Art	Utopia	Year 8	Half Term 2

1 – Formal Elements Vocabulary

line: a mark made by a tool. Artists use them to show movement, outline shapes, or create patterns

shape: a flat, enclosed area. Shapes can be geometric or organic

tone: how light or dark something is. Artists use tone to show shading, depth, and form

colour: what we see when light reflects off objects. Colours can show emotion, create mood.

form: a 3D shape — something with height, width, and depth

space: the area around and within objects.

- Artists use space to show distance, perspective, and composition

2 – Key Vocabulary

texture: how something feels (or looks like it feels). It can be actual or visual (drawn to *look* rough, smooth, soft, or bumpy).

contrast: the difference between elements in an artwork — like light vs dark, big vs small, or smooth vs rough

detail: refers to the small, precise features in an artwork. Adding detail makes drawings more interesting and realistic

composition: how the objects, shapes, colours, and details are placed in an artwork

perspective: the way artists make a flat drawing look three-dimensional by showing depth and distance

3 – Theme-Related Vocabulary

utopia: a perfect imaginary place where everyone is happy, safe, and everything works well

distopia: an imaginary place where life is unpleasant

surrealism: an art style that combines dream-like and unusual ideas to create strange, imaginative images that would not normally happen in real life

dreamscape: an artwork or scene that looks like it comes from a dream, often featuring imaginative, magical, or unrealistic elements

subconscious: the part of your mind that stores thoughts, feelings, memories, and ideas that you are not always aware of, but which can influence your dreams and creativity

4 – Materials

water colour paint: a type of paint that is mixed with water to create transparent colours and soft effects.

graphite pencils: drawing pencils made with graphite that can create different shades from light grey to dark black

oil pastels: soft colouring sticks made from pigment and oil that produce bright, bold colours and can be blended together

chalk pastels: soft sticks of coloured chalk. They create smooth colours but can smudge easily.

English	The Gothic in Action- Frankenstein	Year 8	Half Term 2

1 – Form

exposition: the characters and setting are introduced and the tone is established

rising action: a series of events and obstacles increase tension and complicate the plot

climax: the highest point of tension which signals a turning point in the plot

falling action tension reduces after the climax; the story moves towards its conclusion

denouement: this is known as the resolution and is the conclusion where plot points are resolved

conflict: a clash between opposing forces including physical conflict and inner conflict

2 – Form

flashback: a narrative shift that interrupts the present timeline to depict an event that occurred in the past

motif: a recurring element, image, or phrase throughout a text that reinforces a core theme

3 – Context

prejudice: a rigid, preconceived opinion or bias directed against an individual or group, formed without just grounds or sufficient knowledge.

4 – Genre

playscript: a written blueprint of a play, consisting entirely of dialogue, stage directions, and character cues intended for performance.

French	Clothes	Year 8	Half Term 2

1 – Key Verb With je: I, il/elle: he/she, nous: we

Regular –er verb porter: to wear: je porte, il/elle porte, nous portons

Example sentences:

1. Je porte un pantalon. I wear trousers.
2. Nous portons une cravate. We wear a tie.
3. Il porte des baskets. He wears trainers.
4. Elle porte un pull, une jupe et des chaussures. She wears a jumper, a skirt and (some) shoes.

+ masculine nouns: un pantalon: trousers, un manteau: coat.

+ feminine nouns: une robe: dress, une chemise: shirt, une veste: jacket.

+ plural nouns: des chaussettes: socks, des bottes: boots.

2 – More Details for Clothes

Colours with no change for masculine and feminine: rouge: red, orange: orange, jaune: yellow, rose: pink, marron: brown.

Colours that add an –e: vert: green, bleu: blue, noir: black, gris: grey. These become verte, bleue, noire, grise.

Colours that change more: violet/violette: purple, blanc/blanche: white.

Remember to add an –s to all these for plural nouns e.g. des baskets.

