.
Ethics	30 minutes per half term.	Retrieval - pupils will recap Autumn term concepts and key terms. Flipped learning - looking at future topics and key content to be delivered in future lessons using Cornell Notes - with an information source.	Printed worksheet	Marked by teacher and praise points added
Drama	Drama	Every 3 weeks Retrieval: Students to complete activities based topics they have already learnt. Flipped Learning: Students to research new information for the next lessons and watch video examples	To be completed via Word Wall , google forms & Google Classroom	Self marking via google forms or word wall. Praise points awarded
Music	30 mins per 6 weeks (2x 15 mins per 6 weeks)	Music home learning will consist of listening, appraisal tasks, retrieval and flipped learning linked to the different topics studied that term.	Set on ClassCharts, completed on Google Forms	Marked on Google Forms
Art	1 hour per home learning, 3 hours total a term.	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the project theme. Revision strategies will be included in home learning to support assessments.	To be completed on paper and work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, stamped and praise points awarded.
Food Tech/H&C	30 mins per Half term	Retrieval Activities fortnightly to include: key words quiz and some research into new topics (flipped knowledge)	Set on ClassCharts/Homework book	Homework to be collected and marked by the teacher. Praise points given.

ENGLISH

‘The Tempest’ Knowledge Organiser

The Tempest (I.i)
Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned.

After the Storm (I.ii)
From a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. One night, Antonio ordered soldiers to take Prospero and Miranda and put them on a boat to their death. But they were washed ashore this island safely and have lived there ever since. Prospero has been ruler of the island. Prospero has created the storm to bring his brother to the island.

Ariel and Caliban (I.ii. cont./II.i)
Prospero is a powerful magician who controls the spirit Ariel who completes tasks for him. Prospero has agreed to release Ariel after this last mission. Caliban is a deformed savage slave who is also under Prospero's control. He is the son of an old witch, Sycorax, and is a native of the island. Prospero taught Caliban how to speak but Caliban resents the control Prospero has over him.

Kind Alonso (II.i)
King Alonso and his younger brother Sebastian, as well as Antonio (the usurping Duke of Milan), wander around the island. King Alonso weeps as he believes his son Ferdinand is dead. Sebastian and Antonio plot to kill Alonso so that Sebastian can be king. They are stopped by Ariel's magical intervention.

Caliban, Stephano and Trinculo (II.ii, III.ii)
The monster Caliban is found by Stephano and Trinculo. They give him alcohol to drink and he gets drunk. Caliban offers to serve Stephano because he believes he is a god because of the heavenly drink! Caliban explains to them how Prospero has treated him and that he will be their guide on the island if they overthrow him. The three drunks go to find and kill Prospero.

Ferdinand and Miranda (I.ii, III.i)
Ferdinand has survived the storm. He is safely on the island and is found by Miranda. They fall instantly in love. Prospero wants to test that the love is real. Ferdinand has to endure hard labour to prove his intentions are honourable. Miranda pities Ferdinand and wants to marry him. Prospero blesses their marriage.

The End (IV.i, V.i)
A marriage for Ferdinand and Miranda is arranged and celebrated with a masque attended by spirits. It is interrupted when Prospero recalls the threat from Trinculo, Stephano and Caliban. Prospero and Ariel send spirit dogs to scare them away. King Alonso, Sebastian and Antonio meet Prospero. He explains what has been happening on the island. He shows them Ferdinand and Miranda who are now married. King Alonso is filled with regret and asks forgiveness from Prospero which he grants.

Epilogue
Prospero declares that he will be giving up his magic. Ariel is released from his service. The party travel back to Milan. We do not know what has happened to Caliban.

Characters

Alonso – King of Naples
Sebastian – Alonso's brother
Ferdinand – Alonso's son
Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan.
Gonzalo – the old counsellor to the King of Naples
Trinculo – a jester
Stephano – a drunken butler
Prospero – the rightful Duke of Milan
Miranda – Prospero's daughter
Ariel – an airy spirit; a slave of Prospero's who earns his freedom
Caliban – a savage and deformed slave of Prospero's; a native of the island

Keywords

colonialism – when one country establishes itself in another country. When someone **colonises** a new country, they are called a **coloniser**. The original inhabitants of the land are called **natives**.

usurp – to take control of someone else's power when you do not have the right to. Someone who usurps is called a **usurper**.

tempest – a violent storm.

treason – a crime that harms your country or government. Someone who commits treason is a **traitor**.

callous – when someone is cruel and does not care about other people.

pathos – a situation that makes us feel sympathy or sorrow.

dual nature – having two sides.

nurture – to encourage or support the development of someone or something.

Tragicomedy – a play that has some features of a tragedy and some features of a comedy.

Background Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the **Jacobean** era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras.

Italian city states - A city-state is an area that is ruled by a major city. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states.

Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.

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MATHS

Year 8 Knowledge Bank

For Maths, all students use Sparx for homework. However, it also uses codes (see third column) which give help videos to supports the students at home.

For the topics we study in any lesson (column 2), there are help videos linked. This will explain the essential knowledge (this is often called core knowledge in schools).

To access the help videos, type the code into the independent learning section of Sparx.

Spring Term

Brackets, equations, and inequalities

Use directed number with algebra.
Multiply out a single bracket.
Factorise into a single bracket.

Linked Sparx Clips:

Algebraic techniques: sequences

Generate sequences given a rule in words.
Generate sequences given a simple algebraic rule.

Linked Sparx Clips:

Algebraic techniques: indices

Using the addition law for indices
Using the addition and subtraction law for indices
Adding and subtracting expressions with indices

Linked Sparx Clips:

Fractions and percentages

Convert fluently between key fractions, decimals and percentages (Basic).
Calculate key fractions, decimals, and percentages of an amount without a calculator ® (Basics)
Calculate fractions, decimals, and percentages of an amount.
Calculate percentage increase and decrease.
Express one number as fraction or a percentage of another without calculator
Choose appropriate methods to solve percentage problems.

