



Name _____

Form _____





"To know what you know and
what you do not know, that
is true knowledge."

Confucius

(research 10 facts about Confucius)

Year 8 Knowledge Organiser: Term 3

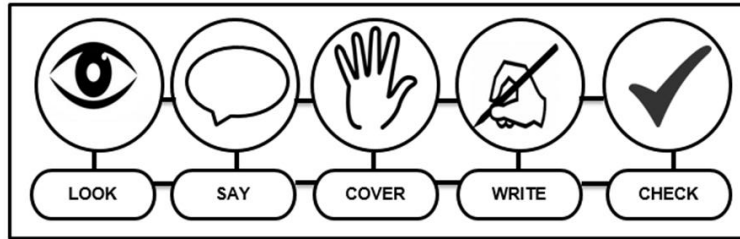
Instructions for using your Knowledge Organiser

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each evening you should start a new page and put the date clearly at the top.

You need to bring your KO and exercise book with you EVERY DAY to school. Your KO and exercise book will be checked regularly in form time.

You will also be tested in your lessons on knowledge from the organisers.



You must use the revision strategy **Look - Say - Cover - Write - Check** to learn the knowledge. You can also use your KOs and book in a number of different ways but you **should not just copy** from the Knowledge Organiser into your book.

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top right hand side with the **Subject** written in the middle e.g. English.
- Half way down the page a line should divide it in two with **Next Subject e.g. Maths** written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a **negative ATL**.



Year 8 Knowledge Organiser Homework Timetable

You are expected to **study the subjects shown on your timetable each day**. You need to **spend 20 minutes on each subject** and you will need to **evidence your work in your exercise book**.

WEEK A	Subject 1	Subject 2	Subject 3
MONDAY	English	Spanish	Geography
TUESDAY	Science	Maths	PD
WEDNESDAY	History	Music	Science
THURSDAY	RE	Maths	Food
FRIDAY	Computing	Technology	English

WEEK B	Subject 1	Subject 2	Subject 3
MONDAY	English	Drama	Geography
TUESDAY	Science	Maths	RE
WEDNESDAY	History	PE	Science
THURSDAY	RE	Maths	Spanish
FRIDAY	Computing	Art	English



Reading Log

Use this reading log to record the books you read and how long you have spent reading.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go"

Dr Seuss

Week	MON	TUE	WED	THURS	FRI	SAT	SUN	Book(s) read (title and author)	Time spent reading	Parent comment/signature
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										
Half Term										
Week 7										
Week 8										
Week 9										
Week 10										
Week 11										
Week 12										



Year 8 Religious Education – Term 3 To the ends of the earth

Big Questions:



- What happened after Jesus died? – did he really rise from the dead?
- Why is the resurrection so important to Christians?
- What happens when we die? – is there life after death?
- Surely funerals are a waste of time? – the person is dead!

1) Last term we explored the problem of suffering; now we consider a Christian response to it – his promise that all suffering will ultimately be overcome by God's love; death will be defeated and we will all be able to be with God for eternity. Jesus' resurrection is crucial to the Story of Salvation. St Paul wrote that without that belief we are wasting our time! For Christians Jesus' resurrection is a real historical event, and proof that there is life after death. Through his death he has paid the price for all sin. Christians have 'sure and certain hope' of resurrection. Art galleries around the world are hung with a variety of pieces of art depicting the resurrection of Jesus; these paintings help to spread the good news and strengthen the faith of believers.

2) Christians believe that we will be judged by God based on how we chose to live our life. There are '4 last things'; death, judgement, heaven and hell; every person will face judgement. Christians believe that baptism is essential for salvation. The Catholic funeral rite, within a requiem mass, reflects beliefs about resurrection. Not all Christians have the same beliefs about what happens after death; many people believe there is nothing after death. We will explore different beliefs about life after death, as well as different funeral rituals from around the world.

Sources of Wisdom and Authority (SOWAA)

1) 'he has risen! He is not here'
Mark 16

2) In his 1st letter to the Corinthians
St Paul writes:



I delivered to you as of first importance what I also received; that Christ died for our sins in accordance with the scriptures; that he was buried and that he was raised on the third day in accordance with the scriptures...

If there is no resurrection of the dead then not even Christ has been raised. And if Christ has not been raised then our preaching is in vain and so is your faith'

We shall not all sleep, but we shall all be changed, in a moment, in the twinkling of an eye, at the last trumpet'

O death where is your victory?
O death where is your sting?

3) Sacred art draws people 'to adoration, to prayer and to the love of God, creator and saviour'
Catechism

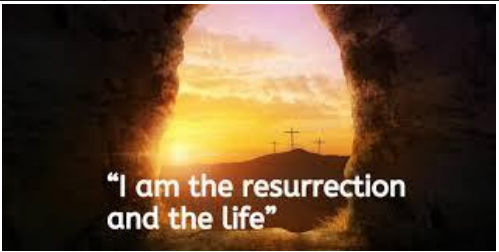
4) I am the resurrection and the life. Whoever believes in me, though he die, yet shall he live. And everyone who lives and believes in me shall never die
John 11:25-26






5) 'I am not dying; I am entering life'
St Therese de Lisieux

6) May the choirs of angels come to greet you.
May they speed you to paradise,
May the Lord enfold you in his mercy
May you find eternal life'
Song of farewell at funeral



Key words	Definition
Resurrection	To rise from the dead
Judgement	God will make a decision about us based on our behaviour during life
The four last things	Death, Judgment, Heaven, and Hell; the four last stages of the soul in life and the afterlife.
Heaven	Being with God for eternity
Hell	Being without God for eternity
Purgatory	A state for the souls of the dead to be cleansed or purified before entering heaven
Funeral rite	Traditional Catholic ceremony for someone who has died
requiem	A mass for the dead



w/b 21/04	Key words & definitions	w/b 12/05	SOWAA 1 & 2 - RED
w/b 28/04	Section 1 - RED	w/b 19/05	SOWAA 3, 4, 5, 6 - BLUE
w/b 05/05	Section 2 - BLUE	     Look Say Cover Page Check	

Poetry

Poetic techniques:

- **Simile** - comparing two things using as or like.
- **Metaphor** - describing something to be something else.
- **Personification** - giving something non human, a human quality.
- **Alliteration** - a series of words starting with the same letter/sound.
- **Rhyme** - two or more words that have the same sound at the end.
- **Stanza** - a verse within poetry.
- **Structure** - how a poem is put together.