Other adjectives for clothes:

long/longue: long, court/courte: short, large: baggy, serré/serrée: tight, rayé/ rayée: striped, à carreaux: checked.

e.g. Une robe rayée violette et blanche. A purple and white striped skirt.

3 – Saying What We Wear At Different Times

SENTENCE BUILDING:

1. Pour + infinitive verb e.g **Pour** aller au collège. **For** going to school.

Pour rester à la maison. **For** staying at home.

Pour jouer au foot. **For** playing football.

Pour faire de la randonnée. **For** doing hiking.

Negative sentence rules:
1. Put the ne and pas around the verb
2. Use "de" before the noun

2. Quand: when e.g **quand** il fait beau/il pleut/ il fait du soleil / il neige.

When it's nice weather / it's raining / it's sunny / it's snowing.

3. En: In e.g. **en** été / hiver / automne (**in** summer / winter / autumn) **BUT au** printemps (**in** spring).

+ je porte + clothes e.g. un short. or + je ne porte pas + de manteau.

4 – Likes and Dislikes With Reasons

Using the infinitive after J'aime / Je n'aime pas / J'adore / Je déteste: I like / I don't like / I love / I hate.

e.g. J'aime porter. I like to wear / wearing.

+ mon / ma / mes: my (masculine / feminine / plural).

+ clothing e.g. mon pantalon noir.

+ parce que c'est / car c'est: because it's.



joli, confortable, élégant, pratique, à la mode:

pretty, comfortable, elegant, practical, fashionable



affreux, gênant, démodé:

horrible, uncomfortable, unfashionable.

Geography	Population and Migration	Year 8	Half Term 2

1 – Key Vocabulary

population density: the number of people per km sq

sparsely populated: few people per km sq.

densely populated: many people per km sq.

birth rate: number of births per 1000

infant mortality: the number of babies that die before their first birthday per 1,000

death rate: the number of deaths per 1,000

life expectancy: the average age you are expected to live within a country

natural increase: the difference between the birth rate and death rate

2 – Population Pyramid

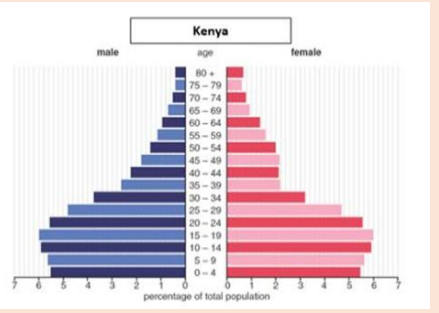
population pyramids: the population structure of the country they represent

There are 3 groups on a population pyramid:

1. Economically Active – 16-65 age group, working age and can provide taxes.

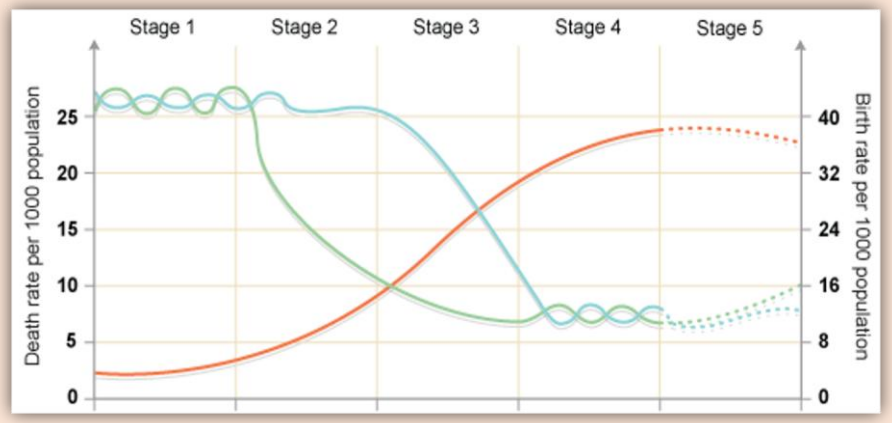
2. Young Dependents – 0-15 age group, do not work and do not pay taxes.