Linked Sparx Clips:

Standard index form

Investigate positive powers of 10.
Investigate negative powers of 10
Work with numbers greater than 1 in standard form
Use a calculator to work with numbers in standard form.
Work with numbers between 0 and 1 in standard form

Linked Sparx Clips:

Developing number sense

Round numbers to powers of 10, and 1 significant figure (R)
Round numbers to a given number of decimal places.
Estimate the answer to a calculation.
Calculate using the order of operations (R)

Linked Sparx Clips:

Year 8 Science Knowledge Bank - Spring Term (Chemistry)

DIFFERENCE BETWEEN PHYSICAL AND CHEMICAL CHANGE
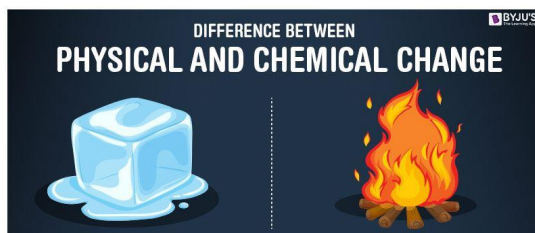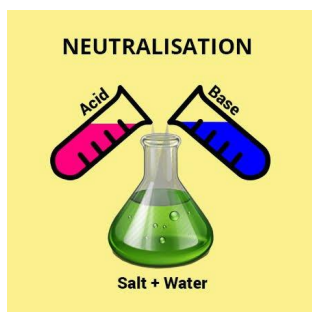
What do you see
Temp change
Gas
Colour change
Precipitate forms

Chemical – Permanent, involves formation of
new compounds – rearranging atoms.
Physical – change of state, Liquid to a solid.

pH Scale
A scale which shows you how acidic or alkaline something is.

NEUTRALISATION

Neutralisation

Acid + Alkali ⟶ Salt + Water

Metals and Acids

Acid + Metal ⟶ Salt + Hydrogen

Metals and Oxygen

Metal + Oxygen ⟶ Metal Oxide

Metals and Water

Water + Metal ⟶ Metal Hydroxide + Hydrogen
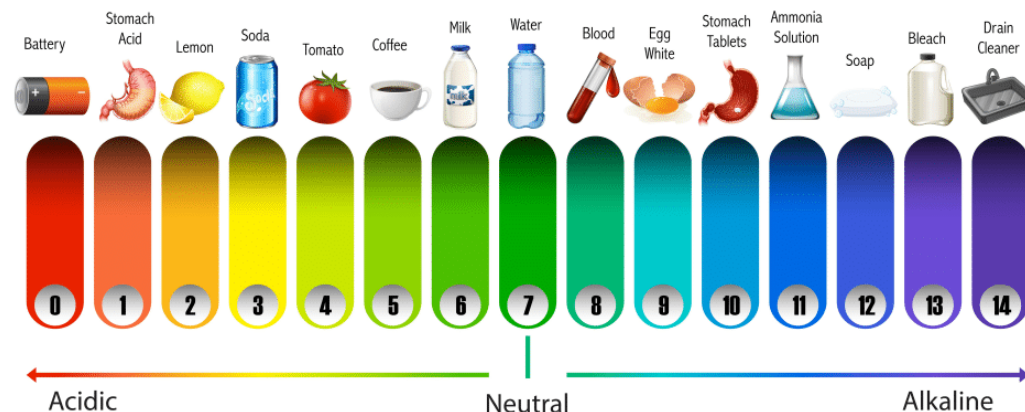
Indicators
Highlight whether a substance is acidic or alkaline

Litmus

Acid
Blue Litmus Turns Red
Base
Red Litmus Turns Blue
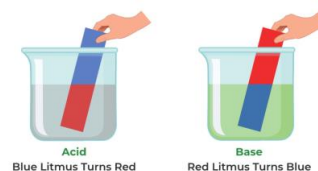
Red Cabbage

Universal Indicator

| Acid	Salt
Hydrochloric	Chloride
Sulfuric	Sulfate
Nitric	Nitrate

Combustion

In **complete combustion**, fuel combines with **oxygen** to form **water** and **carbon dioxide**. In **incomplete combustion**, fuel mixes with a small amount of **oxygen** to create **carbon monoxide**, **water** and **Particulates**. Remember **no atoms** are **created or lost** in this process, they are **rearranged**


Carbon Cycle

The carbon cycle is nature's way of **reusing carbon atoms**, which travel from the **atmosphere** into **organisms** in the **Earth** and then back into the **atmosphere** over and over again

## Exothermic and Endothermic Reactions

Exothermic reactions
Chemical reactions which **release energy to the surroundings** (Usually feel hot)
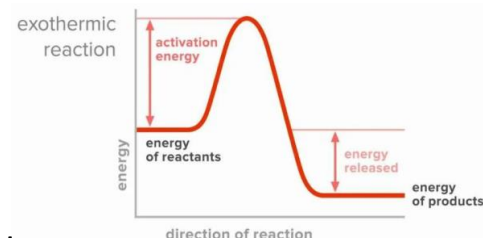
Endothermic reactions
Absorb energy from the surroundings (Usually feel cold)
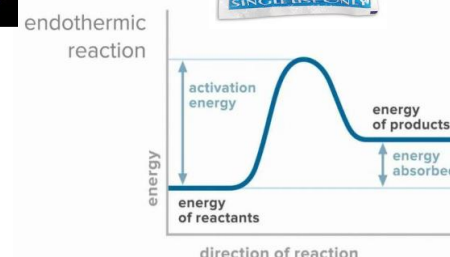
Climate Change - Is the **changes in earths temperature**, these happen over time but scientists think that **our behaviour** is **increasing the greenhouse gases** in the environment causing more **rapid changes** to the climate

PROGRAMMING TECHNIQUES

COMPUTER SCIENCE
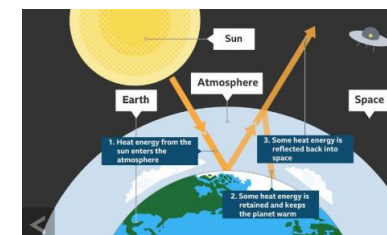
DATA TYPES

Data Type	Definition
String	Text eg: "Hello"
Integer	Whole number eg: 32
Float/Real	Decimal number eg: 1.2
Boolean	Two values eg: true or false
Character	A single character eg: b

Casting is when you want to change between data types. Eg – if you want to use an integer in a sentence you would need to convert it to a string.
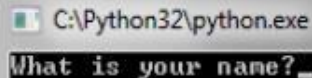
VARIABLES AND CONSTANTS

Variable   – A value which may change while the program is running.

Variables can be local or global.