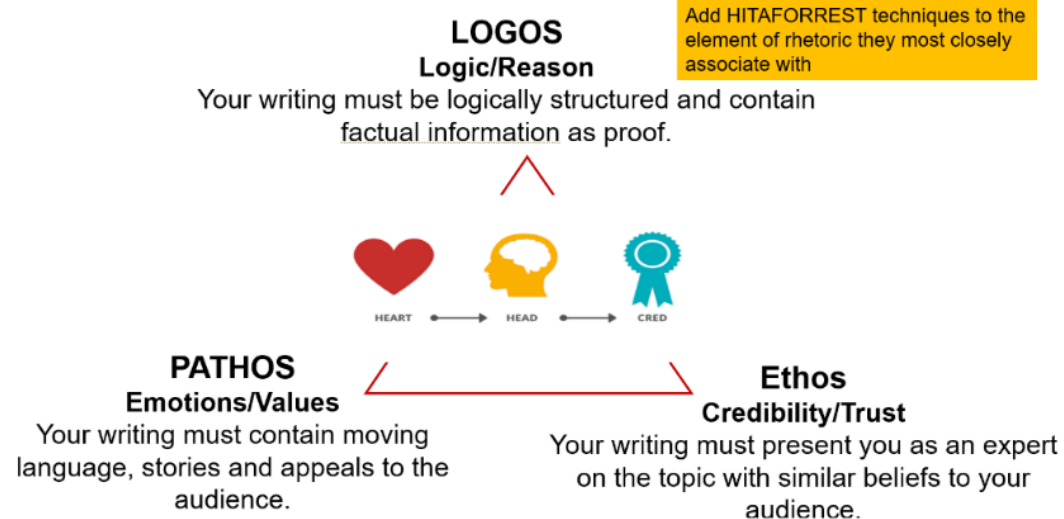


Year 8 English Term 3: Freedom

Hyperbole	Exaggeration	Repetition	A word, phrase or idea used more than once
Imperative	Commanding verbs	Rhetorical Question	A question asked for a purpose other than to obtain information.
Talking to the reader	Second person pronouns (you, we)	Emotive Language	Language used to evoke an emotional response
Alliteration	When successive words start with a similar sound	Statistics	Numerical data to reinforce a point
Facts	True statements	Tripartite	A list of three
Opinion (as a fact)	Presenting a viewpoint as the truth		

Rhetoric– the art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.

The Art of Rhetoric



Year 8 English Term 3: Freedom

Task 4: Complete the definitions and learn the spelling and meaning of the words.

Vocabulary	Definition
Activist	
Ambitious	
Contradictory	
Defiantly	
Derogatory	
Marginalisation	
Oppression	
Resilient	
Segregation	
Spirited	
Visionary	



Year 8 Maths- Term 3 Linear graphs, transformations and angles.

All Maths homework is set online through **Sparx Maths**. Set and due in every **Wednesday at 8am**.

Use the QR code on the right to access the site or go to www.sparxmaths.uk and choose student.

To log in, use your school email address and the password you use to access the school computers.

e.g. Joe Bloggs 23BloggsJ@stcuthberts.com

We have chosen to use Sparx Maths as

- The homework is personalised to you.
- Sparx Maths keeps learning from your attempts to create challenging yet achievable questions each week.
- It is proven to improve students grades in Maths.
- There are support videos for each question, if needed.
- It provides your teachers with lots of insights about which topics you need more help with.
- It has consolidation questions each week to help you remember more.
- Because homework is made specifically for you, you will be able to answer every question correctly, but
 - ☐ some questions may take slightly longer than others
 - ☐ some questions will probably need more than one try to get it right.



Sparx Maths

St Cuthbert's Catholic High School

Student

Teacher

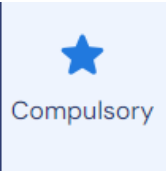


Year 8 Maths- Term 3 Linear graphs, transformations and angles.

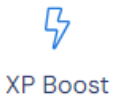


Use your Knowledge organiser book to write down your question number, working out and answers. This will help you to pass your bookwork checks so that you will get fewer.

Compulsory personalised homework is set and due in each week on a **Wednesday at 8am**, this includes questions on topics you have recently covered in class, consolidation work and times tables. If you complete it by Monday 8am you will earn extra class charts points!



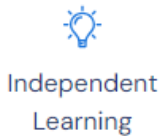
Sparx produces three personalised task for your each week. Two are optional.



- After you finish your **Compulsory** homework, refine your skills by completing similar problems in **XP Boost**



- Further enhance your skills by completing the **Target** work which is a set of six questions chosen specifically to challenge you



- You can also complete **Independent Learning** to support you further. You choose the level for this.

Sparx Maths

St Cuthbert's Catholic High School

Student

Teacher

IF YOU DO NOT HAVE ACCESS TO A PHONE, COMPUTER, LAPTOP, TABLET COME TO THE SPARX LUNCH CLUB TUESDAY (A Week) or MONDAY (B week) TO COMPLETE YOUR HOMEWORK



Year 8 Science - Term 3: Earth, Space, Cycles

Key Words

Planet	A large ball of matter that orbits (moves around) a star.
Moon	A ball of rock in space which orbits a planet.
Star	A huge ball of gas and dust, held together by gravity. It releases light and heat.
Orbit	The circular path of an object around another object in space.
Light year	A unit of distance in space, it is the distance travelled by light in one year.
Axis	An imaginary line through the centre of Earth around which the Earth rotates.
Day	The time it takes for a planet to turn once on its axis.
Season	A period of the year linked to temperature and daylight; spring, summer, autumn and winter.
Year	The time it takes for a planet to complete one orbit of the Sun.
Hemisphere	A half of the Earth. The Northern hemisphere is above the equator and the Southern hemisphere is below the equator.
Gravity	A force which pulls all things with mass towards one another.
Mass	A measure of how much matter there is in an object. It is measured in kilograms.
Weight	A measure of the size of the pull of gravity on an object. It is measured in Newtons.