3. Elderly dependents – 65+, retired, so do not work and do not pay taxes.



3 – DTM

Demographic Transition Model: shows how the **population changes** within a country over **time.**



4 – Migration

push factor: a reason why someone would leave an area e.g. war

pull factor: a reason why someone would move to an area e.g. jobs

migration: the movement of people from one place to another

immigration: moving into a country or region to live

emigration: leaving a country or region to live somewhere else

migrant: a person who moves from one place to another

refugee: a person forced to leave their country

asylum seeker: someone who has applied for protection in another country

economic migration: migration for find better economic opportunities

History	Why Was the King of England Executed?	Year 8	Half Term 2

1 – Key Dates

1603 – James I becomes king.

1625 – Charles I becomes king.

1629-1640 – Charles I rules without Parliament (Personal Rule).

1642 – Start of the English Civil War.

1645 – Battle of Naseby: Parliament win this battle.

1649 – Charles I is executed (publicly killed).

1658 – Oliver Cromwell dies.

2 – Key Vocabulary

civil war: war between people in the same country

royalists: people that supported the King. They are also known as Cavaliers

parliamentarians: people that supported Parliament.

- They are also known as Roundheads.

'Divine Right: the belief that the king was chosen by God

cause: a reason why something happens

Catholic: someone who follows the old Christian religion.

- The Pope is the head of the Church.

Parliament: a group of people who help make rules and decisions for the country

3 – Causes of the English Civil War

- The King (Charles) believed in Divine Right. King Charles, I believed he should make decisions without Parliament.
- Charles needed money for wars, but Parliament did not want to give him more without having a say.
- The king married Henrietta Maria, a Catholic princess. People were worried England might become Catholic again.
- People in England had to pay high taxes (money) called forced loans.
- The King and Parliament stopped trusting each other and prepared for war.

4 – Key Individuals

- Charles was King of England from 1625-1649. He often argued with Parliament
- Oliver Cromwell was the man in charge of England after Charles. He helped Parliament win the civil war against King Charles.

royalists



parliamentarians



1 – Key Vocabulary

cell: where data is entered (intersection of row and column)

cell reference: identifies a cell (e.g., A1, B2)

formula: calculation starting with '=', e.g., =A1+B1

function: predefined formulas like =SUM(), =AVERAGE(), =MIN(), =MAX()

fill handle: tool to copy formulas or data across cells

merge cells: combines multiple cells into one

wrap text: makes long text visible within a cell

2 – Important Tools

bold /font size /colour: improves readability

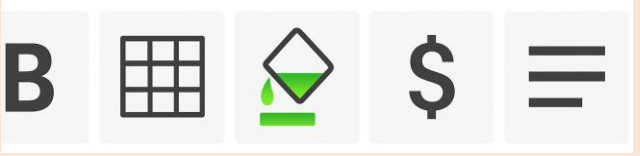
borders: Adds structure to tables

cell colour: highlights important data

currency format: displays numbers as money (e.g., £10.00)

text alignment: centres or aligns text in cells

column width: adjusts to fit content



3 – Charts & Date Visualisation

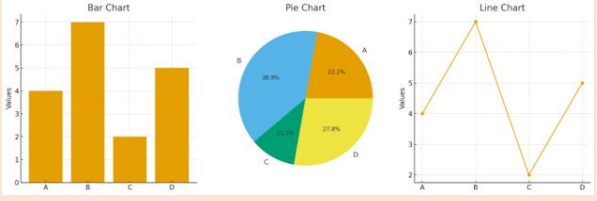
insert chart: use insert > chart > choose type

bar chart: compares quantities

pie chart: shows parts of a whol

line chart: shows trends over time.