Constant   – A value which cannot be altered as the program is running.

```
answer = input("What is your name?")

print(answer)
```
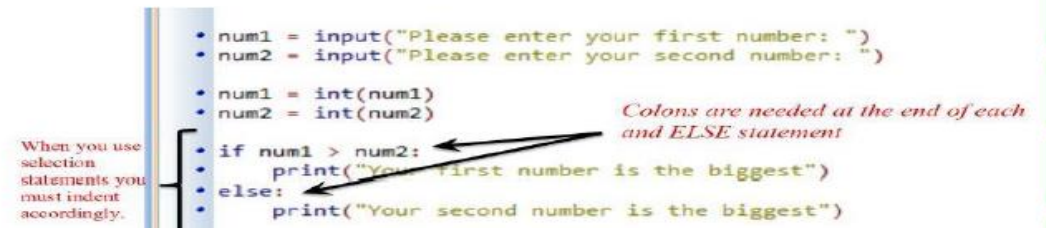
```
■ C:\Python32\python.exe
What is your name?_
```

OPERATORS

Operator/Function	Definition
Exponentiation	Raises a number to a power eg: 2**3 OR 2 ^3 (=2^3)
Quotient/DIV	Gives the whole number after a division
Remainder/MOD	Gives the remainder part of a division
==	Is equal to
! or <>	Is not equal to
<	Is less than
>	Is more than
>=	Is more than or equal to
<=	Is less than or equal to

SELECTION – IF AND ELSE STATEMENTS

If we want the user to make a decision based on an input we use "selection."

```
• num1 = input("Please enter your first number: ")
• num2 = input("Please enter your second number: ")

• num1 = int(num1)
• num2 = int(num2)

When you use          • if num1 > num2:
selection             •     print("Your first number is the biggest")
statements you        • else:
must indent           •     print("Your second number is the biggest")
accordingly.
```

Colons are needed at the end of each and ELSE statement

We use the operators from the above date to compare values(e.g. !=/==).
All statements have to

MULTIPLE SELECTION

IF and ELSE have 2 options but when have a range of options we use ELIF.
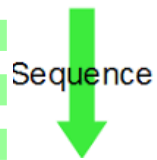
```
feeling = int(input("How are you feeling from 1-3? "))

if feeling == 1:
    print("So, you aren't feeling so good?")
elif feeling == 2:
    print("So, you are feeling OK?")
else:
    print("So, you are feeling GREAT!")
```

Notice there is no comparison for the "else" as it is the only other option.

PROGRAMMING TECHNIQUES AND FLOW DIAGRAMS

PROGRAMMING CONSTRUCTS

Sequence

A Sequence is when there are programming steps that are carried out one after another.

Selection

Selection is where there are different paths in your code eg: IF, ELIF, ELSE

Iteration

Iteration is when there is repetition (loops) in code. This could be a WHILE loop (do something WHILE a condition is met) or a FOR loop (do something for a set number of times) - inputs / outputs / variables.
: IF and ELSE Statements.

This count-controlled loop would print "Hello World" 8 times.:

```
for i=0 to 7
      print ("Hello")
next i
```

These condition controlled loops would check if a password's correct:

```
while answer != "letmein123"
      answer=input("Enter password")
endwhile
do
      answer=input("Enter password")
until answer=="letmein123"
```

FLOW DIAGRAMS

Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

START

DECISION

True — False

Action 1 — Action 2

END
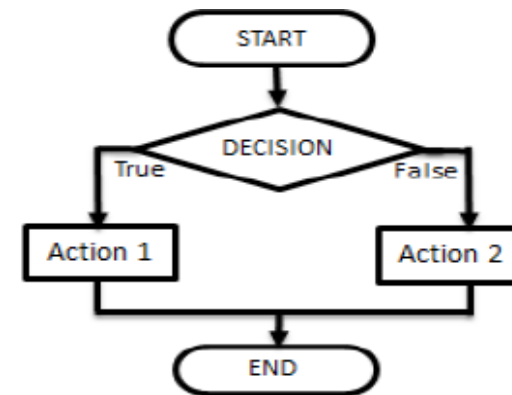
➢ This code will start.
➢ Then it asks a question, where it has to make a decision with 2 options.
➢ If the decision is True - Action 1 will happen or of the decision is False - Action 2 will happen.
➢ The code will then end.

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Tips for learning spellings

Use a chart like this:

Copy it	Copy it	Recall it

What   What   What

After you have copied the word twice, fold the paper over so you cannot see what you have written and have a go at writing the word unaided. You should be able to recall the spelling without looking.

Another classic technique is known as **Look, Cover, Write and Check.**
So, you **look** at the word...
Cover the word...
Write the word...
And finally **check** it.

Animal Rights & the use of animals

Many people agree that animals should be protected by rights to prevent cruelty and unnecessary suffering. However people disagree on what this should include. Humans use animals for many purposes – for example - food, entertainment, as labour, for sport, for scientific experiments, for zoos and pets. Some people believe we should not use animals for any human gain.

Spellings 1	Spellings 2
environment	welfare
legislation	protection
allowed	evaluate
cull	activism
conservation	vegetarian
pollution	believe
habitat	nature
scientific	domestic

PLASTIC POLLUTION

Plastic pollution is the accumulation of **plastic** objects and particles (e.g.: **plastic** bottles and much more) in the Earth's environment that adversely affects wildlife, wildlife habitat, and humans.

Seal hunting, or **sealing**, is the personal or commercial hunting of seals. Seal hunting is currently practiced in nine countries and one region of Denmark: United States (above the Arctic Circle in Alaska), Canada, Namibia, Iceland, Norway, Russia, Finland, Sweden, and Greenland. Most of the world's seal hunting takes place in Canada and Greenland.
Many animal protection groups encourage people to petition against the cull.

Use Quizlet on the internet – type **PCSA Ethics Animal Rights Spellings 1** and **PCSA Ethics Yr8 Animal Rights Spellings 2**
It has different games to help you learn the spelling and meaning

Quizlet

PCSA Ethics Yr8 Animal Rights Spellings

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FRENCH - KNOWLEDGE ORGANISER YEAR 9

Months

Months of the year

Janvier	January
Février	February
Mars	March
Avril	April
Mai	May
Juin	June
Juillet	July
Août	August
Septembre	September
Octobre	October
Novembre	November
Décembre	December

Family

Family members

mon père	my dad
mon frère	my brother
mon oncle	my uncle
mon grand-père	my grandad
mon demi-frère	my half brother
mon beau-père	my step-dad
ma mere	my mum
ma soeur	my sister
ma tante	my aunt
ma grand-mère	my grandma
ma demi-soeur	my half-sister
ma belle-mère	my step-mum

Le français, c'est formidable !

My birthday

mon anniversaire, c'est le…	my birthday is on the…
son anniversaire, c'est le…	his/her birthday is on the..
premier	first
dix	10
vingt	20
trente	30
vingt-et-un	21
trente-et-un	31
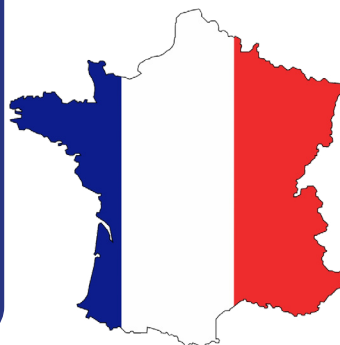
Party Vocabulary

le gâteau	cake
les chips	crisps
les frites	chips
la pizza	pizza
le plat-à-emporter	takeaway
les jeux	games
les cadeaux	gifts
j'adore faire des cadeaux	I love opening gifts

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Writing a letter

il faut	you must	on doit	we should
on ne doit pas	we should not	on va	we are going
aller	to go	danser	to dance
manger	to eat	rater	to miss
acheter	to buy	faire	to do
ce sera	it will be		