Year 8 Religious Education – Term 3: What happened after Jesus' death?

Sources of Wisdom and Authority (SOWAA)

(1) 'he is not here, he is risen, just as he said'
Matthew 28:6

(2) 'the other disciples told him, "We have seen the Lord!" But he said to them, "Unless I see the nail marks in his hands and put my finger where the nails were, and put my hand into his side, I will not believe."

²⁶ A week later his disciples were in the house again, and Thomas was with them. Though the doors were locked, Jesus came and stood among them and said, "Peace be with you!"

²⁸ Thomas said to him, "My Lord and my God!"



(3) ¹⁹ Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁰ and teaching them to obey everything I have commanded you.

Matthew 28: 19-20



(4) 'They saw what seemed to be tongues of fire that separated and came to rest on each of them. ⁴

All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them." Acts 2



(5) "Discipleship must begin with a living experience of God and his love. It is not something static, but a continuous movement towards Christ;.....

have that evangelical courage which springs from knowing that there are many who are hungry, who hunger for God, who hunger for dignity, because they have been deprived."

Pope Francis



Keywords

Site	Where something is located in the world
Situation	What is around the location e.g. features
Climate	Average atmospheric conditions measured over 30 years
Climate graph	A composite graph which shows the yearly precipitation and temperature
Precipitation	Rain, hail, sleet and snow
USSR	The United Socialist Soviet Republic. Made up of 15 Republics including Georgia, Estonia and Lithuania
Communism	A theory that all property is owned by the community and each person receives according to their ability and needs.
Steppe	A dry, cold, grassland that is found in all of the continents except Australia and Antarctica
Independence	When a country declares to be its own ruler and governor
Peninsula	a piece of land almost surrounded by water or projecting out into a body of water.
Annexed	add (territory) to one's own territory by appropriation
Decade	10 years
NATO	A group of European countries devoted to international peace
Equality	Being treated fairly by all
Superpower	A nation with an abundance of either military power, wealth, influence, population, culture
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability

What is Russia's site and situation?

1

Russia spans two continents, Eastern Europe and Northern Asia. The capital of Russia is Moscow, located to the east of Russia. Other major cities include Saint Petersburg to the north-west and Novosibirsk to the south. Russia is the largest country, covering 17 million sq. kilometres. Russia borders 14 countries including Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Kazakhstan, North Korea, Latvia, Lithuania, Mongolia, Norway, Poland, and Ukraine. The majority of the population live in the east of the country in mega cities such as Moscow.

2

Investigating Russia's climate and biomes

Russia's climate ranges from steppes in the south through humid continental in much of European Russia, and subarctic in Siberia to tundra climate in the polar north. Winters vary from cool along the Black Sea coast to freezing in Siberia. Summers vary from warm in the steppes to cool along the Arctic coast. Much of the population lives to the West for resources and a more temperate climate. Russia contains several biomes, including tundra, taiga, temperate woodland, steppe and desert.

Why did the Ukraine war happen?

3

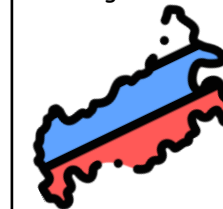
Ukraine is located in eastern Europe and is the second largest European country with a population of 41 million and land size of 230,000 million square miles. Ukraine declared independence from Russia in 1991, when the Ukrainian Parliament declared they wouldn't follow the USSR laws. On 24th February 2022, Russia invaded Ukraine resulting in over 10,000 deaths and causing one of Europe's largest refugee crisis's since WWII, over 8 million people have been displaced (moved). Russia's official reasoning for the movement is to "demilitarise and de-nazify Ukraine", Putin declared he was protecting the people of Ukraine from genocide.



Resources in Russia

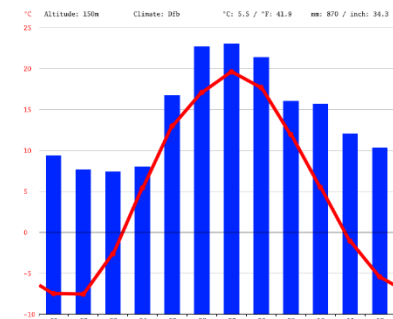
4

Russia imports and exports many resources which keeps the economy thriving.

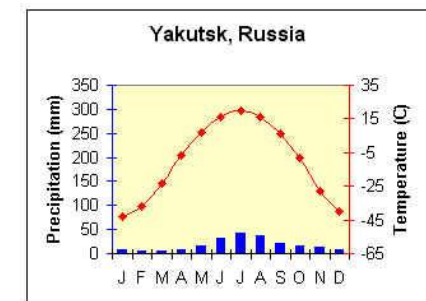


5

Moscow climate graph



Yakutsk climate graph



Africa before enslavement

Starting in the medieval period, a series of powerful kingdoms developed in West Africa.

These West African kingdoms and empires developed their own diverse and rich cultures, art, histories and religions. Art, learning and technology flourished and Africans were especially skilled in subjects like medicine, mathematics and astronomy. As well as domestic goods, they made fine luxury items in bronze, ivory, gold and terracotta for both local use and trade.

1

The transatlantic slave trade was the largest forced migration in history. Between 1500 and 1800, around 12-15 million people - some historians suggest the figure may have been higher - were taken by force from Africa to be used as enslaved labour in the Caribbean, North, Central and South America.

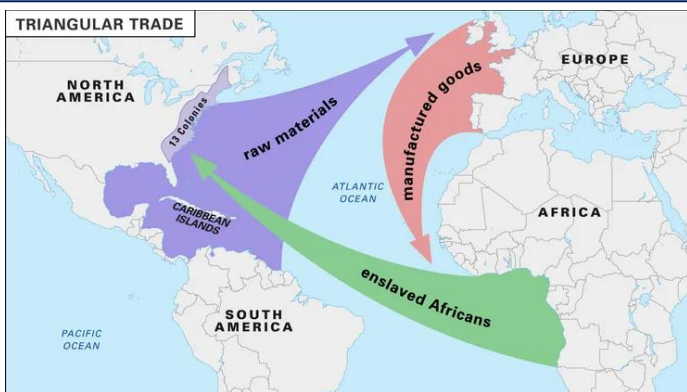
It is estimated that over 2 million Africans died on the journey to the Americas, in a journey known as the Middle Passage.