chart elements: titles, axis labels, data labels



4 – Formulas & Functions

basic arithmetic: =a1+b1, =c3-a3

sum: =sum(a1:a5) – adds values

average: =average(b2:b6) – finds the mean

min / max: finds smallest/largest value

countif: counts cells that meet a condition

net profit: =revenue - costs

Maths	Number Fluency and Shape, Space and Measure Fluency	Year 8	Half Term 2

1 – Coordinates and Graphs

coordinate: a single point to mark on a graph how far along and how far up it is from the origin

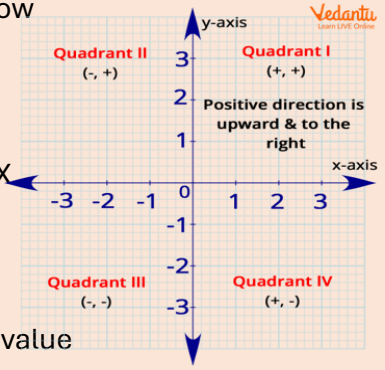
origin: the point (0,0)

plot: mark the point of the coordinate using an X

midpoint: halfway along

linear graph: forms a straight line

substitute: replace a variable with a numerical value



gradient: a measure of the slop of a line, it represents the rate of change

parallel: parallel lines never meet because they are always an equal distance apart

2 – Multiply and Divide Fractions



fraction: how many parts of a whole we have

equivalent: of equal value

whole: a number with no fractional or decimal part

convert: change into an equivalent representation

numerator: the top number, it represents how many parts are taken

denominator: the bottom number, it represents the total number of parts

mixed number: a number with an integer and a proper fraction

improper fraction: a fraction with a larger numerator than denominator

reciprocal: to get the reciprocal of a number, we divide 1 by the number

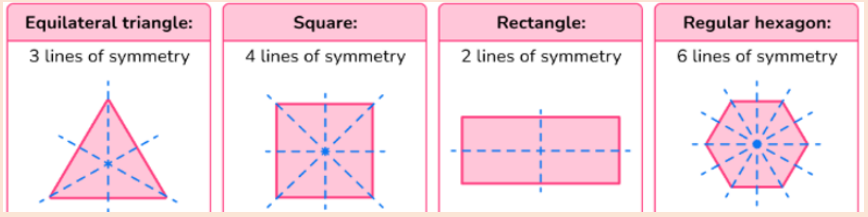
3 – Symmetry and Reflection

line of symmetry: the line that divides the object into its identical halves

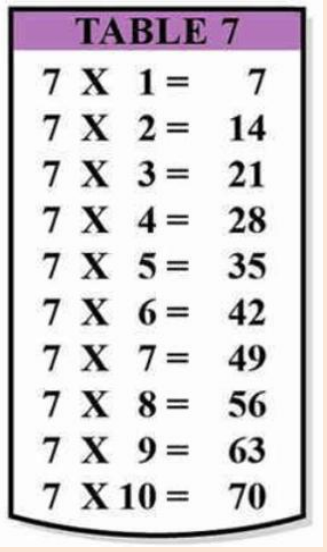
object: what we call the original shape

image: what we call the transformed shape

congruent: exactly the same shape, all sides and angles are the same



4 – 7 Times Table



P.E	Preparing for Sport/Physical Activity	Year 8	Half Term 2

1 – The Warm-Up

warm-up: a short routine of gentle exercises done before the main activity to prepare the body and mind

Key aims of a warm-up

- Raise the heart rate
- Increase body temperature
- Prevent injury
- Increase mental focus

2 – Phases of a Warm-Up

pulse raiser: an activity that gradually increases in intensity to increase the heart rate (

heart rate: the number of times your heart beats per minute)