Breakfast foods

je mange du/ je mange de la	I eat some
je bois du/ je bois de la	I drink some
du thé	some tea
du chocolat chaud	some hot chocolate
du café	some coffee
du croissant	some croissant
du jus d'orange	some orange juice
du jus de pomme	some apple juice
de la tartine	some toast
des fruits	some fruits

Keeping in shape

pour garder la forme	to keep in shape	je mange sainement	I eat healthily
je fais du sport	I do sport	il faut	you have to
il ne faut pas	you do not have to	je dois	I should
je ne dois pas	I shouldn't	dormir	to sleep
boire	to drink	fumer	to smoke
des légumes	vegetables	beaucoup de	lots of
moins de	less of		

Future tense verbs

je vais jouer	I am going to play	on va faire	we are going to do
je vais acheter	I am going to buy	on va donner	we are going to give
je vais emballer	I am going to wrap	on va manger	we are going to eat
je vais boire	I am going to drink	on va nager	we are going to swim

Past tense verbs

j'ai joué	I played
j'ai fait	I did
j'ai acheté	I bought
on a donné	we gave
on a emballé	we wrapped (a gift)
on a mangé	we ate
j'ai bu	I drank
on a nagé	we swam

14

Geography: Urban Change

What is urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities.

Where is Urbanisation happening?

Urbanisation is happening all over the word but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.
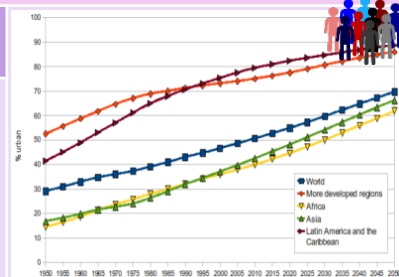
Causes of urbanisation

Rural - urban migration (1)	The movement of people from rural to urban areas.

Push	Pull
• Natural disasters • War and Conflict • Mechanisation • Drought • Lack of employment	• More Jobs • Better education & healthcare • Increased quality of life. • Following family members.

Natural Increase (2)	When the birth rate exceeds the death rate.

Increase in birth rate (BR)	Lower death rate (DR)
• High percentage of population are child-bearing age which leads to high fertility rate. • Lack of contraception or education about family planning.	• Higher life expectancy due to better living conditions and diet. • Improved medical facilities helps lower infant mortality rate.

Population control – China One Child Policy

- Implemented in the 1980s and ended in 2016.
- Aim was to slow the rapid growth of the country's population.
- Enforced through financial and employment incentives and fining those who didn't follow the rules
- Males were traditionally preferred leading to a large number of girls being abandoned or given away
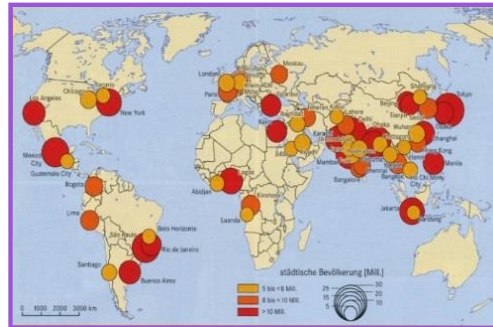
- Lead to a gender imbalance as a result of male preference
- Now has one of the lowest fertility rates in the world
- Will lead to an ageing population which could slow down the economy
- Rules were relaxed by 2016, but many still choose to have few children

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Megacity	An urban area with over 10 million people living there.

LIC Example of Urban Change: Kibera, Kenya

There are approx. 2.5 million slum dwellers in 200 settlements in Nairobi representing 60% of the population, occupying just 6% of the land. Kibera houses 250,000 people. Kibera is the biggest slum in Africa and one of the biggest in the world.

Housing: The average size of shack in this area is 12ft x 12ft built with mud walls, a corrugated tin roof with a dirt or concrete floor. The cost is £6 per month. They often house up to 8 or more.

Kibera Challenges and Solutions

Challenges:
- Only 20% have electricity.
- Only 2 main water pipes.
- Very limited toilet facilities. 1 toilet between 50 shacks.
- Drugs is an increasing problem.
- 90% of residents have no land rights.
- Unemployment rate of 50%.

Solutions:
- Improving electricity lines and water pipes.
- Provide regular rubbish collections.
- New roads being built for better access.
- Local police stations being put in place.
- Government rehousing and building brick houses.

UK Urban areas

81.5% of the UK's population live in an urban area!
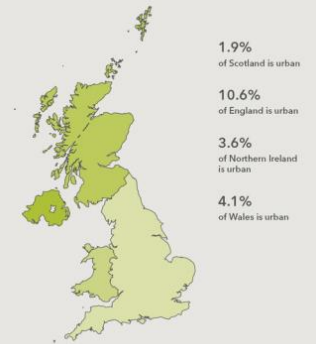
Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.

Water Conservation

This is about reducing the amount of water used.
- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.
- Promoting renewable energy sources.
- Making homes more energy efficient.

Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.
- Provide natural cooler areas for people to relax in.
- Reduces the risk of flooding from surface runoff.

Waste Recycling

More recycling means fewer resources are used. Less waste produced.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

Curitiba – Sustainable city in Brazil

Capital of Parana State in SE of Brazil

- Home to 2 million people.
- 80% of population use the bus.
- Buses are different colours depending on the route they take.
- Poorer people swap their rubbish for fruit and vegetables (green exchange).
- There are over 28 parks and woods.

Where can I find out more?

15

Geography: Our developing world

What is development?

Development is an improvement in living standards through better use of resources.

Economic (money, jobs, inds)	This is progress in economic growth through levels of industrialisation and use of technology.
Social (people,culture)	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental (pollution,species)	This involves advances in the management and protection of the environment.

Measuring development

These are used to compare and understand a country's level of development.

Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.
Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.

Reducing the Global Development Gap

Tourism
This is where countries attract people from other countries.

Foreign-direct investment
This is when one country buys property or infrastructure in another country.

Aid
This is given by one country to another as money or resources.

Debt Relief
This is when a debt is cancelled or interest rates are lowered.

Fair trade
This is a movement where farmers get a fair price for the goods produced.

Technology
Includes tools, machines and affordable equipment that improve quality of life.

Variations in the level of development

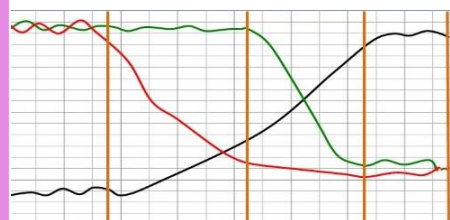|	
LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.