Although it's difficult to determine how many Africans died on board slave ships, it is now believed that between ten and twenty percent of those transported lost their lives.

2

In the 1790s Liverpool controlled 80% of the British slave trade and over 40% of the European slave trade. One in five African captives crossing the ocean was carried in a Liverpool slave ship. Liverpool's economy and the economies of neighbouring Lancashire and Yorkshire benefited. Ships bound for Africa would be laden with goods to appeal to African traders to make the outbound journey profitable. Textiles from Lancashire and Yorkshire mills were the most attractive commodity and made up perhaps 50 per cent of the outbound cargo, alongside guns and knives, brass cooking pots, copperware, clay pipes, beer and liquor.

3



The Industrial Revolution

Slavery provided the raw material for industrial change and growth. The Industrial Revolution, which took place between 1750 - 1900, was a period of great change in Britain.

In 1778, James Watt and Matthew Boulton invented a steam engine that could efficiently power factory machinery.

4

Coal was burned to heat water to make steam. This led to a huge increase in the demand for coal. Factories were opened near to supplies of water and coal so they could power their machinery. Coal mines were opened in the north of England, the Midlands and south Wales. Steam-powered mills could produce more textiles quicker, so factory owners could look to sell their products to a wider market, both in Britain and abroad. This prompted improvements in transport. Roads, Railways and Canals all developed, linking together industrial towns and cities.



5

In 1787, campaigners against slavery such as Thomas Clarkson and Granville Sharp founded the Society for the Abolition of the Slave Trade. In Parliament, the campaign was led by William Wilberforce. It was only after many failed attempts that, in 1807, the slave trade in the British Empire was abolished. However, slaves in the colonies (excluding areas ruled by the East India Company) were not freed until 1838 – and only after slave-owners, rather than the slaves themselves, received compensation.

6

Key word	Definition
Exploration	A period of time when the European nations began exploring the world.
Expansion	Countries obtaining greater territory through military empire-building.
Culture	Culture is a pattern of behaviour shared by a society, or group of people.
Colony	A colony is a country or area under the full or partial control of another country, typically a distant one, and occupied by settlers from that country.
Empire	A group of nations or peoples under one ruler or government.
Enslavement	The practice of people owning other people is called slavery. Enslaved people have to work for the owners, doing whatever the owners ask them to do.
Tyranny	An act or the pattern of harsh, cruel, and unfair control over other people.
Resistance	A movement fighting (for freedom, etc), often secretly or illegally, against an invader in an occupied country or against the country's government.
Protest	A public expression of objection, disapproval or dissent towards an idea or action, typically a political one.



Year 8 Personal Development - Term 3: Growth Mindset

Give it your all
Reddo if necessary
Ignore giving up
Take time to do it right



I'm going to train my brain!



Growth Mindset
Failure is the most essential step to success

Check this out for mental health awareness



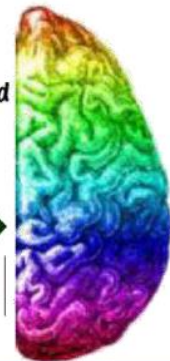
THE GROWTH MINDSET CONTINUUM

What can you do to change your Mindset and

GROW?



I won't do it | I can't do it | I want to do it | How do I do it? | I'll try to do it | I can do it | I will do it | Yes I did it!



The only way is up!



SUMO4SCHOOLS FOUNDATION

Red Cap and Blue Cap Brain

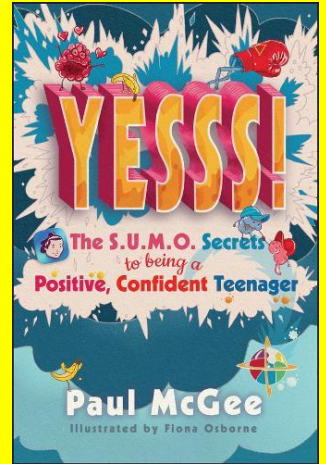
Imagine your brain is split into two and that you have a red cap and a blue cap.

Red Cap (Primitive/emotional)

- The part of the brain that keeps us alive.
- It makes decisions quickly, without all the facts.
- Impulsive.
- Doesn't consider the consequences.

Blue Cap (Thinking)

- Takes more time and effort to use.
- Weighs up options.
- Thinks about the consequences and other people's perspectives.
- Aims to stop us from doing stupid things.



From this website: <https://belmontteach.wordpress.com/learning-hubs/challenge/>

Some things to try:

- Think of a time when you gave up on something. What could you do differently if a similar thing happens in the future and write down a plan.
- When you learnt to walk or ride a bike, did you give up because you couldn't do it first time? Or did you carry on until you mastered it? Think of an example of how you could apply this to your school work and write it down.

Think of a time when you have reacted quickly to something and you should have taken more time to think something through.



St Cuthbert's Catholic High School
Live life in all its fullness

Year 8 Art - Term 3

These ancient pyramids can be seen in different parts of the world and were created by different cultures in different ages.



Tomb of Emperor Qin Shi Huang 218BC



Jebel Barkal in Sudan 1450BC



Pyramid-of-the-Sun-Teotihuacan - Aztec 100CE



Pyramid of Cestius - Rome 12-18BC

Ekatherina Savtechenko's work draws from a multitude of different cultures, epochs, religions and subjects. Her work draws comparisons between the **MACRO** (big) and the **MICRO** (small).

She compares the similarities to be found in ancient architecture (see pyramids), Mythology, sacred geometry, and cultural patterns. Her work is about what **UNIFIES** (brings together) rather than that which separates us.

Key words:

Ancient: Belonging to the past, no longer existing.

Mythology: stories belonging to a past culture.

Geometry: from ancient Greek means 'earth measurement'.



St Cuthbert's Catholic High School

Live life in all its fullness

Your turn:

1. **Research Greek and Norse Mythology.** Find about the gods and fantastic animals and draw some of them.
2. Research patterns from different cultures, draw examples of these (Islamic, Native American Indian, Hindu, African, Celtic, Chinese, Japanese).
3. Find out about **SACRED GEOMETRY**. What is it? Where did it come from? Watch examples of how to draw it on YouTube and have a go at doing some.

Cultural Patterns

Here can be seen the similarities to be found within patterns from different cultures.



1



2



3



4

- (1) African,
- (2) Aztec,
- (3) Celtic,
- (4) Islamic.

Similarities in Circular Design across Times & Cultures.



Native American Indian Dream Catcher



Hindu sand mandala pattern



Ancient Greek mosaic tile design



Islamic Mosaic tile design

Similarities in Mythological Creatures Across Cultures.



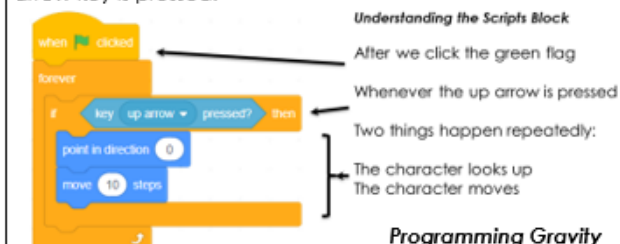
The winged cat (Sphinx) is found in ancient **Greek** and ancient **Egyptian** design.



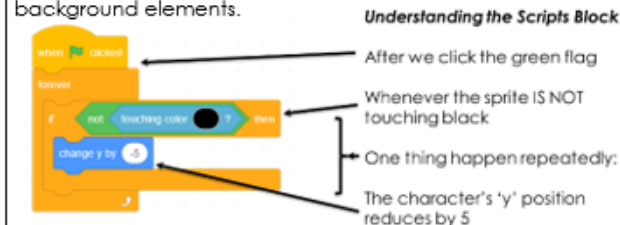
The **winged horse** can be seen in **Greek** mythology (**Pegasus**) and **Norse** mythology; the winged horses ridden by the **Valkyrie**.

Programming Movement & Simulating Gravity

Key Controlled Movement - Below is an example of a script which will enable a sprite to move up the screen, when the up arrow key is pressed:



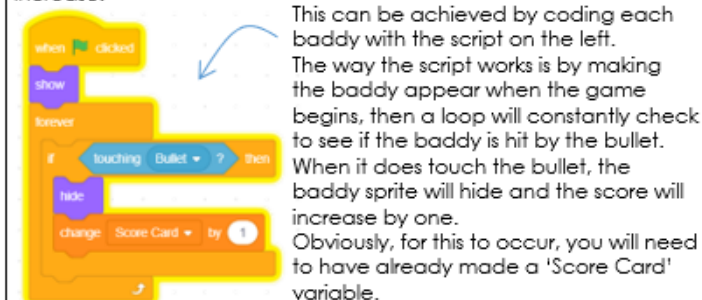
To simulate gravity, we need to ensure that we have either part of a background, or sprites, which can act as the 'ground'. The ground will need to be a solid colour and we will need to apply logic so that the main character's y position reduces by a value, all the while it is not in contact with the colour of the background elements.



Baddies & Scoring

Once we have created some baddie sprites, we can code them to move automatically, using a forever loop and some glide blocks, along with appropriate start and finish coordinates.

Next, we might wish our baddies to hide when hit by a bullet, and for a score to increase.

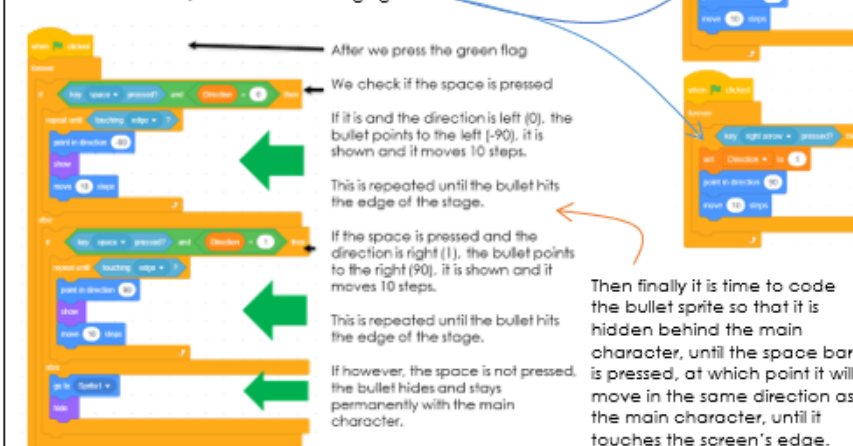


Programming a Shooter

Decomposing the Problem - What needs to happen to create a shooter?

- 1) We need a main character sprite & a bullet sprite, to shoot
- 2) We need our object to follow (attach to) the main character
- 3) When the cat is facing right, we want the bullet to shoot to the right when we press space
- 4) When the cat is facing left, we want the bullet to shoot to the left when we press space.

So, once we have drawn our main character and bullet sprites (point 1), we need to code a way to record whether the main character is facing left or right, so that the bullet can be fired in the correct direction. This is easily achieved by creating a variable and setting its value to 0 when the main character faces left, and 1 when facing right.



Key Vocabulary

Key Word	Definition
Variable	'Storage box' used in programming to store data
Sprite	Programmable objects in Scratch
Scripts	Blocks of programming code in Scratch
Touching	When two sprites (objects) collide or come into contact
Broadcast Script	A script which can initiate (run) another block of code at various points of the program
Annotation	Labelling the features of your game / level (labelling your design - explaining each element in detail)
Success Criteria	What your game needs to have for it to be a success
Objectives	The aim / purpose of the game (or level)
Game elements	Each part or feature of your game
Graphics	The way things look in your game, sprites and backgrounds
Gameplay	How fun and / or challenging your game is to play
Coding	The way you have programmed your game using script blocks
Critical Feedback	Advice to improve your game (which may be hard to hear)
Peer Evaluation	Having your class mates look at your game and give you feedback on how you can improve your game
Evaluation	A systematic determination of the merit, worth and significance of something, using agreed criteria.

Progression, Levels and the Broadcast Block

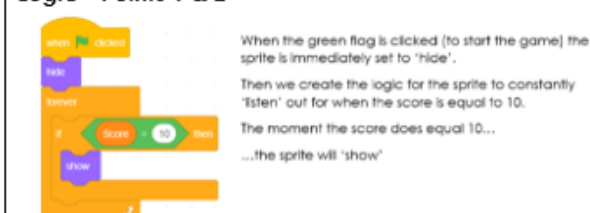
One way to progress to a new level in a game is to switch to a different background, when an end of level item, such as a key, is collected.

To do this, at least two backdrops would need to be created, along with an end of level item sprite.

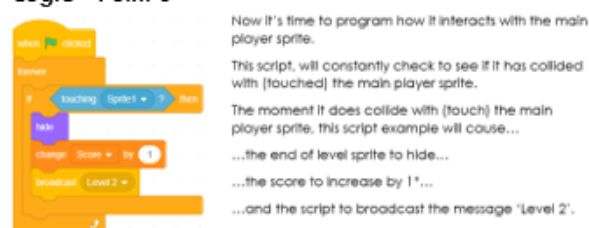
The logic that we need for this end of level sprite is for it to:

1. hide when the game begins
2. show when the we wish to progress to the next level, perhaps when a score (if a scoring system is programmed that is) reaches a particular number
3. hide and broadcast a message when touched by the main character sprite (so that the stage knows when to switch backgrounds)

Logic - Points 1 & 2



Logic - Point 3



Logic - Broadcasting to the Stage

This broadcast can be thought of as a person inside the program. They shout out a message to the rest of the program. Any scripts which begin "When I Receive 'that message'", will run when the broadcast is made. Here is an example of a block changing background when it receives a broadcast from another script.





KEYWORDS FOR MAKE

STL	STL is a type of file that 3D printers use. It tells the printer what shape to make
PLA	PLA is a type of plastic used in 3D printing. It is safe and easy to use.
CAM	means using computers to help make things. Machines follow computer instructions to cut or shape materials.
Cloud	The cloud is a place on the internet where you can save files. You can open them from any computer.
Browser	A browser is a program that lets you go on the internet. Chrome and Safari are examples.
CAD	CAD is when computers help design things. People use CAD to make models before building them.

YOUTUBE LINK



THE FOLLOWING
VIDEO SHOWS HOW
3D PRINTING WORKS.

WATCH TO UNDERSTAND HOW IT WORKS.

ONSHAPE.

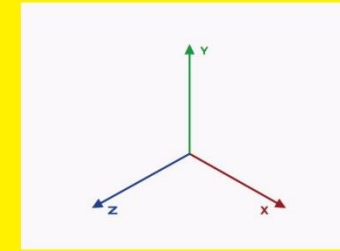
ONSHAPE IS A CLOUD-BASED CAD (COMPUTER-AIDED DESIGN) PROGRAM THAT ALLOWS STUDENTS AND PROFESSIONALS TO CREATE 3D MODELS FROM ANY DEVICE WITH INTERNET ACCESS. UNLIKE TRADITIONAL CAD SOFTWARE THAT NEEDS TO BE INSTALLED ON A COMPUTER, ONSHAPE RUNS ENTIRELY IN A WEB BROWSER.

THIS MEANS THERE'S NO NEED TO WORRY ABOUT SOFTWARE UPDATES OR SAVING FILES, MAKING IT EASY TO ACCESS AND USE FROM ANYWHERE.



WATCH THIS VIDEO TO SEE HOW ONSHAPE WORKS.

BE WARNED IT IS A BIT DRY, BUT THE VIDEO EXPLAINS THE BASICS OF USING ONSHAPE WHICH WILL BE DOING THIS TERM.



THE XYZ AXIS. THE 3D PRINTER, PRINTS IN THE XYZ AXIS.

In school we use Polylactic acid (PLA) is a bio-based thermoplastic polymer. It is derived from renewable, organic sources such as corn starch or sugar cane.

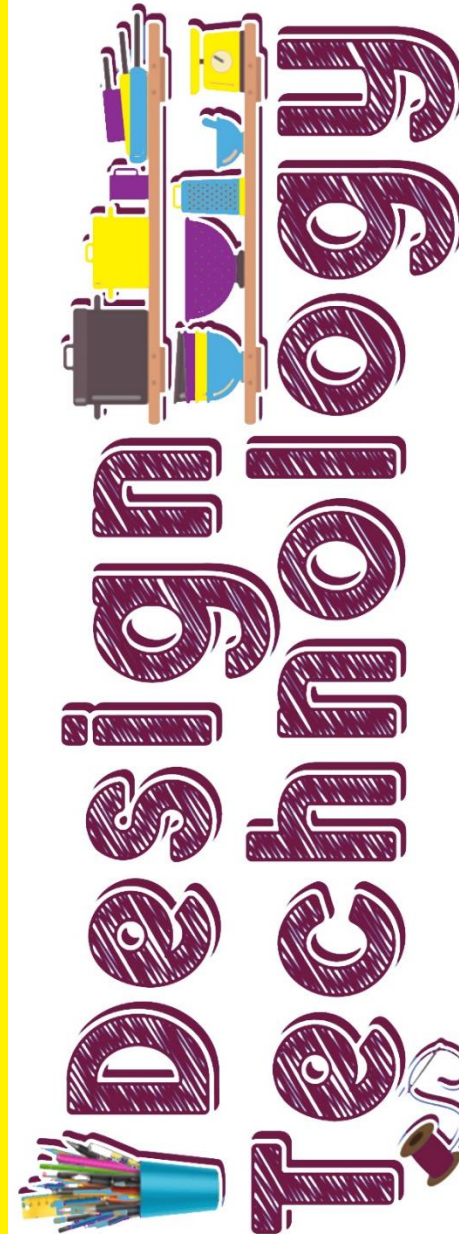
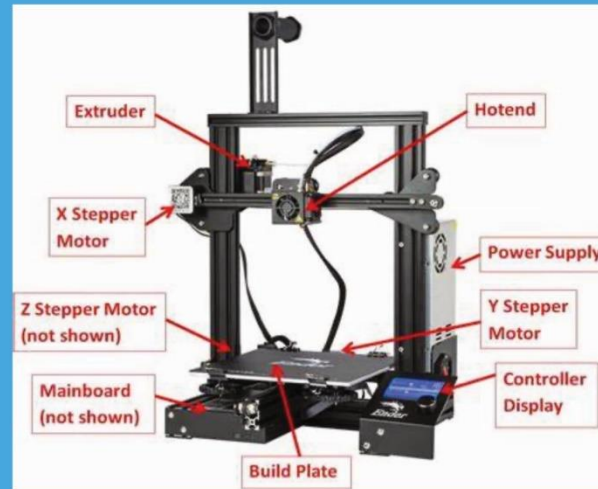
PLA is made by fermenting sugars in plant-derived materials to produce lactic acid, which is then condensed into a lactide and polymerized.

However you can't eat it.

ABS (acrylonitrile butadiene styrene) is a common filament used in 3D printing. It is especially valuable in strong plastic parts that must remain resilient in the face of temperature swings. ABS is one of the most commonly used and versatile materials available in 3D printing today. It is mainly used in FDM (fused deposition modeling) 3D printers. ABS is the most stable material among 3D printing materials

3D PRINTING

THE BASIC SET
UP OF A 3D
PRINTER.



Year 8 Drama – Term 3: Live Theatre Responses

Key terminology	Definition
Describe	means to give a detailed account of something.
Analyse	means to examine something in detail to explain and interpret it.
Interpretation	means the actor's version of a performance, how they have understood and conveyed the role.
Vocal skills	What an actor does with their voice, the different ways they deliver lines.
Physical skills	How an actor holds themselves and uses their body on the stage.
Use of space	How an actor uses the stage space, moves and interacts with other actors or the set.
Upstage	The top of the stage, furthest from the audience.
Downstage	The front of the stage, closest to the audience.
Centre Stage	In the middle of the stage.
Contemporary	means something which is of the current time, or present day.
Evaluation	Using the evidence to make a judgement on how effective something was.
Energy	is one way of describing what an actor brings to their role.
Foreshadowing	is a dramatic technique when the action on stage gives a warning or prediction about what is to come.
Theatre review	to inform the reader of the quality of a production, giving some production details and facts and also the personal opinion of the reviewer.



Year 8 Food – Term 3: Tasty savoury and sweet bakes

Sensory evaluation

When you eat food you are judging the following characteristics:

- appearance
- taste
- smell - aroma
- texture - mouthfeel (how a food product feels in the mouth).

Sensory descriptors are used to describe foods.

Appearance = colourful, golden, lumpy, shiny, slimy, risen, soggy.

Texture = chewy, crispy, crumbly, dry, gooey, greasy, sticky, tender.

Taste/smell = acidic, bitter, bland, creamy, fruity, meaty, salty, sour, tangy, undercooked.

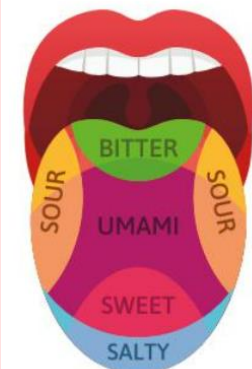
Scan the QR codes to watch a video about sensory evaluation and complete your homework quiz.



SCAN TO WATCH



SCAN FOR QUIZ



Key vocabulary	Definition
Appearance	How a food looks, including its colour. A burnt food does not look appetising.
Aroma	The smell of a food, it is easier to smell hot food than cold food.
Comparison	Part of sensory testing where foods are compared for their flavour.
Digestion	The parts of the body where food is broken down to provide nutrients.
Enzymes	Made from proteins they help us to digest our food.
Insulation	Fat is a macronutrient that helps keep us warm, this is known as insulation.
Rolling pin	Equipment used to flatten pastry and dough.
Sensory analysis	Testing food samples by tasting, touching and visual methods.
Sodium	A mineral that controls the amount of water in the body.
Taste	One of the senses, there are five different tastes (see diagram).

Dough

A **dough** is a mixture of dry ingredients (such as flour) and liquid (such as water) that is mixed, kneaded, shaped and then baked.

Pastry is a mixture of flour, fat, and liquid, which is made into a dough. The fat and flour is rubbed together and liquid added. **Shortcrust** pastry does not rise, so it is used as a case to hold other ingredients. For example, jam tarts and quiche are made using shortcrust pastry.

Macronutrients

Macronutrients are needed in large amounts by the body.

Protein

Is needed for growth, repair, energy, maintenance (enzymes, hormones, antibodies).

Some people need more protein than others - children, pregnant women.

Made from amino acids.

Some amino acids have to come from food as your body cannot make them.

Carbohydrate

Is needed for energy (should supply 50% of the energy for the day).

Three groups of carbohydrates are

- Starch
- Sugar
- Dietary fibre.

Fibre is essential for a healthy digestive system.

Fat

Is needed for warmth, energy, protection, and providing fat soluble vitamins.

Fats may be:

- animal fats - butter, lard, suet, cream, hard cheese.
- vegetable fats - sunflower oil, olive oil, rapeseed oil, nuts.

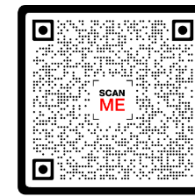
Reducing salt/fat/sugar

Too much salt can lead to high blood pressure, this can lead to a strain on the heart and kidneys, which will affect how efficiently they work.

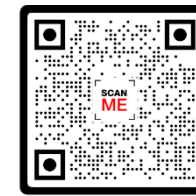
Too much fat can lead to weight gain, which can eventually lead to obesity. It can also lead to coronary heart disease and stroke.

Too much sugar can lead to weight gain and dental caries (tooth decay).

Scan the QR codes to watch a video about the Eatwell guide and foods high in fat, salt and sugar and complete your homework quiz.