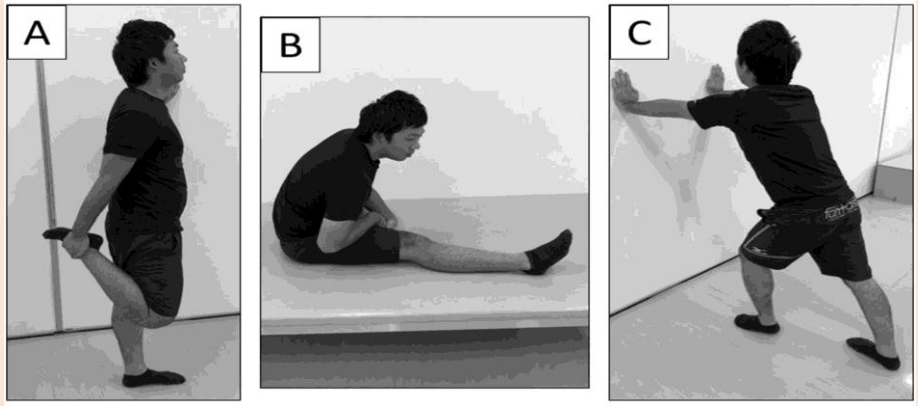
mobiliser: come after the pulse raiser and are done at a lower intensity.

- They take your joint through their full range of movement

preparation stretches: the aim of this phase is to stretch the muscles.

- There are two types of stretches: static meaning 'without movement' and dynamic meaning 'with movement'.

3 – Examples of Warm-Up Activities



pulse raisers: jogging, skipping, cycling, jumping jacks, high knees

mobilisers: arm and hip circles

static stretches: hamstring stretch, calf stretch, triceps stretch

dynamic stretches: lunges, high kicks, leg swings

4 – Leading a Warm-Up

- In order to lead a warm up you need to think about the following:
- Be confident and clear: instructions must be delivered with a loud commanding voice.
- Demonstrate: show the movements you want the group to copy.
- Positioning: stand in front where you can see everyone and they can see you.

Religious Studies	Islam/Buddhism	Year 8	Half Term 2

1 – The Five Pillars of Islam

Shahadah: the declaration of faith – belief that that there is 'no God but Allah and Muhammad is his messenger'

Salah: ritual prayer 5 times a day with specific requirements such as washing beforehand (wudu) and facing the direction of the Ka'ba

Zakat: almsgiving (charity) - Muslims who can afford to do so give 2.5 % of surplus wealth to the poor

Saum: Fasting during daylight hours in Ramadan (Muslims who are too young, old, ill, travelling, pregnant do not have to fast)

Hajj: Pilgrimage to Makkah once in a lifetime for people who are physically and financially able

2 – Features of a Mosque

Dome	Roof of the mosque. Symbolises the vastness of Allah's universe, helps air to circulate to keep the mosque cool, and amplifies the voice of the imam.
Minaret	Tower used by the Muezzin to call the Adhan (call to prayer)
Mihrab	Indent/alcove in the Qibla wall showing the direction of Makkah
Minbar	Platform used by the imam to give the sermon (Khutbah) at Jummah prayer on Friday.
Prayer Hall	The main area of the mosque where Muslims pray.
Ablution room	Wash area to perform wudu before prayer.

3 – The Life of the Buddha

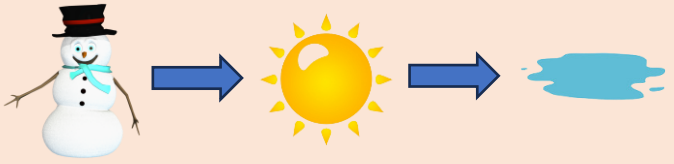
- The Buddha was born as a Hindu Prince called Siddhartha Gautama.
- Astrologer Asita predicted he would be a great ruler if he saw no suffering, or a holy man if he did see suffering.
- He was kept inside the palace for 28/29 years and had a life of luxury.
- He snuck out with and saw four sights: old age, sickness, death and a holy man.
- The holy man had nothing but looked happy, so Siddhartha left the palace, exchanged his clothes for rags and starved himself.
- He realised this did not make him happy so followed the middle path.
- He meditated until he reached enlightenment and became 'The Buddha'.