Factors affecting uneven development

Physical Factors	Human Factors
• **Natural resources** eg energy sources, access to water, mineral deposits.	• **Aid** eg aid can improve services such as hospitals.
• **Climate** eg extreme climates limit development.	• **Trade** eg countries which export products can earn money
• **Natural hazards** eg risk of earthquakes and flooding limits development.	• **Education** eg a skilled workforce can earn more money.
• **Location/terrain** eg land locked countries cannot trade.	• **Politics** eg corruption can mean than money isn't being spent fairly.

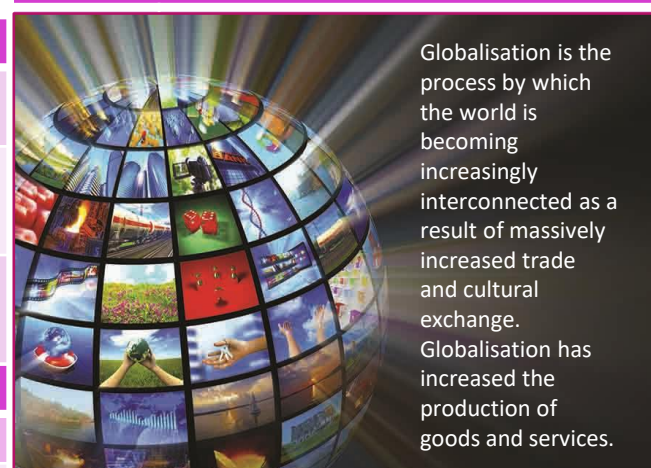## Consequences of Uneven Development

|	
Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

Globalisation

Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. Globalisation has increased the production of goods and services.

UK's North-South Divide
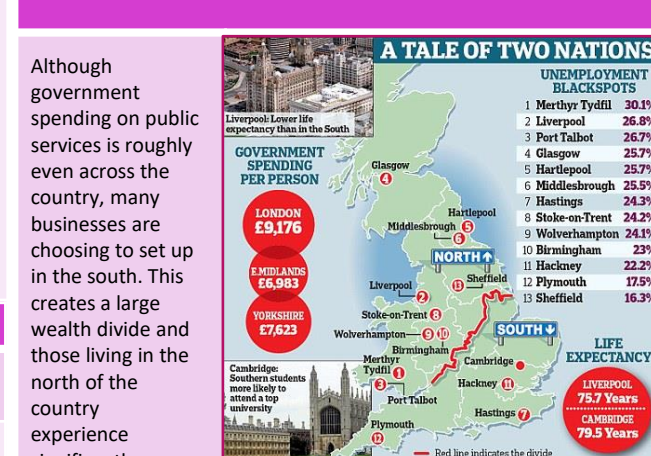
Although government spending on public services is roughly even across the country, many businesses are choosing to set up in the south. This creates a large wealth divide and those living in the north of the country experience significantly different social and economic conditions from those living in the south.

A TALE OF TWO NATIONS

UNEMPLOYMENT BLACKSPOTS
1 Merthyr Tydfil 30.1%
2 Liverpool 26.8%
3 Port Talbot 26.7%
4 Glasgow 25.7%
5 Hartlepool 25.7%
6 Middlesbrough 25.5%
7 Hastings 24.3%
8 Stoke-on-Trent 24.2%
9 Wolverhampton 24.1%
10 Birmingham 23%
11 Hackney 22.2%
12 Plymouth 17.5%
13 Sheffield 16.3%

GOVERNMENT SPENDING PER PERSON
LONDON £9,176
E.MIDLANDS £6,983
YORKSHIRE £7,623

LIFE EXPECTANCY
LIVERPOOL 75.7 Years
CAMBRIDGE 79.5 Years

The Government is encouraging greater investment into the North of the UK along with extra help to try and reduce disparities between the South. This is called '**devolution**'.

The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.

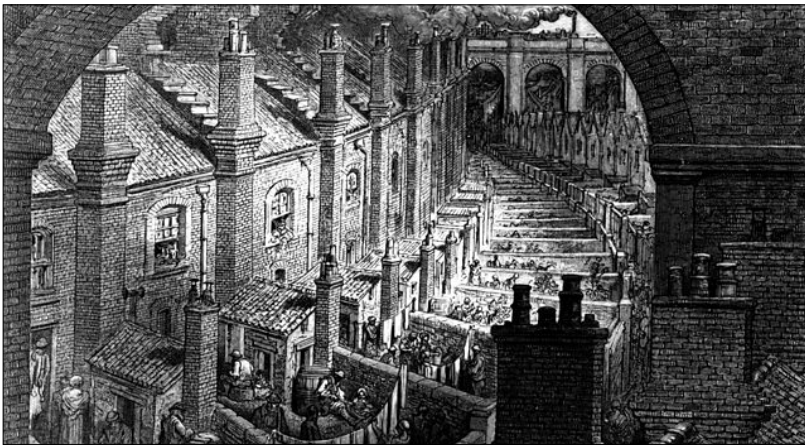|	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
	High DR *High BR* *Steady*	*BR High* *Declining DR* *Very High*	*Rapidly falling BR* *Low DR* *High*	*Low DR* *Low BR* *Zero*	*Slowly Falling DR* *Low BR* *Negative*
	e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

16

History

Industrial Revolution and Victorian Era

COUNTRIES INVOLVED: **Britain**

Key Inventions

Train, telephone, steam engine, electricity, petrol car, bicycle, post box, flushing toilet, phonograph, underground railway

Key Words

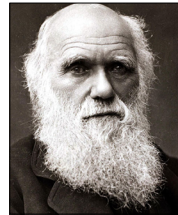|	
Revolution:	Quick, massive change.
Pessimistic:	Negative outlook
Metropolitan:	Relating to a large city.
Whitechapel:	An area of London.
Victorian Era:	A period of British history corresponding roughly to Queen Victoria's reign.
Cholera:	An acute diarrhoeal illness caused by contaminated water
The Beat:	An area a police officer walks around and is responsible for.
Child Labour:	Employment of labour especially when illegal or exploitative.
Industrial:	Life in cities centred around mass production.
Rural:	Life in the countryside.
Poverty:	State of being poor.
Urban:	Characteristic of a town or city.
Coal:	A black/brown rock found underground and used as fuel. A non-renewable source of energy
Evolution:	The process by which living organisms adapt and change over time.