SCAN TO WATCH









SCAN FOR QUIZ



St Cuthbert's Catholic High School
Live life in all its fullness

Rhythmic NotationKeywordsHistory

Note Symbol	Note Name	Note Value
	Minim	2 beats
	Semibreve	4 beats
	Crotchet	1 beat
	4 semiquavers	4 quarter beats (1 whole beat)
	Pair of quavers	2 half beats (one whole beat)
	Quaver	Half a beat

Bateria	A Portuguese and Spanish word meaning drum kit. It is the term used to refer to the set of drums used in Samba music.
Apito	A whistle. It is used by the leader to signal transitions. These transitions could include changes in timbre or rhythmic pattern.
Call and response	One person plays (or sings) a musical phrase which is then responded to by a group. They may copy the call or perform a different phrase, like a musical conversation.
Polyrhythm	The use of several rhythms performed simultaneously, often overlapping to create a thick, polyrhythmic texture.
Syncopation	A way of changing a rhythm by making some notes sound a bit early, often so that they cross over the main beat of the music, emphasising the weak or off beats.
Cyclic rhythm	A rhythm which is repeated over and over again.
Ostinato	A rhythm that is played over and over again. A repeated pattern.
Groove	The main ostinato that is heard most of the way through a piece of samba music.
Rest	A silent beat
Pulse	A regular beat that is felt throughout much music
Rhythm	A series of notes of different lengths that create a pattern. Usually fits with a regular beat or pulse

Samba originated in Brazil in the 1800s

It is important to know that a big part of Brazil's history was the Slave Trade and that Samba originated from the culture and traditions of the African slaves living and working in the Brazilian sugar plantations at the time

The Samba style includes many layered, often syncopated, rhythms played on many percussion instruments .

The music follows a series of signals from a lead player. The signals are often played on a whistle called the **apito**.

The other players then respond. As well as call and response, music may be played in **unison** and when all players are playing their individual **ostinatos**, this is called the groove.

Benefits of Exercise and Physical Activity

Physical Health	Emotional Health	Social Health
<p>Cardiovascular Fitness: your ability to exercise your whole body for long periods of time, sometimes called stamina or aerobic endurance</p> <p>Body Composition: the percentage of body weight that is muscle, bone or fat</p> <p>Muscular Strength: the amount of force a muscle can exert against a resistance</p> <p>Muscular Endurance: the ability to use voluntary muscles many times without getting tired</p> <p>Flexibility: the total range of motion possible at a joint.</p>	<p>Feeling Good: doing exercise produces serotonin, a 'feel good' chemical in the body</p> <p>Relieving Stress & Tension: provide a distraction from the problems of daily life</p> <p>Increasing Self Esteem & Confidence: overcoming a challenge in sport gives a sense of achievement</p> <p>Enjoyment: most people who exercise and play sport do so because they enjoy it</p> <p>Emotional/Psychological Challenge: challenging yourself can boost your confidence</p> <p>Aesthetic Appreciation: enjoying something because it is pleasing to look at</p>	<p>Cooperation: working in groups helps to improve teamwork and communication</p> <p>Developing Friendships & Social Mixing: you get to know more people, make new friends and develop lasting friendships</p> <p>Gaining a Good Attitude to Competing: to compete well in sport you need to have a strong sense of self; and learn to respect your opponent</p>

Health, Fitness and Wellbeing

Fitness: the ability to meet the demands of the environment

Wellbeing: being comfortable, healthy & happy so impacting on emotional/psychological health and happiness

Health: a complete state of physical, mental and social wellbeing, not merely the absence of disease or infirmity.



De vacaciones (On holiday)	
¿Adónde fuiste de vacaciones?	Where did you go on holiday?
el año pasado	last year
el verano pasado	last summer
Fui a...	I went to...
Escocia	Scotland
España	Spain
Francia	France
Gales	Wales
Grecia	Greece
Inglaterra	England
Irlanda	Ireland
Italia	Italy
¿Con quién fuiste?	Who did you go with?
Fui con...	I went with...
mis amigos/as	my friends
mi clase	my class
mi familia	my family
mis padres	my parents
¿Cómo fuiste?	How did you get there?
Fui/Fuimos en...	I/We went by...
autocar	coach
avión	plane
barco	boat/ferry
coche	car
tren	train
No fui de vacaciones	I didn't go on holiday

¿Cómo te fue? (How was it?)	
Fue divertido	It was fun/funny
Fue estupendo	It was brilliant
Fue fenomenal	It was fantastic
Fue flipante	It was awesome
Fue genial	It was great
Fue guay	It was cool
Fue regular	It was OK
Fue un desastre	It was a disaster
Fue horrible	It was horrible
Fue horroroso	It was terrible
Fue raro	It was weird
Me gustó	I liked (it)
Me encantó	I loved (it)
¿Por qué?	Why?
porque	because
Hizo buen tiempo	The weather was good
Comí algo malo y vomité	I ate something bad and vomited
Llovió	It rained
Perdí mi pasaporte/ mi móvil	I lost my passport/ my mobile

Exclamaciones (Exclamations)	
¡Qué bien!	How great!
¡Qué bonito!	How nice!
¡Qué divertido!	What fun!/ How funny!
¡Qué guay!	How cool!
¡Qué rico!	How delicious/ How tasty!
¡Qué suerte!	What luck/ How lucky!
¡Qué rollo!	How annoying!
¡Qué horror!	How dreadful!
¡Qué lástima!	What a shame!
¡Qué mal!	How bad!
¡Qué aburrido!	How boring!

¿Cuándo? (When?)	
luego	then
más tarde	later
después	afterwards
el primer día	(on) the first day
el último día	(on) the last day
otro día	another day
por la mañana	in the morning
por la tarde	in the afternoon

¿Qué hiciste? (What did you do?)	
¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?
Bailé	I danced
Compré una camiseta	I bought a T-shirt
Descansé en la playa	I relaxed on the beach
Mandé SMS	I sent texts
Monté en bicicleta	I rode my bike
Nadé en el mar	I swam in the sea
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Visité monumentos	I visited monuments
No nadé en el mar	I didn't swim in the sea
El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Conocí a un chico guapo	I met a good-looking boy
Conocí a una chica guapa	I met a good-looking girl
Escribí SMS	I wrote texts
Salí con mi hermano/a	I went out with my brother/sister
Vi un castillo interesante	I saw an interesting castle



Notes



Notes





St Cuthbert's Catholic High School

Live life in all its fullness