4 – The Three Universal Truths

anicca: everything changes, nothing stays the same

anatta: no permanent self - your body grows older; your mind develops and your personality changes

dukkha: suffering (being dissatisfied) caused by not accepting that things will not stay the same



Science	Organisms and Energy	Year 8	Half Term 2

1 – Respiration

respiration: a chemical reaction in which energy is released from glucose

aerobic: with oxygen

anaerobic: lack of oxygen

- the word equation for aerobic respiration is:

glucose + oxygen → carbon dioxide + water

- the word equation for anaerobic respiration is:

glucose → lactic acid

2 – Plants and Photosynthesis

photosynthesis: the reaction in which plants use light to make glucose (food)

mineral deficiency: when a plant lacks a certain mineral

- the word equation for photosynthesis is:

carbon dioxide + water $\xrightarrow{\text{sunlight}}$ glucose + oxygen

- there are 4 minerals a plant needs: nitrates, phosphates, potassium and magnesium
- there are 3 factors that can affect the rate of photosynthesis: light intensity, temperature and carbon dioxide levels

3 – Energy Transfer

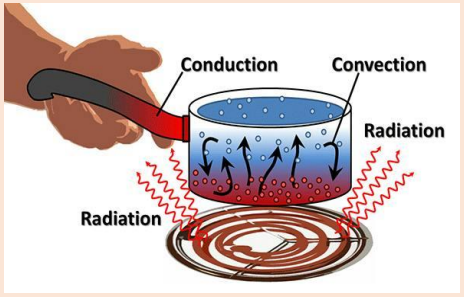
temperature: how hot or cold something is

conduction: transfer of thermal energy using vibrating particles of a solid

convection: transfer of thermal energy in a liquid or gas

radiation: the transfer of energy via waves

joules: the unit of energy



4 – Work Done

work done: the energy transferred when a force is used to move an object

- work done can be calculated using this equation:

work done = force × distance

- work done is measured in joules
- we can use a machine to make it easier to lift things up
- if we use a force multiplier, you generate a larger output force
- a lever is an example of a force multiplier

Spanish	Clothes	Year 8	Half Term 2

1 Llevar + Clothes

Vocabulary: clothes: la ropa, **una bufanda**: a scarf, **una camisa**: a shirt, **una camiseta**: a T-shirt, **una chaqueta**: a jacket, **una corbata**: a tie, **una falda**: a skirt, **un abrigo**: a coat, **un jersey**: a jumper, **un pantalón**: trousers, **un vestido**: a dress, **unos calcetines**: socks, **unos guantes**: gloves, **unos pantalones cortos**: shorts, **unos vaqueros**: jeans, **unos zapatos**: shoes, **unas botas**: boots, **unas zapatillas**: trainers, **un bolso**: a handbag, **una mochila**: a rucksack, **un uniforme**: a uniform.

Verb llevar: to wear, **llevo**: I wear, **llevas**: you wear, **lleva**: he/she wears, **llevamos**: we wear, **llevan**: they wear.

Negative verbs: no llevo: I do not wear, **no llevas**: you do not wear.

2 – Weather Conditions

Vocabulary: hace calor: it is hot, **hace frío**: it is cold, **hace sol**: it is sunny, **hace viento**: it is windy, **llueve**: it rains/is raining, **nieva**: it snows/is snowing, **está nublado**: it is cloudy, **está despejado**: it is clear, **hay niebla**: it is foggy, **hay tormenta**: there is a storm.

Weather structures: cuando está nublado: when it is cloudy, **cuando hace buen tiempo**: when the weather is good, **cuando hace mal tiempo**: when the weather is bad, **cuando llueve**: when it rains, **cuando nieva**: when it snows.

Sentence example: Cuando hace frío, llevo un abrigo, una bufanda y unos guantes. (When it is cold, I wear a coat, a scarf and gloves.)