Queen Victoria

Prince Albert

Isambard Brunel

Charles Dickens

Charles Darwin

Jack the Ripper

Robert Peel
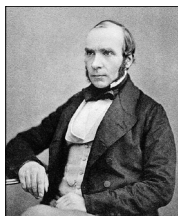
John Snow
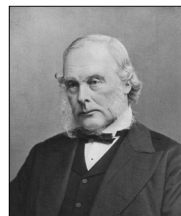
Joseph Lister

Florence Nightingale

17

History — Industrial Revolution and Victorian Era
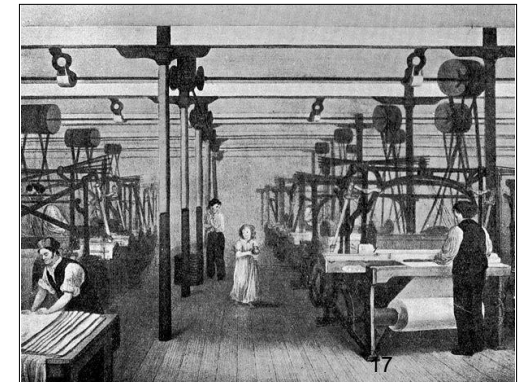
Key Events

Queen Victoria Ascends the Throne

After the death of King William IV on 20 June 1837, his 18-year-old niece was given the title the Queen of England. The coronation ceremony took place on the 28 June and was held in Westminster Abbey after a procession through the streets from Buckingham Palace. It is thought over 400,000 visitors arrived for the coronation.

Slavery Abolished in the British Empire

Only children under the age of six were freed immediately under the terms of the 1833 Emancipation Act. Former slaves were bound as 'apprentices,' where they continued to work without pay for their former owners. When the apprenticeship period ended in 1838, over 700,000 slaves were freed in the British Caribbean.

First Railways

The London to Birmingham Railway was one of the largest engineering projects attempted in the world. The 112 miles between London Euston and Birmingham Curzon Street took a journey time of 12 hours and 30 minutes.

Public Health Act Passed

The Public Health Act of 1848 placed the supply and treatment of water and waste under single local authorities who could raise funds for improvements to tackle unsanitary conditions.

Great Exhibition

The Great Exhibition was the first of a series of World's Fairs - an international exhibition showcasing the achievements of nations, and presenting the latest discoveries in science and technology.

Crimea War

The Crimean War was a conflict between the Russian Empire and an alliance of French, British, Ottoman (or the Turkish Empire) and Sardinian troops.

On the Origin of Species Published

The foundation of evolutionary theory, On the Origin of Species, was published by Charles Darwin. On publication, the book sold out immediately.

London Underground Opened

The world's first underground railway, the Metropolitan Railway opened in London running 6 km between Paddington Station and Farringdon Street.

Suez Canal Built

The Suez Canal, a 100-mile waterway in Egypt that connects the Mediterranean and Red Seas was opened to improve trade links with India, South East Asia and the Far East.

Education for Children Aged Under 10 Made Compulsory

The Elementary Education Act 1880 was a policy which made school attendance mandatory from ages five to ten. The education bill dramatically reduced the amount of time young children were allowed to spend in mill and factory work.

A Art

Come Fly with me

Fertile Questions

- **Can we embrace happy accidents and learn from mistakes?**
- **How do artists explore 3D materials, ideas and techniques?**

Key Words

Hybrid - something made by combining two different elements.

Sculpture - any piece of art that is three-dimensional.

Form - the visible shape or configuration of something, forms exist in three dimensions, with height, width, and depth.

Formal Elements:

shape   *structure*   *scale*

Brief:

A new gift shop in Brixham will be opening soon. Their work focuses on nature. They are commissioning young designers to develop clay hybrid bugs exploring surface embellishment.

Quotes

"Art is the means by which we communicate what it feels like to be alive."

Antony Gormley

"The spider is a repairer. If you bash into the web of a spider, she doesn't get mad. She weaves and repairs it"

Louise Bourgeois

Artist Information

Antony Gormley, OBE - British
1950 - present

Gormley is a sculptor, artist and set designer. He won the Turner Prize in 1994. Gormley looks at the relationship between humans and nature. A maquette of his sculpture, 'Angel of the North', sold at auction for £3,401,250. Gormley is still a practising artist today.

Louise Bourgeois - French
1911-2010

Louise Bourgeois was a French-American artist. With a career spanning eight decades from the 1930s until 2010, Louise Bourgeois is one of the great figures of modern and contemporary art. She is best known for her large-scale sculptures and installations that are inspired by her own memories and experiences.
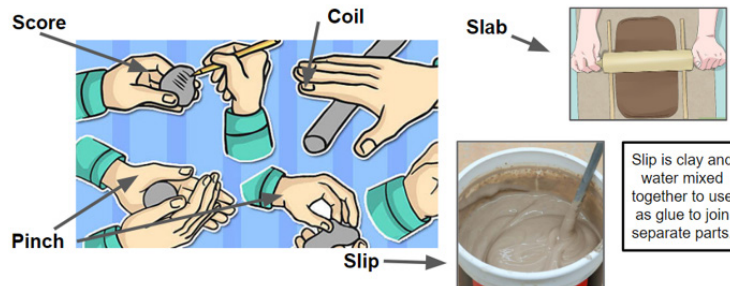
Practical Knowledge

Clay Techniques:

PINCH – Use your fingers to pinch and poke clay into any shape.
SLAB – Roll the clay into flat sheets and cut into shapes.
COIL – Roll out long sausages of clay and twist them into coils and shapes.

Score   Coil   Slab

Pinch   Slip

Slip is clay and water mixed together to use as glue to join separate parts.

Antony Gormley

3D Drawing Techniques:
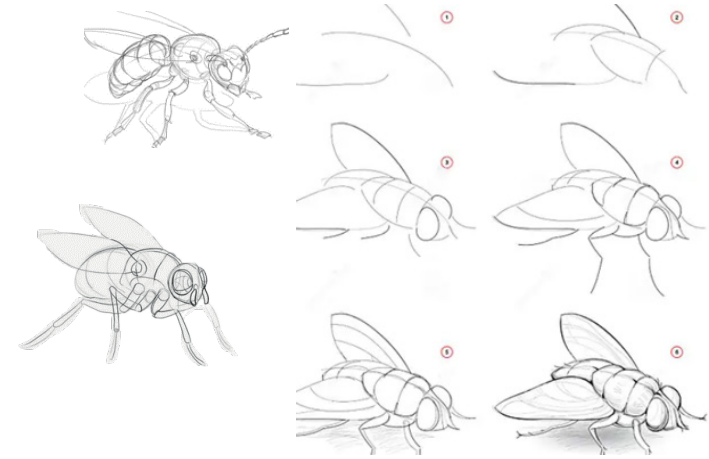
Embellishment: a decorative detail or feature added to something to make it more attractive.

Top Tips

- **Be creative and adventurous with your big ideas.**
- **Consider how you will embellish your 3D bug.**
- **Think about form and structure when using 3D materials.**

Louise Bourgeois

Antony Gormley

Drama

Frantic Assembly

The Frantic method is approaching devising as a series of tasks, each broken down into building blocks, focusing on physicality.

- ROUND, BY , THROUGH
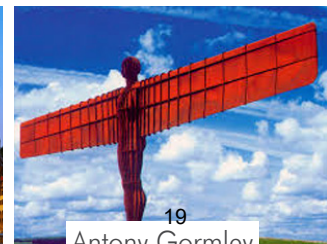- CHAIR DUETS
- HYMN'S HANDS

Key Words

- Physicality
- Movement
- Levels
- Speed/Pace
- Choreography
- Contact
- Eye Contact
- Improvement
- Repetition
- Weight Bearing
- Lifting
- Space

Physical Theatre

Physical Theatre is a genre of Theatrical Performance that encompasses storytelling primarily through physical movement.

Physical Skills

Gesture

Posture

Gait

Levels

Space

Movement

Facial Expression

Eye Contact
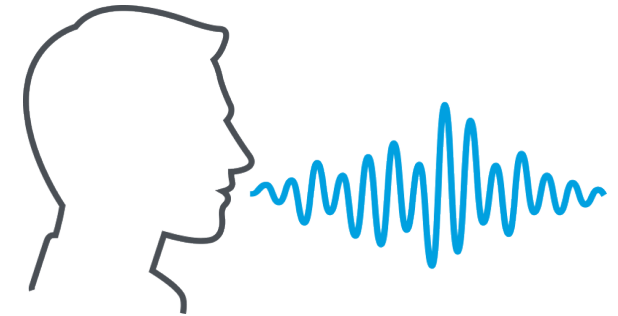
Vocal Skills

Pitch

Tone

Pause

Volume

Pace

Accent

Emphasis

Projection

20

Drama
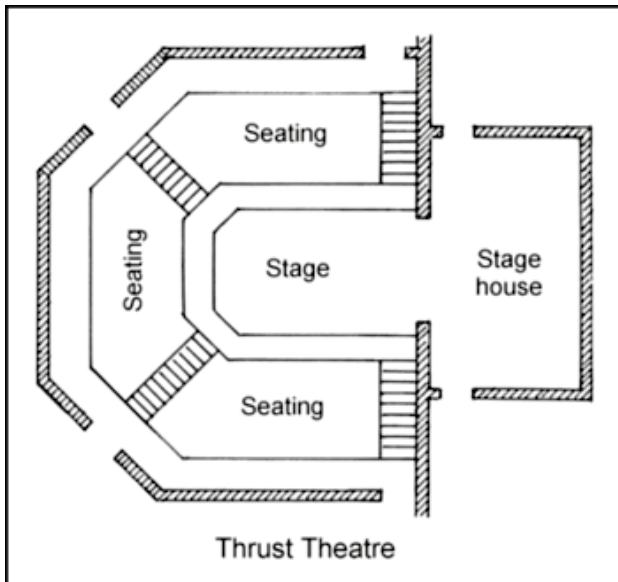
Romeo and Juliet

A Thrust Stage extends into the audience on **three** sides.

Devices

Still Image

Direct Audience Address

Thought Track

Choral Movement

Choral Speech

Physical Theatre

Key Words

Iambic Pentameter

Theatrical Skills

Thrust Stage

Blocking

Stage Fighting

Physical Skills

Gesture

Facial Expression

Movement

Posture

Levels

Space

Eye Contact

Gait

Vocal Skills

Pitch

Tone

Volume

Pace

Pause

Accent

Emphasis

Projection

21

MUSIC

Indian Music

Students will examine how music is used and performed in a non-western culture (India).

There are many different styles of music in India. The music from Hindustan, (classical music) varies greatly from bhangra music, a type of dance music from the Punjabi region.

AIM OF THE UNIT
Explore the sounds of Indian music & core elements: raga, drone, tala. Learn to distinguish the influence of Indian music on Western music: Bhangra, Talvin Singh, Nitin Sawney, Beatles.

Compose our own melodic 'ragas' and rhythmic 'talas'

Improvise melodically on a raga and rhythmically on a tala.

Learn about Indian musical instruments and traditions.

Appraise music from virtuosic Indian musicians: Ravi Shankar

Develop our learning of musical structure and form.

Develop our ability to manipulate sound using ICT and own.

Students will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks.

Students will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks

Students will learn to compose using Indian scales, improvisation and develop their familiarity of western notation.

Students will familiarise themselves with the different elements and sections of Indian classical music

KEY WORDS:

Alap -The slow, free time start of the rag

Jor- The 2nd section of an Indian raga where the melody and drone instruments increase in tempo and play to a steady pulse.

Bols- Words used by drummers to remember the different talas.

*Gat- T*he 3rd section of an Indian raga where the tabla enters, while the melody player improvises on the notes of the raga

Jhalla- The final, fast section of an Indian raga

Sitar- Instrument with 7 strings. Improvises on the rag.

Tabla- A double headed Indian drum, which plays the tala in a raga.

Tambura- A type of stringed instrument found in different places around the world; most are types of plucked lutes

Harmonium- Instrument with keys and bellows

Sarod- String instrument similar to a violin
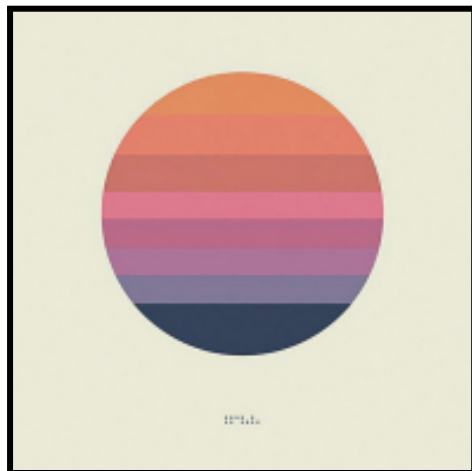
Bansuri- Wooden flute

Raga- The melody

*Dron*e- A continuous chord played by the tambura

Tala- The rhythmic section of a raga

Sargam- Singing the notes instead of the words of a composition

Tihai- The 3 x repetitions of a specific group of BOLs or BEATS

Minimalism in Music

Students will explore motifs, polyrhythms and repetition

Students learn about melodic motifs and their use by minimalist composers - Mike Oldfield and his minimalist piece "Tubular Bells".

Students perform different parts to "Tubular Bells and create a group arrangement using "phase in" and "phase out" techniques with an awareness of how parts drop in and out (key features of minimalist music). Students develop ICT skills to quantise sounds, multi-track and record with the metronome. Students explore how minimalist music has influenced contemporary electronic music and hip-hop.

KEY WORDS:
Phase shift: Slow shifting musical idea
Motif: Short musical idea
Metronome: Help you keep a consistent tempo
Phase In/ phase out: Ideas slowly appearing
Quantise: automatically puts your playing in time
Multi-track: many layers of sequenced music
Loop: a repeated idea (sequenced)
Repetition: Repeated musical ideas
Polyrhythm: More than one rhythm
Abstract: Existing in thought or as an idea but not having a physical or concrete existence.
Stave: The five lines we write music on
Ostinato: Short repeated musical idea.

You will learn about the key musical features of minimalist music and how it is constructed, the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. You will learn how to combine and manipulate different motifs when performing and composing a piece of minimalist music. Minimalist music and make comparisons with abstract art. Beginning with Steve Reich's Clapping Music, pupils analyse minimalist music and the use of small rhythmic motifs to build up
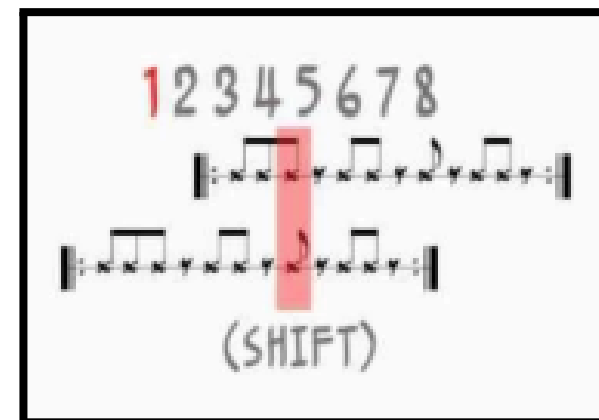
AIMS OF THE UNIT
Pupil's learn about the development and conventions of Students use their knowledge, skills and understanding of minimalism to compose their own piece of minimalist music based on melodic motifs and minimalist compositional techniques. Students improvise ideas in order to develop own interlocking motif.

Careers

Careers

Careers

Library News…

There are two libraries at Paignton Academy, Mrs Barter is the librarian at Borough Road, and Mrs Deane is the librarian at Waterleat Road. Libraries can be places full of books where you have to be quiet all the time. At Paignton Academy we do things very differently! Whilst we do still want students to respect the Libraries and others that use it, we want to offer a great service to the whole Academy community. Library staff are members of the Careers Team and so can offer information and a relatively quiet place for students to research further and Higher Education opportunities and careers that you may wish to pursue in the future.

These are some of the services we offer:
• A daily Breakfast Club from 8.00am where we offer toast and squash - for free!
• We have thousands of books to suit all ages and abilities: from sports, to fantasy, to comedy, we have something for everyone.
• You can borrow board games and card games to play with your friends.
• Chromebooks can be borrowed that you can use to do your homework, do some research or just to enjoy.
• Various clubs are based in the Libraries that students can take part, for example, Chess Club and Cat Club.
• Special days where there are competitions and fun activities, for example, World Book Day.
• The chance to become a be a Student Assistant Librarian.
• The Libraries are a safe place if you need some 'me' time, or a place just to keep warm and unwind.
• Regular competitions to win prizes!
We also love a party, so look out for posters around the school with up to date information for when the next one is!
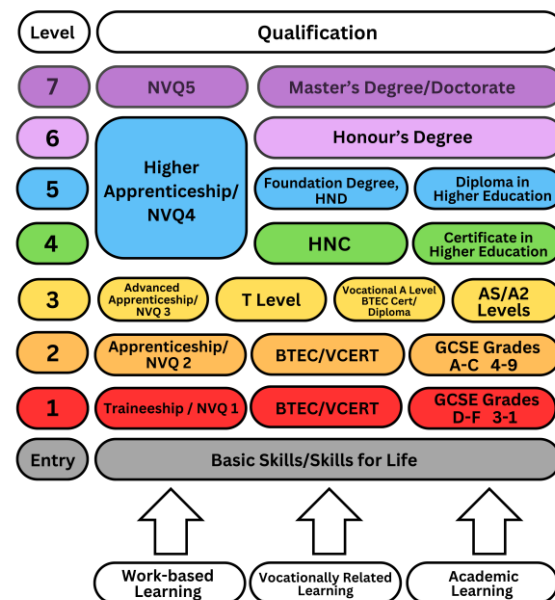
Getting to know me

What type of personality are you? Knowing who you are is a very important part of having a successful and satisfying career. By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options. Why not use the following link and discover a little more about yourself?
https://icould.com/buzz-quiz/

Types of qualifications (After Year 11) …

Level	Qualification		
7	NVQ5	Master's Degree/Doctorate	
6		Honour's Degree	
5	Higher Apprenticeship/ NVQ4	Foundation Degree, HND	Diploma in Higher Education
4		HNC	Certificate in Higher Education
3	Advanced Apprenticeship/ NVQ 3	T Level	Vocational A Level BTEC Cert/ Diploma / AS/A2 Levels
2	Apprenticeship/ NVQ 2	BTEC/VCERT	GCSE Grades A-C 4-9
1	Traineeship / NVQ 1	BTEC/VCERT	GCSE Grades D-F 3-1
Entry	Basic Skills/Skills for Life		

Work-based Learning | Vocationally Related Learning | Academic Learning

Find out more by accessing the Careers Hub

The Careers Team are focussed on preparing our students for the challenges of the working world. We aim to do this by raising aspirations and building self-confidence. We are always available to speak to, via email and can arrange for one to one appointment. We offer regular drop in Careers sessions in the library at WRC on a Monday lunchtime and on a Tuesday lunchtime at BRC. We also offer extra drop in sessions at lunchtime covering topics such as securing an Apprenticeship, AI media workshop, Online/Interview skills, CV writing, job searching and applying for jobs. The Careers Hub is a dedicated careers information source simply click on the Careers Hub logo on the homepage of the Academy website to enter the site.
Please feel free to stop by the library or the Careers office at BRC and email us at:
careers@paigntonacademy.org

We look forward to hearing from you!

Mrs Hay   Mrs Vere   Mrs Deane   Mrs Barter

mind
Devon

01752 512 280

shout
85258

kooth

YOUNGMiNDS
fighting for young people's mental health

HELP AND SUPPORT

ChildLine
0800 1111

mind
for better mental health

THE MIX
Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994

PAIGNTON ACADEMY

CAMPAIGN AGAINST LIVING MISERABLY
CALM
Confidential support to people experiencing difficulties
ww.thecalmzone.net
0800 58 58 58
Everyday, 5pm-midnight

Whatever you're facing
We're here to listen

Call free day or night on
116 123
Email
jo@samaritans.org

SAMARITANS
samaritans.org

Free 24/7 call service for all ages to talk about your issues
www.samaritans.org | 116 123

stem4
supporting teenage mental health
Free service & apps supporting mental health for ages 11-19
www.stem4.org.uk
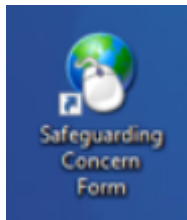
In School

Speak to your Tutor

Find a member of staff with an Orange Lanyard

Speak to any member of staff

 Use the 'Safeguarding Concern Form' on your school desktop page

Speak to your Head of House or Pastoral Manager