3 – Near Future Tense + Clothing

Near future – llevar: to wear, **voy a llevar**: I am going to wear, **vas a llevar**: you are going to wear, **va a llevar**: he/she is going to wear, **vamos a llevar**: we are going to wear, **vais a llevar**: you are going to wear (plural), **van a llevar**: they are going to wear.

Future time phrases: mañana: tomorrow, **el fin de semana**: at the weekend, **la próxima semana**: next week, **más tarde**: later, **en las vacaciones**: during the holidays.

Time phrases: hoy: today, **por la mañana**: in the morning, **por la tarde**: in the afternoon, **por la noche**: at night, **en verano**: in summer, **en invierno**: in winter, **en primavera**: in spring, **en otoño**: in autumn.

4 – Preterite (Past tense)

Vocabulary: llevé: I wore, **llevaste**: you wore, **llevó**: he/she wore, **llevamos**: we wore, **llevaron**: they wore.

Past time phrases: ayer: yesterday, **anoche**: last night, **anteayer**: the day before yesterday, **el fin de semana pasado**: last weekend, **la semana pasada**: last week, **el año pasado**: last year.

Connectives: y: and, **pero**: but, **también**: also, **además**: furthermore/in addition, **porque**: because, **aunque**: although, **sin embargo**: however.

Sentence example: Ayer llevé una camiseta, unos pantalones cortos y unas zapatillas porque hizo calor. (Yesterday I wore a T-shirt, shorts and trainers because it was hot.)

Life Skills	Relationships	Year 8	Haf Term 2

1 – Healthy Friendships + Managing Conflict

peer pressure: influencing a peer or friend to do something they don't want to do

bullying: unwanted aggressive and repeated behaviour

- Healthy friendships are built on mutual respect (a British Value!), trust, honesty and kindness.
- Good friends listen and respect different opinions and boundaries; a friend should never **peer pressure** you.
- People with disabilities may be more likely to experience **peer pressure** – 'disability' is a Protected Characteristic. You should actively support friends with disabilities.
- Conflict happens in all friendships; it is normal, but this can be managed healthily.
- For example, talking calmly, listening, talking things through and finding an compromise.
- A healthy friendship would not involve signs of **bullying** can be in-person and/or online (cyberbullying).

2 – Identifying Safe + Unsafe Relationships

consent: giving your permission for something

- Positive relationships are based on love, care, respect, trust, and good communication.
- Safe, healthy relationships make you feel valued.
- In a safe relationship you should feel able to express yourself and have disagreements without any fear.
- A safe relationship would never ask you to do something that makes you feel uncomfortable or without your **consent.**
- An unsafe relationship might make you feel frightened, pressured, controlled or unable to be yourself.
- If you feel you have an unsafe relationship, you should tell a trusted adult e.g. parent, teacher, family friend. It is not your fault if you're in an unsafe relationship.

3 – Forced Marriage

consent: giving your permission for something

forced marriage: when someone is made to marry someone without consent

- **Forced marriage** is illegal; it is a criminal offence to force someone to marry – it carries a sentence of 7 years in prison.
- In England and Wales, the legal age for marriage is 18 years' old; it is no longer legal for a 16- or 17-year-old to marry, even with parents' permission.
- Everyone has the right to choose whether, when and whom they marry.
- Pressure to marry can include: threats, emotional pressure, intimidation, isolation from friends or being told that refusing will bring shame on the family.
- 'Arranged' marriage and 'forced' marriage are different; in an arranged marriage, both people have **consented.**

4 – British Values + Protected Characteristics

values: the moral principles, standards, or core beliefs of a group

characteristics: the traits, qualities, or features of someone

In Britain, we have 5 **Values:**

- Democracy – the right to be represented
- Individual Liberty – the right to freedoms
- Mutual Respect – behaving politely towards each other
- Rule of Law – the rules of the country
- Tolerance – acceptance and support

The Equality Act 2010 protects the following nine **characteristics:** Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation.