Year 8
Venture Vitals

Name: ....

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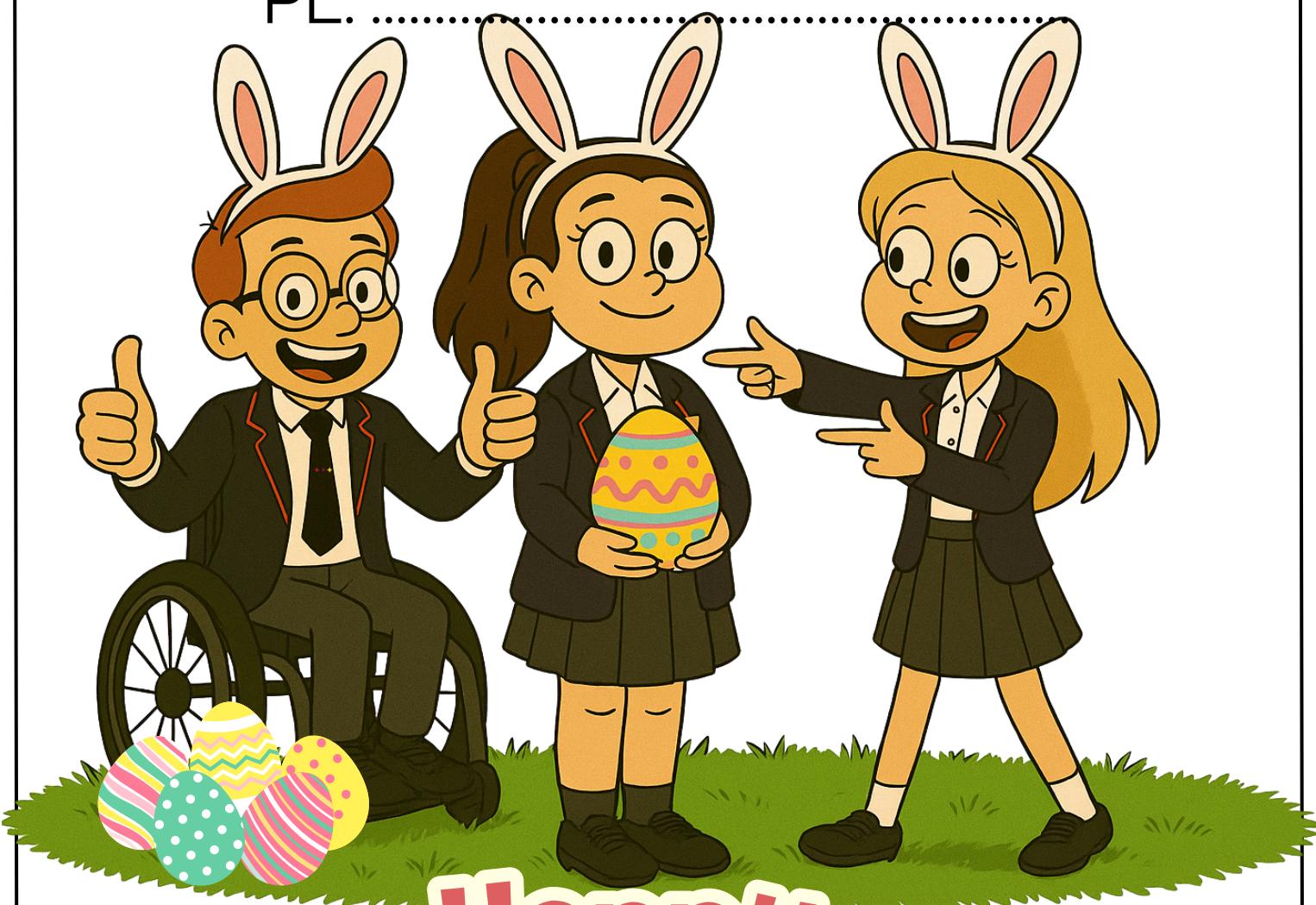
Happy EASTER!

The Book of Knowledge
Spring Term 2

Contents

STUDENT INTRODUCTION

Welcome to your 'Venture Vitals: The Book of Knowledge'. During your time at Venture, you will become subject experts in your subjects. It is up to you and your amazing brains to use your Venture Vitals to recall core knowledge that make you the experts!

This crucial book will train and help develop your ability to use proven practises which can be used to retain core subject knowledge. At Venture, we encourage you to become an independent learner and take ownership of your learning in and outside the academy. This is why your teachers have created 'Venture Vitals: The Book of Knowledge'. This book contains the Knowledge Organisers for all your subjects and has been updated for the term. We have also included some intriguing reading for each subject that we hope will help develop your love for each subject even further.

Venture's teachers will continue to provide opportunities in lessons for you to recall, understand and apply the information from your Knowledge Organisers. To help ensure this knowledge travels and remains in your Long-Term Memory, you need to revisit it as part of your independent study and Extended Learning.

PARENT INTRODUCTION

Welcome to your child's edition 'Venture Vitals: The Book of Knowledge', the essential tool to help Venture students to be independent and progress in their learning. This learning resource contains core knowledge expertly chosen by our subject specialists at Ormiston Venture Academy. This knowledge is represented in the form of Knowledge Organisers (KOs).

A Knowledge Organiser contains the 'core' knowledge of a topic and provides a solid foundation for future learning. At Venture we have chunked and structured this information so that it is easily digestible for students and more manageable to engage with during independent study. We have included guidance on some strategies students can use to engage with their Knowledge Organiser, and we hope you will also find this guidance useful when assisting with your child's independent learning.

Please do support and encourage your child to regularly engage with these resources and strategies; they really will help them to secure a robust core knowledge which will make future learning in and across topics more secure.

Your teachers have selected some fascinating extra reading for you. The image on the left identifies a further reading page. This material is for pleasure and there is no need to learn it. Enjoy!

Scan the QR codes with your device to watch videos or visit useful websites. This code will take you to a digital copy of all your Venture Vitals which you can download.

Forgetting Curve
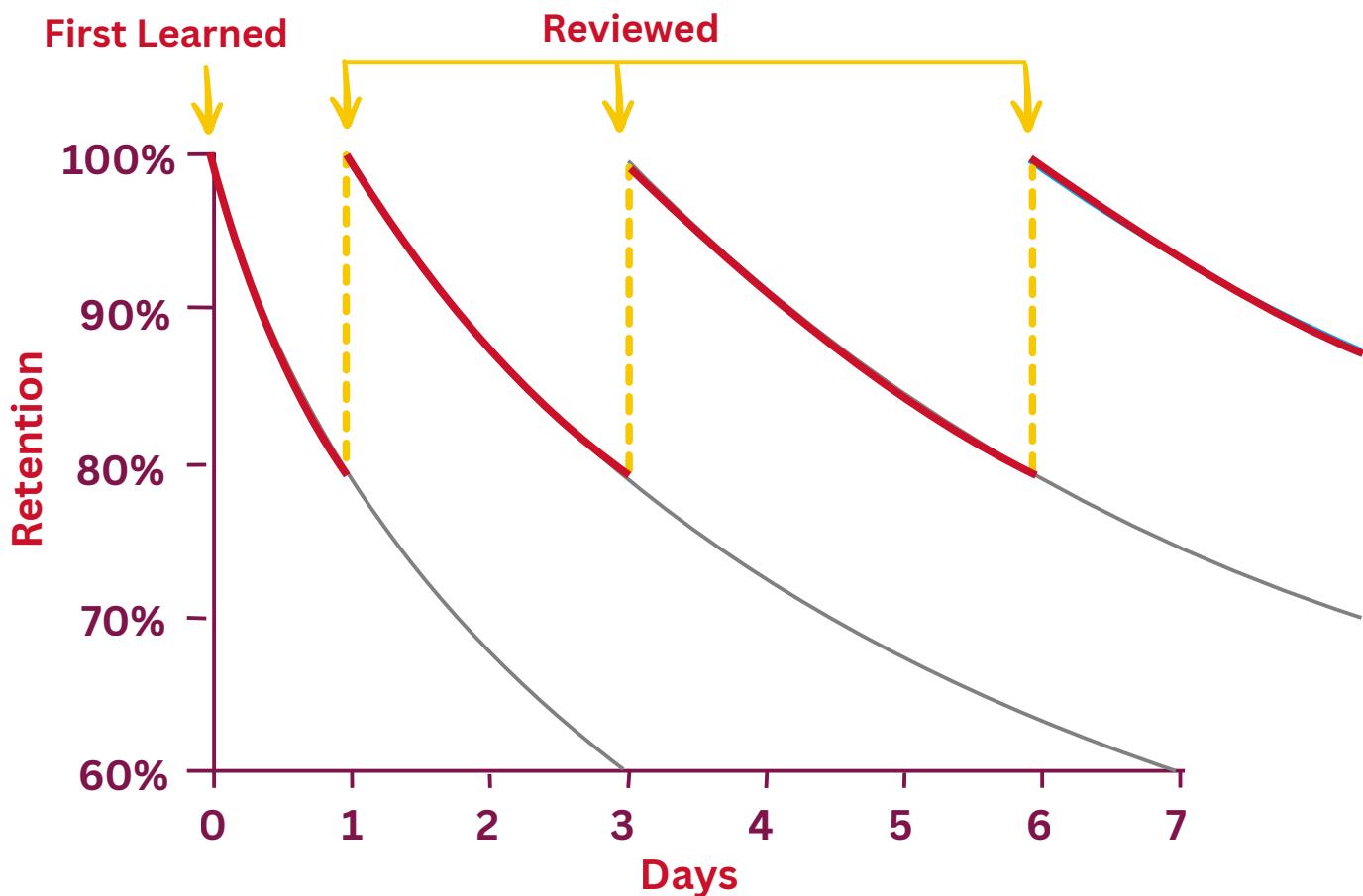
The Forgetting Curve was originally created by a German psychologist. Hermann Ebbinghaus who tested memory over various periods of time and summarised this data in the form of a graph.

The Forgetting Curve shows how information is lost over time when there is no attempt to retain it. For example, the graph shows that people who do not revisit knowledge within the first 3 days will forget 40% of what they learned. If students do not regularly recall knowledge, then they will simply not remember it; however, students who engage with knowledge often will be able to quickly recall a larger amount of information.

At Venture, teachers use retrieval practices (recalling past information) regularly in lessons to retain past knowledge. This, however, can be vastly improved by regular recall and engagement with learning at home. In the longer term, this will make exams less stressful because you will not be using all your 'working memory' to recall knowledge, allowing you to use it for problem solving instead.

Please do not feel that 'forgetting' information is negative, think of it as an opportunity to remember instead.

The following pages will suggest proven retrieval practises to help improve memory.

Collective Memory

30 seconds observe → 60 seconds recreate → Repeat

Collective Memory is a strategy that is often used in a variety of lessons at Venture. This can be an effective memory recall strategy to engage with you KO (Knowledge Organiser). The purpose of this strategy is to recreate a section of your KO by learning the section and recreating the segment from memory.

- You will need a blank template of your KO or a blank piece of paper (also remember your pen).

- Memorise a section of your KO for around 30 seconds. Plan which part of the section to focus on first, this will make recall easier later. Do not write anything down at this point.

- After 30 seconds cover up or turn over your KO, pick up your pen and recreate the section from memory. You have 1 minute.

- Repeat steps 2 and 4 until you have successfully recreated the section.

This widget is brilliant for learning the core knowledge and improves the speed of your recall ability. It is tricky at first but with practise, it can become a vital strategy for your learning.

SCAN ME

WANT TO FIND OUT MORE SCAN HERE!

Flash Cards

Question

Maths: Algebra

Expand the bracket
3 (x + 1)

3 (x + 1)

x	1
x	1
x	1

Answer

Multiply out this bracket. Multiply 3 by x and then multiply 3 by 1.

The answer is

<u>3x + 3</u>

Flash cards are excellent for personalised independent learning. Flash cards can be used in many different revision recall techniques (such as low stakes testing and the Leitner system). An effective flash card should be easy to recall, visually stimulating and be concise with a question on the front and answer on the back of the card.

- Collect a sheet of card and cut into smaller rectangle shapes. (alternatively, ask for pre-cut flash cards from your teacher)

- Write a clear topic with a title on the front. An image associated with the topic can be very helpful and promote easier recall of knowledge.

- Create a question based on the topic onto the front of the flash card, use your KO to help create a question.

- Turn the flash card over and write a model answer for the question (this can be checked with your KO).

Do not write multiple questions or answers onto one card. This makes recall more difficult and can form misconceptions. The flash card can then be incorporated into proven recall systems such as the Leitner system.

SCAN ME

WANT TO FIND OUT MORE SCAN HERE!
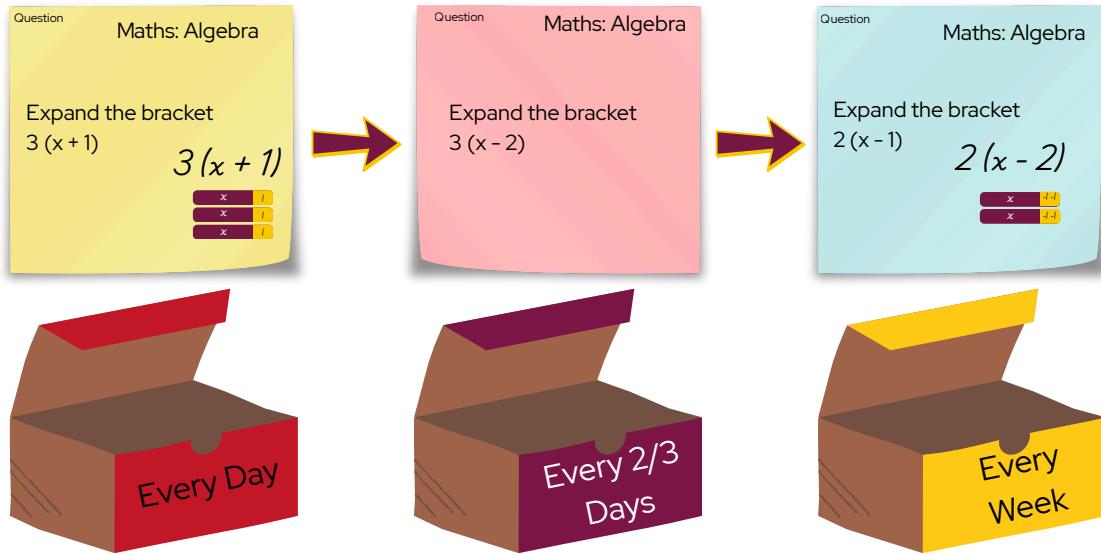
Leitner System

The Leitner system is a fantastic tool for testing and memorising facts. The system spaces out recall over 5 days and makes retrieval of information easier.

First of all, you will need 3 small boxes (3 envelopes can also be used) These will be used to store your flash cards. Label one box 'Box 1: Everyday', then label the second box 'Box 2: Every 2/3 days'. Then label the third box 'Box 3: Every 5 days'.

Here's how it works:

Day 1:
Review box 1: Put all your flash cards in Box 1 and review the flash cards (attempt to answer the questions). If you get the card correct, move it to box 2. If you get it wrong, it stays in box 1.

Day 2/3:
Review box 1
Review box 2. If you get a card right, move it up to box 3. If you get it wrong, move it back to box 1.

Day 5:
Review box 1
Review box 2. If you get a card right, move it up to box 3. If you get it wrong, move it back to box 1.
Review box 3. If you get a card right, keep it in the box. If you get it wrong, move it back to box 1.

Repeat the 5-day cycle regularly by adding new flash cards and recalling vital core knowledge. When box 3 becomes full of flash cards, take some out of the box and introduce back to box 1 at a later date. Remember the ability to recall is improved by allowing yourself to forget information.

SCAN ME

WANT TO FIND OUT MORE SCAN HERE!

Mind Dump

Eva Smith
• Member of the working class
• Unseen character in the play – only talked about
• Her death is the focus
• Each member of the family affect her in some way.

Step 1) 60 seconds
Start a timer, write all you can about the topic in 60 seconds.

Priestley uses Eva as a representation of the oppressed in society. She is used as a vehicle to promote his socialist views.

Each member of the family impact her to show the way that the higher classes have power over the working class. Priestley was highlighting the flaws of Capitalism.

Step 2) 90 seconds
Read the information from the first box, now elaborate on that information within 90 seconds.

Literary Criticism from KO
Marxist – The cause of Eva's downfall is the fact she is a member of the proletariat (working class). This prevents her from escaping poverty.
Feminism – Eva is a victim of her own gender and this is the cause of her downfall. She is objectified and treated as disposable because she is a woman.

Step 3) Peak and add
Compare the first two boxes to your revision resource and add anything you missed in the box above.

A useful way to first self-assess your current knowledge of a topic is mind dump. A mind dump unleashes all your knowledge onto a blank piece of paper. Just follow these easy steps.

- Using a blank sheet of paper, write down or draw images that are associated with everything you can recall about the topic in 60 seconds.

- Read the information you have written, now elaborate on that information for a further 90 seconds.

- Use your KO to add any information you have missed after the mind dump.

This strategy should give you a realistic understanding of your current topic knowledge. This knowledge can be improved by engaging with your KO on a regular basis.

Look → Say → Cover → Write → Check

"Parting is Such Sweet Sorrow." – Juliet

A classic method to learn knowledge and key vocabulary. Look, say, cover, write and check does exactly what it says on the tin.

- Look at the keyword or fact on your KO. Say the information out loud.

- Cover it over with a blank piece of paper or your hand. Visualise the knowledge or verbally repeat it for 20 seconds.

- Write the spelling or fact onto a piece of paper.

- Uncover the spelling or fact to check if it is correct.

- Attempt different facts or spellings, repeat a minimum of 2 times (add challenge by changing the sequence you test yourself).

Memory Clock

Students can often engage in bad revision habits. The memory clock is a revision model which helps ensure time is distributed effectively and spent on beneficial recall activities.

Clock

- 0
- **Redraft**
- **Read Examiner** Reports
- **Read Mark** Schemes
- 45
- **Recreate exam** Conditions
- **Set a time limit**
- 30
- **Plan topic**
- **Space**
- **Elaborate**
- 15
- **Low stake test** (knowledge)
- **Practise answers** or retrieval task

Check | **Review** | **Practise**

Check
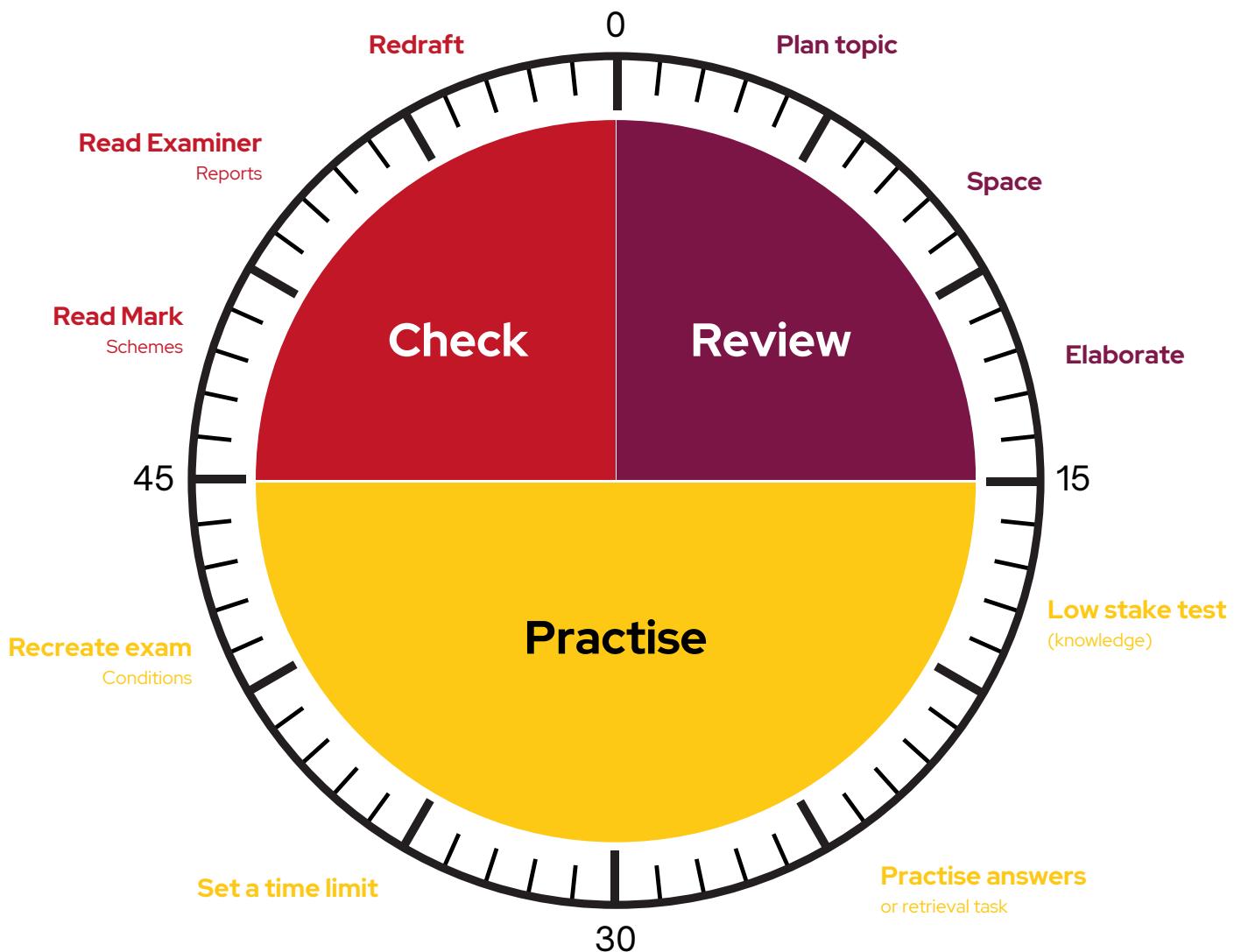
The first section of the memory clock is 'review'. The review section is where you should plan a time frame and topic for a session. First, complete a mind dump and then use your KO as a visual cue to recall core knowledge. This should be done for ¼ of your planned revision time.

Review

The second section is 'practise'. This section is the most important as you need to test your knowledge. Attempt questions from flash cards, past exam questions or online quizzes to assess your knowledge. This should be done for ½ of your planned revision time.

Practise

The third section of the clock is 'check'. This section is where you can gain feedback on your topic understanding. Use your KO, exam mark scheme, GCSE Pod or other videos to check your answers. Focus on what you need to improve, and this can be one of the features of your next revision session. This should take the last ¼ of your revision time.

Short Stories – Year 8 Spring 2 Knowledge Organiser

Language: Language analysis explores how writers use word choices to create meaning and mood. In *The Selfish Giant*, Oscar Wilde uses gentle language to present the garden as peaceful and safe. When the Giant becomes selfish, colder language is used to reflect emotional and moral change.

Structure: Structure refers to how a story is organised to shape the reader's response. In *Lamb to the Slaughter*, Roald Dahl begins calmly before shocking the reader with sudden violence. The ironic ending, where the weapon is eaten, creates tension and dark humour.

Writer's Intentions: Writer's intentions focus on what ideas are presented and why. In *The Sniper*, Liam O'Flaherty presents the violence and futility of war through sudden, brutal events. His intention is to show how war destroys humanity and turns people, even family members, into enemies.

Each story will include these five key elements:
1. **Character** – Who is the story about?
2. **Setting** – Where and when does it happen?
3. **Plot** – What happens?
4. **Conflict** – What problem or challenge is faced?
5. **Theme** – What deeper message or idea is explored?
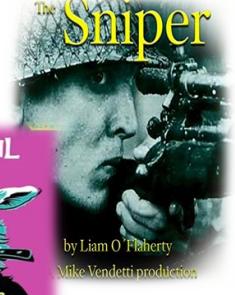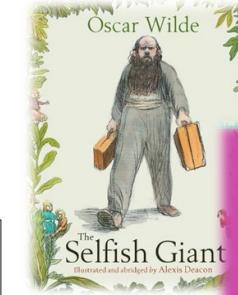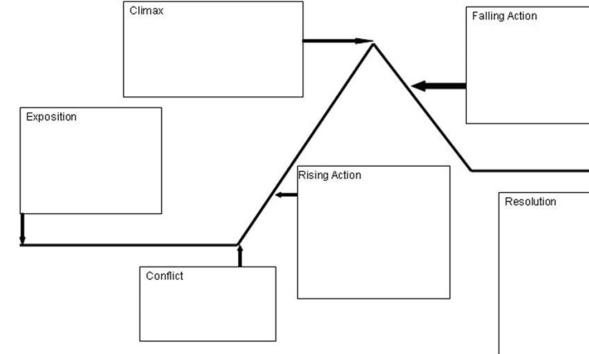
Core Knowledge for Short Stories

Twist Ending
A revelation of crucial information that radically changes the reader's understanding of the story.

Economy of Language
Using only the words necessary to create a strong effect.

Foreshadowing
A literary device where authors hint at a future plot development to come.

Juxtaposition
When two words are placed closed together to show contrast or to highlight their differences

In Media Res
A Latin term meaning 'into the midst of things'. It describes when a story starts in the middle of action.

LITERACY
Spring Term 2

Spellings

Look → Say → Cover → Write → Check

"Parting is Such Sweet Sorrow" - Juliet

Set 1 – 'i' before 'e' except after 'c':

Green:	Pink:
1.Grief	1.Deceit
2.Ceiling	2.Receipt
3.Brief	3.Perceive
4.Receive	4.Yielding
5.Achieve	5.Achievement
6.Friend	6.Conceited
7.Retrieve	7.Tiered
8.Niece	8.Misconceive
9.Mischief	9.Inconceivable
10.Gradient	10. Gradient

Set 2 – Dropping the 'e' when adding a vowel suffix

Green:	Pink:
1.Changing	1.Oxidisation
2.Using	2.Transportation
3.Sensible	3.Decomposing
4.Wholly	4.Whistling
5.Excitable	5.Availability
6.Hoping	6.Recyclable
7.Closure	7.Activity
8.Famous	8.Concentration
9.Shaving	9.Saturation
10.Colonisation	10.Colonisation

First Learned   Reviewed

Retention (graph showing 100%, 90%, 80%, 70%, 60% over Days 0–7)

Remember, reviewing your spellings will improve your retention of them!

Annotate the words of the week as we explore them together in PL! Challenge yourself to use them in your work across the academy.

Word of the Week
HAPPY EASTER

Subject Spotlight ← **Gradient (Gra-di-ent)** → Definition

Antonyms

Synonyms

Morpheme

Neutral (Neu-tral)

Fluency (Flu-en-cy)

Colonisation (Col-on-i-sa-tion)

Ecosystem (E-co-sys-tem)

Deadly Sins of SPaG

Each term we will consider some grammar rules that – if not used correctly – can _**kill**_ **your meaning and understanding!** This term we will look at the correct use of **colons**:

Colons often **introduce an explanation.** The phrase that comes after the colon usually **explains or expands on what came before it**. It is also **used before a list**, quotation, answer or to provide contrast. For example:
'Life is like a box of chocolates: you never know what you're gonna get.' The phrase that follows the colon <u>explains</u> why life is like a box of chocolates.
'I love watching films after school: comedies are my favourite.' The phrase that follows the colon here <u>expands</u> on what the person loves about watching films.
'Tom hated his mum's cooking: soggy sprouts, smelly cabbage and lumpy potatoes.' A colon is used to <u>introduce a list</u> of things that Tom's mum cooks that he doesn't like.

Deadly Sins of SPaG Spotlight

It's important that you use colons correctly following our 'Deadly Sins of SPaG' rule. Each week, correct the sinful grammar mistake at the end of your spelling test.

1.   I love holidaying in Italy it's beautiful and it has delicious food!

2. The following students have won a prize Stephanie, George and Josh.

Spring 2 Year 8 Maths
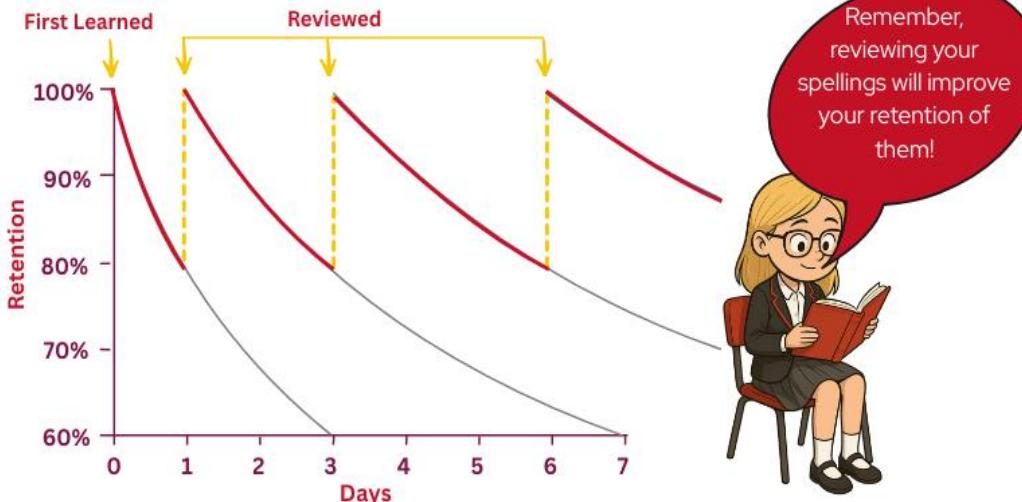
Volume of a Prism

Corbettmaths

Volume = Cross-Sectional Area x Length

Area of the Cross-Section

$= \frac{1}{2}$ base x height

$= \frac{1}{2}$ (10) x 8

$= 40 \text{cm}^2$
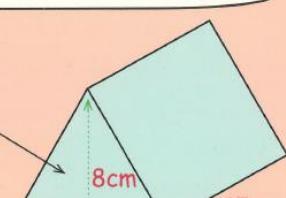
Volume = Cross-Sectional Area x Length

$= 40 \times 15$

$= 600 \text{cm}^3$

8cm

15cm

10cm

Video   Exam Questions   Answers

Percentage Change

Corbettmaths

Percentage change $= \dfrac{\text{Change}}{\text{Original}} \times 100$

A car was bought for £4000 and two years later was sold for £3500.
Calculate the percentage decrease in the value of the car

$\dfrac{500}{4000} \times 100$ ← As the value decreased by £500

Terms the question may ask for:
Percentage increase
Percentage decrease
Percentage profit
Percentage loss

0.125×100

12.5%

Video   Exam Questions   Answers

Compound Interest

Corbettmaths

Initial x Multiplier$^{\text{Time}}$

James invested £8000 in the bank for 3 years.
It earns compound interest of 5% per year.
Calculate the total amount James has in the
bank at the end of the 3 years

The money was invested for 3 years

$8000 \times 1.05^{3} = £9261$

Initial amount invested

The multiplier for a 5% increase is 1.05

Video   Exam Questions   Answers

Circumference

Corbettmaths

Circumference = π x diameter

Circumference = $\pi \times$ d

$= \pi \times 14$

$= 43.98 \text{cm}$

Always include the correct units
e.g. cm, m, mm etc

14cm

If asked to give the answer in terms of π it would be 14π cm

You can double the radius to find the diameter

Circumference = $\pi \times$ d

$= \pi \times 10$

$= 31.42 \text{cm}$

Since the radius is 5cm,
the diameter is 10cm

5cm

If asked to give the answer in terms of π it would be 10π cm

Video   Exam Questions   Answers

Parts of the Circle

Corbettmaths
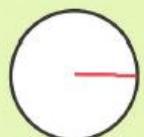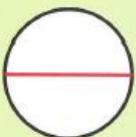
Radius	Diameter	Circumference	Chord
Arc	Tangent	Sector	Segment
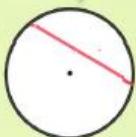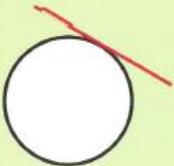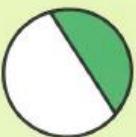
Area of a Circle
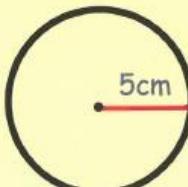
Corbettmaths

$$\text{Area} = \pi r^2$$

Area $= \pi r^2$

$= \pi \times 5^2$ ← Always square the radius before multiplying by π

$= \pi \times 25$

$= 78.54 \text{cm}^2$ ← Always include the correct units e.g. cm^2, m^2, mm^2 etc

5cm
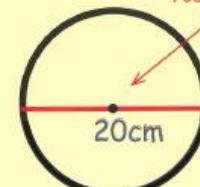
If asked to give the answer in terms of π it would be $25\pi \, cm^2$

You can halve the diameter to find the radius

Area $= \pi r^2$

$= \pi \times 10^2$ ← Since the diameter is 20cm, the radius is 10cm

$= \pi \times 100$

$= 314.16 \text{cm}^2$

20cm

If asked to give the answer in terms of π it would be $100\pi \, cm^2$

Corbettmaths

Parts of the Circle

Card 17

Foundation

Notes:

Video

Exam Questions

Answers

Corbettmaths

Area of a Circle

Card 19

Foundation

Notes:

Video

Exam Questions

Answers

Expanding Brackets

To expand a bracket, multiply the terms inside the bracket by the term outside.

Expand $5(w + 3)$

this means 5 "lots of" w + 3

$= 5w + 15$

5 times w = 5w
5 times 3 = 15

Expand $x(x - 4)$

$= x^2 - 4x$

x times x = x²
x times -4 = -4x

Collecting Like Terms

Simplify $5c - 9d - 3c + d$

Find the "like terms"

$5c$ $- 9d$ $- 3c$ $+ d$

Now simplify (or collect) the like terms

$5c$ $- 3c$ $= 2c$

$- 9d$ $+ d$ $= -8d$

Write the answer

$2c - 8d$

Bacteria
- Type: Prokaryotic cell
- Size: 1 micrometre (10^{-6} m)
- **Reproduce rapidly** in the body
- Produce **toxins** that damage tissues and cause illness.

Fungi
- Type: Eukaryotic cell
- Size: 20 micrometres (2×10^{-5} m)
- Prefer cooler temperatures
- Mainly infect plants and cold-blooded animals. Sometimes cause disease in humans.

Pathogens are microorganisms that cause infectious disease.

They are spread by:
1. Direct contact
2. Water
3. Air

Viruses
- Type: **Not cells**. Genetic material in a protein coat.
- Size: 120 nanometres (1.2×10^{-7} m)
- **Reproduce inside other cells**. Cause damage and illness by bursting out.

Protists
- Type: Eukaryotic cell
- Size: 20 micrometres (2×10^{-5} m)
- The protist group is for all eukaryotic cells that are not plants, animals or fungi.

	Name	Symptoms	Spread / Prevention	Treatment
Bacteria	Salmonella	Fever. Abdominal cramps. Vomiting. Diarrhoea.	Undercooking meat or preparing food in unhygienic conditions.	Antibiotics available but not usually used.
Bacteria	Gonorrhoea	Thick yellow-green discharge from vagina or penis. Pain when urinating.	Unprotected Sexual intercourse.	Antibiotics, but many strains now resistant.
Virus	Measles	Fever and red skin rash. Can be fatal.	Inhaling mucus droplets.	Vaccination. No cure.
Virus	HIV	Flu-like symptoms. Damage to the immune system.	Unprotected sexual intercourse. Exchanging bodily fluids, e.g. blood.	No cure. Antiretroviral drugs for symptoms.

	Name	Symptoms	Spread / Prevention	Treatment
Protist	Malaria	Fever. Can be fatal.	Mosquito bites. Bed nets prevent mosquitos from biting. Prevent mosquitos from breeding.	Antimalarial drugs kill pathogens in the blood.

Plant diseases damage chlorophyll-containing cells, preventing the plant from performing photosynthesis. This stunts the plants growth.

	Name	Symptoms	Spread / Prevention	Treatment
Fungus	Rose Black Spot	Discoloured leaves.	Spread on water droplets or wind.	Antifungal medication.
Virus	Tobacco mosaic virus	Discoloured leaves.	Prevent spread using good field hygiene: plant crops a suitable distance apart. Control pests.	Destroy affected plants.

The immune system
White blood cells can defend the body against disease by:
- **Phagocytosis** – engulfing the pathogen to kill it
- **Producing antibodies** – molecules that kill pathogens
- **Producing antitoxins** – molecules that neutralise bacterial toxins
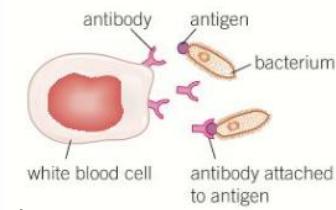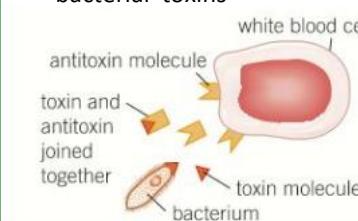
Vaccination
- Small quantities of **dead or inactive** pathogen are introduced to the body.
- These stimulate the white blood cells to produce antibodies against the infection.
- If a live pathogen enters the body then the white blood cells can **rapidly produce antibodies**, preventing the disease from occurring.

1 Rock cycle
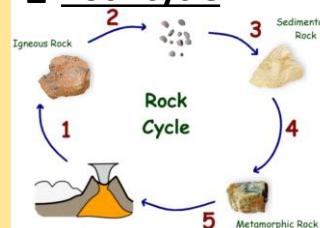
Rock Type	Formation and properties
Igneous	Formed from cooled molten rock, contains large crystals if cooled slowly and small crystals if cooled quickly. This rock is associated with volcanoes
Sedimentary	Forms on seabed from broken down pieces of other rock types. Contains layers and is typically where fossils are found.
Metamorphic	This rock is formed when igneous or sedimentary rocks are exposed to high heat and high pressure. This rock is warped in image.

There are 3 types of rock

Weathering and Erosion

Weathering is the wearing away and breaking down of rocks. There are 2 main types of **weathering**. Physical (eg: Freeze thaw where water gets in-between cracks of rock). Chemical (eg: acid rain reacts with limestone and dissolves the rock).

Erosion is the SMOOTHING of sharp rock edges by FRICTION. This can be due to the effect of water/wind/transportation

2 Atomic Structure

An atom contains **equal** numbers of **protons** and **electrons**. All **atoms** of an **element** have the same **number** of **protons**. Atoms of **different** elements have **different numbers** of **protons**.

	Proton	Neutron	Electron
Mass	1	1	negligible
Charge	+	0	-
Location	nucleus	nucleus	shells

Mass number = Number of **protons** and **neutrons**

Atomic number = Number of **protons**

Number of neutrons Mass Number – Atomic Number

$^{7}_{3}$Li

The first shell can hold 2 electrons.

The second shell can hold 8 electrons.

The third shell can hold 8 electrons.

IONS ARE FORMED WHEN ELEMENTS LOSE OR GAIN ELECTRONS. THEY ARE CHARGED PARTICLES.

Group 1 lose 1 electron to make ions 1^{+},
Group 2 lose 2 electrons to make ions 2^{+},
Group 6 gain 2 electrons to make ions 2^{-},
Group 7 gain 1 electron to make ions 1^{-}.
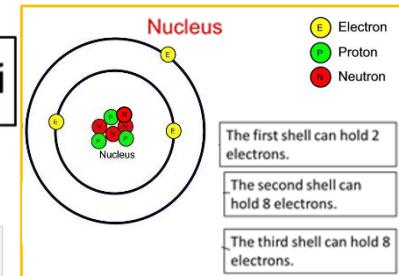
STRUCTURE OF THE ATOM:
Protons and Neutrons are found in the **nucleus**. Electrons orbit the nucleus in **shells**.

3 Gas Tests

Test for Oxygen O_2
Oxygen relights a glowing splint

Test for Hydrogen
Hydrogen makes a squeaky pop with a lighted splint
POP!
H_2

Test for Chlorine
Chlorine bleaches damp blue litmus paper
Cl_2

Test for Carbon dioxide CO_2
Carbon dioxide gas
Limewater (clear/colourless)
Limewater (cloudy/milky)

Relative Formula Mass

The sum of the relative atomic masses of the atoms added together.

CO_2

C = 12 X 1 = 12
O = 16 X 2 = 32
                    44

4 Metals

Metals contain **layers** of positive **ions** surrounded by **delocalised electrons**.

Positive ions (layered)

Delocalised electrons

Metals are able to **conduct heat** and **electricity** because they have **delocalised electrons** that are **free to move**. Delocalised electrons **carry** a **charge** (electricity) or **energy** (heat) **through the structure**.

Metals are **malleable** (can be shaped). **Pure metals** can be shaped easily because they **contain layers** that are able to **slide over each other**. **Alloys** are a **mixture** of **different sized ions.** They are **strong** as **layers can not slide** as easily due to the **distortion of layers**.

1

Speed = distance ÷ time

Distance = speed x time

Time = distance ÷ speed

Typical everyday velocities
Walking: about 1.5m/s
Running: about 3m/s
Cycling: about 6m/s
Car: about 25m/s (55mph)

Distance time graph

SLOPING THE OTHER WAY - it is moving back towards the start

Flat line - the object has stopped

STEEPEST line - object is moving **FASTEST**
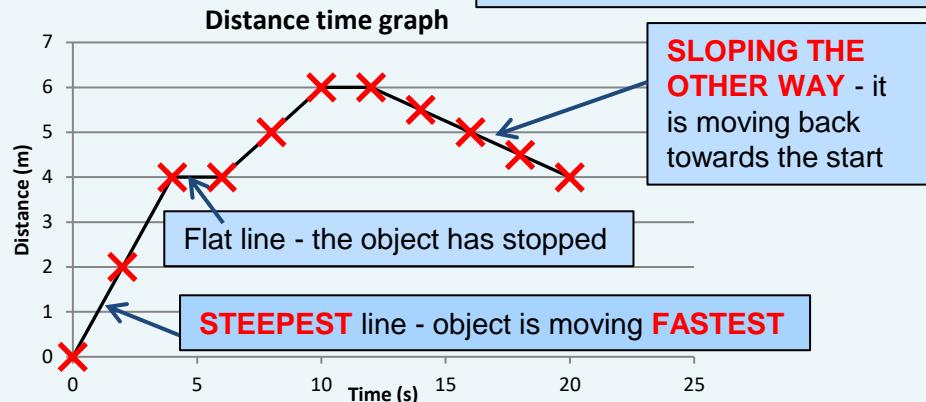
2

Acceleration is how quickly velocity changes (it is a **Vector**)

Acceleration = change in velocity ÷ time

SCALAR quantity **HAS SIZE ONLY**

VECTOR quantity **HAS SIZE** *AND* **DIRECTION**

3
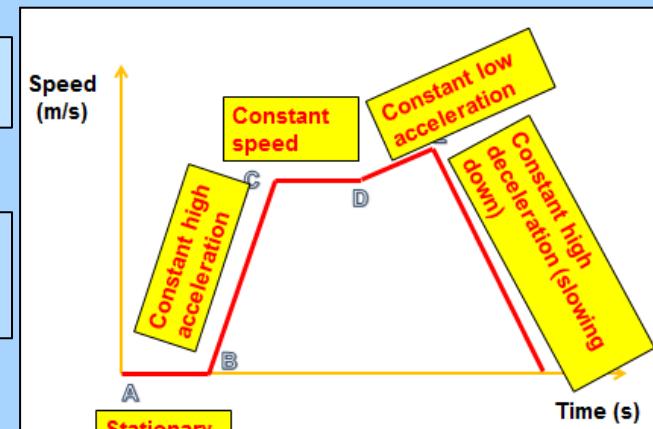
Force = mass x acceleration

STOPPING distance = BRAKING distance + THINKING distance

Stopping distance: The **distance** a vehicle travels while coming to a stop

Thinking distance: The **distance** a vehicle travels while the driver reacts to a situation (distance travelled during reaction time)

Braking distance: The **distance** a vehicle travels from when the brakes have been applied to when car stops

Thinking distance - affected by:
Age
Tiredness
Drugs/alcohol
Distractions (e.g. phones)
Speed

Braking distance - affected by:
Road conditions
Tyre and brake quality
Weather
Driver braking aids
Speed

4

Energy is the ability to do **work** (such as moving something or changing its temperature)

A **System** is an **object** or **group of objects**

Energy in a system is held in different **energy stores**.

Work is done when **energy is moved** from one store to another

Energy Stores

- Kinetic
- Magnetic
- Nuclear
- Electrostatic
- Thermal
- Elastic potential
- Chemical
- Gravitational potential

Henri Matisse

Henri Matisse was born on 31 December 1869 and died on the 3rd November 1954. He was a French visual artist, known for both his use of colour and his fluid and original draughtsmanship. He was a draughtsman, printmaker, and sculptor, but is known primarily as a painter. He is known for his Impressionistic and Fauvism style. He is also known for his collages.

Fauvism - Fauvism is an art movement that was established towards the beginning of the 20th century. Characterised by its bold colours, textured brushwork, and non-naturalistic depictions,

Fauvism tutorial

https://www.youtube.com/watch?v=lBz2vS_EYlo

Collage - Collage is an art form that is made up of overlapping pieces of material, such as photographs, fabric, coloured and textured paper and other types of mixed media.

Still life painting - Still life painting is a genre of art that depicts inanimate objects arranged in a visually pleasing composition. The objects can be natural or manmade, and can include fruit, cut flowers, utensils, vegetables, fish, game, and wine. Still life paintings can: Tell a story without words, capture the essence of the time in which they were created, celebrate material pleasures, such as food and wine and represent the social, political, and cultural pulse of our time.

Landscape painting - Landscape painting is a type of art that depicts natural scenery, such as mountains, valleys, rivers, trees, and forests. The focus is on the landscape, and while people or animals may be included, they are not the primary subject

Composition - Composition in art is the arrangement of an artwork's elements to create an overall effect. It's how an artist combines visual elements like line, shape, colour, and texture to create a cohesive design.

Tertiary colours - A tertiary colour is a colour that results from mixing a primary colour with a secondary colour. Blue-green, blue-violet, red-orange, red-violet, yellow-orange, and yellow-green.

Complementary colours - Complementary colours are colours that are opposite each other on the colour wheel and create a stark contrast when placed next to each other.

Characteristics - In painting, characteristics are the elements that describe a work of art. Some common characteristics include:

Colour: The visual spectrum of light, which can be described by its hue, value, and intensity.

Line: The boundaries that define shape.

Tone: The lightness or darkness of colours.

Pattern: Visual repetition, such as polka-dots or stripes.

Texture: The look of an element, such as flat, smooth, bumpy, or rough.

Style: The manner in which the artist portrays their subject matter and expresses their vision.

Year 8 CASH Knowledge Organiser: E Safety

Define: E-Safety

Strategies and systems to help people stay safe online.

Define: Digital Citizenship

Accepted ways on behaving whilst engaging in online activity.

Define: Cyber Bullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Define: Hacking

Gaining access to systems and computers which you do not have permission to access. Can be for malicious purposes.

Define: Grooming

When someone uses the internet to trick, force or pressure a young person into doing something they wouldn't normally do, this could be sexual behavior or radical beliefs.

Define: Digital Footprint

The information about a particular person that exists on the internet as a result of their online activity. It can not be deleted.

10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.

2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.

3. Keep your privacy settings as high as possible.

4. Never give out your passwords.

5. Don't befriend people you don't know.

6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.

7. Remember that not everyone online is who they say they are

8. Think carefully about what you say before you post something online.

9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.

10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search.

To promote a positive digital footprint there are 5 simple rules:

1. **Would you want your grandmother to see it?**

   Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.

2. **Do you really think that is private?**

   Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.

3. **Would you say it to someone's face?**

   If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.

4. **Is this your work to publish/use?**

   Reposting or using someone else's work if fine if you credit the original owner creator. If you don't it is plagiarism.

5. **Would you want someone to do it to you?**

   How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

Online Behaviour and the Law

- **The Computer Misuse Act 1990** says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend is technically against the law as it creating fake profiles or websites.

- It is a criminal offence under the **Communications Act 2003** to send messages using any public electronic communications network, such as Twitter or Facebook, which are grossly offensive or of an indecent, obscene or menacing character.

- It is a criminal offence under the **Criminal Justice and Courts Act 2015** for someone to disclose private sexual images of you online or offline without your consent with the effect of causing you distress. This is more commonly known as 'revenge porn'.

- There are a range of other offences which the police can investigate including harassment, harassment when someone fears violence, and stalking under the **Protection from Harassment Act 1997.**

Each case will be taken on an individual basis looking at context and evidence to determine if a crime has been committed. If you believe you have been the victim of a crime screen shot the evidence and speak to the police.

Where to get more help and support

- Parents and trusted family.

- School Staff and Wellbeing Team

- Directly to the police.

- Report any inappropriate behaviour to the website.

- NSPCC - https://www.nspcc.org.uk

- Childline - Helpline: 0800 1111 (24 hours, every day) / htttps://www.childline.org.uk

- CEOPS - https://www.ceop.police.uk/safety-centre/

ETHICAL, LEGAL, CULTURAL, ENVIRONMENTAL

Privacy

The right to be left alone.
We give our data away all the time sometime without realising.
Cookies tract our online behaviours to help advertise. Technology allows us to **monitor** and track people. Apps use location monitoring in the background. This can sometimes improve safety but also may be deemed as an invasion of privacy.

Ethical

Principles that govern our behaviour are known as ethics. What we believe is **right or wrong** will determine our viewpoints, actions and how we behave.
AI is a massive ethical concern as it is hard to determine **accountability**, and it is starting to **replace jobs** roles of humans. Other common ethical concerns regarding technology include **privacy**, companies **exploiting workers**.

Cultural

The **relationship** society and cultures have with **technology**. Society and communities can **influence our views and opinions** on subjects such as smart devices, social media and how we use these. Some cultures may be **censored** or not believe in the use of technology.

Environmental

Technology has a huge impact on the environment. This largely impacts 3 main areas.
- **Mining and manufacturing**
- **Energy Use**
- **E-waste**

AI is an increasing concern as the amount of computing power and energy it consumes.

Legal

Laws surrounding technology. The 3 main laws you need to be aware of are:
- **Data protection Act** – to keep data safe
- **Computer Misuse Act** – to deter hackers
- **Copyright, Designs and Patents Act** – to protect intellectual
- property

You will find more information on your learning menus which are on the VEP.

Ethical Concerns

- Providing means of access to inappropriate or illegal content
- Safety decisions and judgements made by machines / AI
- Social platforms or media that enable cyberbullying/trolling/ sexting
- Social pressure to be online and purchase more on the latest technology
- Social pressure to buy the newest things
- Digital divide and censorship

Environmental – E-Waste

E-waste is having a significant impact on the environment. Culture and society has a massive impact on this as we live in a society of wanting the newest devices, despite our old ones still working perfectly fine.
E-Waste in the form of **landfills** in the UK and abroad turn leach toxins into the ground, water or air
If devices are not recycled or thrown away unnecessarily it causes **scarring** to the land through **mining materials** and fuel use.
Manufacturers **plan** for **obsolescence**. Giving devices a limited lifespan – this is an ethical issue.
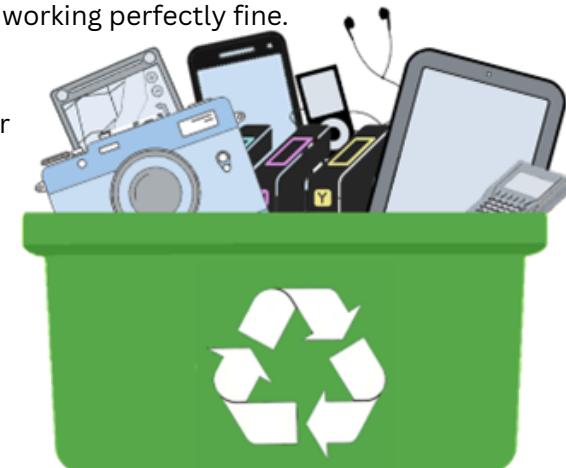
ETHICAL, LEGAL, CULTURAL, ENVIRONMENTAL

Legislation

There are four main areas of legislation that need to be understood:

- The data Protection Act 2018
- Computer Misuse Act 1990
- Copyright, Designs and Patents Act 1988
- Software Licenses

Computer Misuse Act 1990

The computer misuse act was introduced in 1990 to make unauthorised access to programs or data (hacking) and cybercrime illegal. The act recognises three offences;

1. **Unauthorised access** to computer material
2. **Unauthorised access** with intent to commit or facilitate a **crime**
3. **Unauthorised modification** of computer material. It is also illegal to make, supply or obtain anything which can be used in computer misuse offences, including the production and distribution of malware.

Data Protection Act 2018

The data protection act was updated in 2018 to incorporate the **General Data Protection Regulations (GDPR)**. It has **6 principles** that govern how data should be stored and processed.

These state that data must be:

1. Fairly and lawfully processed
2. Used for specific purposes only
3. Adequate, relevant and not excessive
4. Accurate and up-to-date
5. Not be kept longer than necessary
6. Kept secure

In addition, the data must be kept in accordance with the rights of the data subjects

Data Protection Act 2018

Copyright, Designs and PAtents Act 1988

This act is designed to protect the works of companies and individuals from being illegally used, copied or distributed. 'Works' include books, music, images, videos and software

Freeware

Free but requires licence.
Restricts use and distribution

Software Licencing

A **software licence** is a contract between the user and the developer or owner that grants permission to use software under given conditions. These may stipulate a time period or further limitations such as non-commercial use only.

Software Licensing

Open Source

Software is licenced but free to use. The source code can be viewed and edited. Any derivatives of the work must also be made available (open) to others with the source code.

Proprietary Software

Is created and sold by companies in the form of licences. You do not own the software or its copyright, only a licence to use it. You will **not** have access to the **source code to modify.** These pieces of software, normally limit the number of users.

Objectives of the topic:
- Describe where you live
- Describe there is in your town
- Talk about you can do in town
- Use conditional tense to describe where you would like to live

CORE VERBS

J'habite	I live
Il y a/ il n'y a pas de	There is/ there isn't
On peut/ on ne peut pas	You can/ you can't
Je voudrais	I would like
Habiter	To live
C'est/ ce n'est pas	It is/ it isn't
Nous habitons	We live
Aider	To help
Je ne supporte pas	I can't stand
J'aime	I like
J'adore	I love
Je bois	I drink
Je mange	I eat
Je prends	I have/take
Mes parents mangent	My parents eat

CORE ADJECTIVES

Vieux/vieille	Old
Joli(e)	Pretty
Petit(e)	Small
Sain(e)	Healthy
Malsain(e)	Unhealthy
Dégoûtant(e)	Disgusting

Grammar focus – key terms

WoW!

Term	Definition	Example
Conditional tense GRAMMAR	It describes an action that would take place on condition of having lots of money or being lucky.	Je voudrais – I would like Je dirais que - I would say that

past tense:
J'ai regardé = I watched
Je suis allé = I went

Present tense:
ER verbs take an –e
RE verbs and IR take –s
Je regarde, je fais, je lis

Near future endings:
Je vais + infinitive (I'm going to...)
Je vais lire

Model paragraph – Mon identité

J'habite dans une petite ville au bord de la mer.	**I live** in a small town near the seaside.
Dans ma ville il y a un stade, un cinéma et un restaurant.	In my town, there is a stadium, a cinema and a restaurant.
Cependant il n' y a pas de centre de loisirs.	However there is no leisure centre
Quel dommage	What a shame
Dans ma maison, il y a une salle de bains, un salon et trois chambres.	In my house, there is a bathroom, a living room and three bedrooms
Si j'avais beaucoup d'argent, je voudrais habiter	If I had lots of money, I would like to live
dans une belle maison avec une piscine	in a beautiful house with a pool
Pour le petit dejeuner, je mange des oeufs.	For breakfast, I eat some eggs
D'habitude, je bois du jus d'orange	Usually, I drink some orange juice
je dirais que c'est vraiment sain	**I would say that** it's really healthy
Mon frere pense que	My brother thinks that
c'est plus délicieux que boire du café	it's more delicieux than drinking coffee

Y8 ASIA

Japan Earthquake and Tsunami 2011

Bangladesh Flood 2007

Kerala's Population Policy
- Improving education standards and treating girls as equal with boys
- Providing adult literacy classes in towns and villages
- Educating people to understand the benefits of smaller families Improving child health through vaccination programmes
- Providing free contraception pills, condoms and advice
- Encouraging a higher age of marriage
- Allowing maternity leave for the first two babies only
- Providing extra retirement benefits for those with smaller families

Asia

Responses to Indian Ocean Tsunami

Clean water, food, tents and plastic sheeting arrived as aid	An Indian Ocean tsunami warning system introduced
$7 billion was donated worldwide	Restoring mangrove habitats. These act as a natural barrier.
People in the UK donated £330 million (more than the government)	The UN's World Food Programme provided food aid for more than 1.3 million people

GDP – Amount of money earned from products/services sold

Climate – Difficult (too hot/cold/dry) climates make it hard to develop

Relief – steep slopes make development difficult

Uneven Development in China

Distance from coast – Being close to the coast and ports helped trade

ASIA - 2019
Population: 4,601,371,266
PopulationPyramid.net

Growing number of elderly

Gender balance

Most people in the 30-34 age group

Birth rate remains relativley high

Positives
- Tourist attraction, create jobs and money
- Prevents flooding
- Provides energy for 60 million people
- Dam has made river wider and deeper allowing larger ships and more trade
- The dam will pay for itself due to the electricity it generates

3 Gorges Dam

Deforestation – The large scale removal of trees.

Negatives
- Dam flooded fertile farm land
- Over 1 million people relocated
- Construction could lead to landslides
- Prevents migrating fish and wildlife moving, threatens species
- People had to relocate
- Cost %37 billion to build
- Deforestation and soil erosion increased

History: Year 8 – Was the British Empire a force for development or exploitation?

1. Why did Britain want an empire?
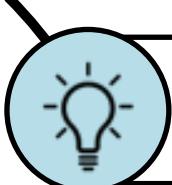
To spread British ideas
Missionaries sent to spread Christianity
Education to make indigenous people more 'civilised' as Britain thought they were morally superior

To boost the British economy
Colonies had cheap natural resources to be exploited
Colonies were made to buy British good only
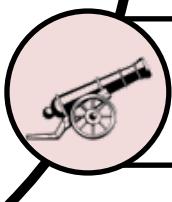
To gain military power
The Royal Navy could be stationed across the Empire
The population of the Empire could provide thousands of men
Britain wanted to rival other empires – appear threatening

2. Did the British Empire help or harm Ireland?

Public workers paid: could buy food

Imported corn from America for food

No nutrition & late help: 1 million died

Public work = hard labour & long hours: exhaustion

Did the British Empire help or harm Ireland?

Soup Kitchen Act: 3 million fed a day

Quakers (Christians) set up soup kitchens

Continued to export Ireland's grain & livestock

Stopped soup kitchens & increase taxes

3. Did British rule in India bring development or exploitation?
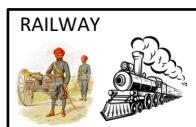
RAILWAY
Built railways and universities – some **could travel, communicate** further away and **study more easily**.
Used to **move troops quickly** – to crush rebellions.
Used to **export raw materials** to ports – **increase British wealth.**

ECONOMY
High taxes on everyday goods like salt
Forced to grow cotton and tea **instead of food**.
Food exported to Britain - **25 million died** to famines

DEMOCRACY
Only wealthy Indians could **vote**
Wealthy could use education
Educated would **challenged British rule**

RELIGION & CONFLICT
Ignored religious beliefs of sepoys
Punished sepoys for their rebellion **brutally**
Encouraged future disagreements between Hindus and Muslims to divide and rule
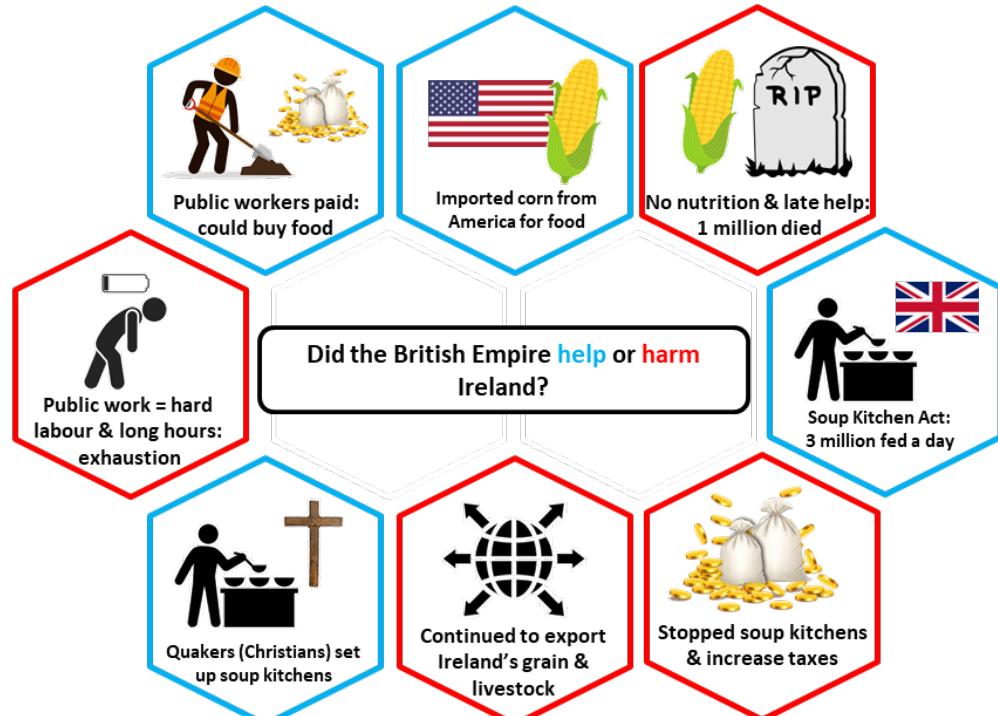
4. How were Indigenous Australians exploited by the British?

Loss of indigenous tradition and control
Many different languages, laws, beliefs and customs
Nomadic and did not 'own' land

Restricted hunting grounds
Forbidden to speak their languages
Children taken to live with white Christian

Violence and suppression
There were 750,000 indigenous people in different nations

Frontier Wars – massacred indigenous and battles
Colonists punished
Reduced the population by 90%

Forced to contribute to the Empire
Only used natural resources
Ensured natural resources available for future generations

Land was dug up and polluted water supplies
Indigenous taken and forced to do risky work

Did you know?
Between 1787 and 1968, up to 160,000 UK convicts were transported to Australia. About 4,000 of these came from Norfolk.

5. Did British imperialism in Africa lead to development or exploitation?

Set up a diamond company. Owned 90% of the world's diamonds. Used wealth to become South Africa's president.

Took land from black South Africans and stopped them from voting.
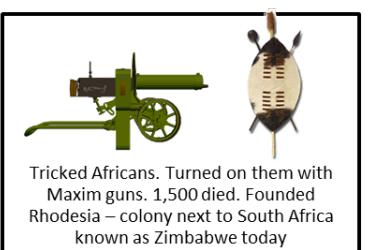
Tricked Africans. Turned on them with Maxim guns. 1,500 died. Founded Rhodesia – colony next to South Africa known as Zimbabwe today

The Africans worked in his diamond mines: separated from their families, worked hard, treated poorly. Led to injuries and illnesses.

Apartheid system: black South Africans were segregated, discriminated again, and couldn't vote until 1994

Built a railway to Egypt to improve transport between British colonies in Africa. Created scholarships, only for white students to support their education.

Historians and their interpretations:

'[The British Empire] **brought developments** to many colonial societies.' – **Lawrence James**

'[The British Empire] claimed to bring civilisation, but in reality **they came to exploit** and destroy.'– **Shashi Tharoor**

Key Word	Definition
Empire	A group of countries that are controlled by another country.
Colonies	Countries being controlled by other country.
Imperialism	The attempt of one country to control another by political or economic methods. Sometimes by force.
Indigenous	Originally from a place.
Missionaries	A person – or people - sent on a religious mission to promote Christianity in a foreign country.
British Raj	British Rule in India after 1857.
Emigrate	To leave one country (exit) to live in another.
Suppression	Act of keeping something from happening. Sometimes with force.
Economy/ economics	Relating to the trading of goods and creation of wealth.
Culture	The way a group of people live and understand the world.

Understanding the importance of nutrition

The importance of nutrition

Listed below are the macro-nutrients and micro-nutrients. You need to know their function in the body and know examples of food items for each. You need to know why they are needed in the diet and why there is a need for a balanced/varied diet.

Macro-nutrients

Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

Fat - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

Protein - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.

- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

Micro-nutrients

Vitamins

- **Fat soluble vitamin A** - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- **Fat soluble vitamin D** - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- **Water soluble vitamin B group** - Helps absorbs minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- **Water soluble vitamin C** - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

Minerals

- **Calcium** - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- **Iron** - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- **Sodium** - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- **Potassium** - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- **Magnesium** - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.
- **Dietary fibre (NSP)** - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.
- **Water** - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs.

Year 8 Music – BandLab and Sequencing

BandLab is music composing software like a virtual studio. It enables you to create your own music by sequencing in different musical tracks or by using the pre-recorded loops of music and synthesised sound.

Here are some of the basic functions you will use:
The Play panel:

Split track at playhead
Edit the title of the project
Go to Library | File | Edit | View | Settings | Help — New Personal Project — Last Saved: never
Undo/redo
Cycle – hear a section on repeat
Play
Record
Choose the key of the project
Change the project tempo
Change the time signature of the project
Metronome
Project volume
SAVE button

British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat

Song Parts/Sections	Definition
Melody	Usually the highest part on a piece of music
Bass line	The lowest part
Harmony	These notes are made from the chords
Rhythm	The drum/percussion part
Introduction	2 or 4 bars at the start to introduce the music
Verse/chorus	Sections of music within a song
Outro/Coda	A section to end the music

7 key features and functions of BandLab

Year 8 Knowledge Organiser – Commedia Dell'Arte

Commedia dell'Arte began in Italy in the early 16th century before quickly spreading through Europe.

The meaning of Commedia dell'Arte:

Literally Commedia dell'Arte translates to the comedy of professional artists.

Masks in Commedia Dell'Arte

In Commedia dell'Arte, most of the characters wear **half masks.** This allows the actors to use their voices.

In Commedia dell'Arte, the characteristics of a character (such as a walk, a pose, or a gesture) are just like wearing a mask too.

Commedia Dell'Arte keywords

Grammelot	A babel of sounds which, nonetheless, manages to convey the sense of speech.
Lazzi	A physical comedic moment in the middle of the play, unrelated to the plot but linked to the themes of love, money and food in the extreme. They are acrobatic, exaggerated, and sometimes obscene.
Slapstick comedy	An exaggerated physical activity, involving **slips, trips, collisions**, and it may involve violence. Intentionally hurting yourself or others in a light hearted way.
Rule of three	establishing a pattern and then ending with something different, **'establish, reinforce, surprise.'** A trio of events is more humorous, satisfying, or effective than other numbers

Zanni: Lowest servant.
- Leads with his nose.
- Feet come up and arms are involved with this.
- Can be compared to a pigeon.
- He is a peasant, everything is extraordinary to him, and he is curious and enthusiastic.
- He wants to please everyone.

Magnifico: Top master.
- Leads with his forehead.
- Eagle, looks down on everything.
- The most powerful character.

Arlecchino: Stupid servant.
- Leads with his knees.
- Open loose hips. Playful. Hands on hips.
- Cheeky chap, likes to play practical jokes on people and keeps low down when he has been up to something!
- He is acrobatic.

Pantalone: Old mean master.
- Leads with his forehead. Hunched over.
- Scowl on his face.
- Bent knees, chin stuck out and leading the movement.
- He has lost his teeth.
- Very money orientated, constantly holds onto a bag full of money hanging from his belt.

Brighella: Cunning servant.
- Walks more on his heels, placing weight on a bent leg. The other leg is extended lightly touching the ground.
- Whether or not he is moving, his feet are constantly moving, dancing back and forth.
- He plays tricks and pranks on others.

Il Dottore / The doctor: A master.
- Large character, leads with his stomach.
- Light on his feet.
- A man of learning. He waffles about what he knows but never really makes a point.

Columbina: Quick witted servant.
- Leads with her hips.
- She stands with a hip cocked to the side, hands on hips.
- She moves with quick, strong steps.
- Vain and spiteful.

Il Capitano / The captain: A master.
- Leads with his knees, stands tall.
- Full of swagger but in reality would do anything to avoid a fight.

Drama key words

Improvisation	Creating a performance in the spur of the moment/spontaneously, without any pre planning/scripting.
Physical skills	How you change your body to show a character eg. Posture, gestures, mannerisms
Vocal skills	How you change your voice to show a character eg. Tone, volume, pace
Status	The level of power a character holds
Levels	Different heights of positions within performance eg. Low, middle, high

The National Theatre: Commedia Dell'Arte characters

Commedia Dell'Arte performance

Year 8 Photography Knowledge Organiser

Colour Theory

Color theory guides photographers in using color to evoke specific emotions in the viewer. Photography can communicate with us on emotional levels through the psychological impact of colors. A deeper understanding of color can enhance the emotional depth and harmony within a composition.

Core Vocabulary

Composition - The way the visual elements are arranged within the photograph.
Proportion – The relationship of one thing to another in terms of quantity, size, or number; ratio.
Perspective - The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
Abstract - Abstract art is a non-objective art form that breaks tradition. You are not often able to identity the photographed subject.
Foreground – the objects/item at the front of the image.
Portrait – a photograph of a person, typically their face.

Colour	Meaning	Colour	Meaning
Red	Excitement Energy Love	Purple	Mystery Wisdom Wealth
Orange	Warmth Sociable Adventurous	Blue	Tranquillity Peace Trust
Yellow	Happiness Creativity Inspiration	Black	Power Strength Authority
Green	Balance Safety Harmony	White	Innocence Perfection Clarity

Core Photoshop Knowledge

- **Hue and Saturation**, allows you to change the overall colour hue of your image, as well as how saturated the colour is.
- **Colour Balance** is used to change the overall mixture of colours in an image and works well for colour correction.
- **Black and White** allows you to easily take your images to a grayscale version or apply a color tint entirely.
- **Selective Colour** highlights one colour or a coloured object in an otherwise black and white image. This makes the selected colour pop.
- **Replace Colour** is the process of applying a specific colour to an image.

Photographers

Petr Strnad – Experimental abstract photography, textured, fragmented.
Jeanette Hägglund – Abstract architecture photographer, simple shapes and colours
Steve McCurry – Renowned portrait artist, complementary colour, documentary photography, cultural exploration
Nadine Rovner – Fine art and commercial photographer, vibrant colours
Victoria Villasana – Embroidery, stitching into portrait photographs
David Benjamin Sherry – Brightly colour landscapes, tonal colour palette

Formal Elements

Focus	Light	Line
Repetition	Shape/Form	Texture
Value/Tone	Colour	

Embroidery for beginners

How to change colours

Composition in photography

Key Links

Composition

Composition is how objects or elements or your photo are arranged within the photograph.
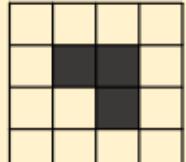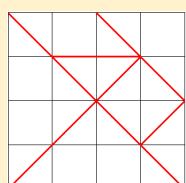
Diagonal Lines

Diagonal lines is adding interest and energy to photography compositions. Try photographing lines on a strong diagonal rather than straight across the frame. Make sure your diagonal is obvious. A little tilt to a line looks like a mistake. Think about where lines intersect with each other. Converging lines draw the eye. .

Negative Space

Leaving a lot of empty or 'negative' space around your subject can be very attractive. It creates a sense of simplicity and minimalism. Like filling the frame, it helps the viewer focus on the main subject without distractions.

PE & Sports Studies – Athletics Rules and Techniques

Middle/Long-Distance (800m, 1500m)

Rules:
You must stay within your lane or you will be disqualified.
Reaction time rules.
If you start before the gun you will be disqualified.
Stance and Start:
Crouch position, foot placement
False start has consequences.
Finish:
The body part that crosses the line first will end the race, officials will log your time and position based on this.

Techniques:
Pacing Strategies:
Consistent pacing and tactical positioning.
Endurance Training:
Building stamina for longer distances.
Kick in the Last Lap (1500m):
Sprinting technique for the final surge.
Tactical Positioning:
Strategic positioning during the race. You can lead from the front and try to hold out or you can hang back and save energy for the last lap
Body:
Avoid overstriding, relax the shoulders and keep your head up.
Track Position: Keep on the inside lane 'leaning' over the inside line while on he bends

Jumps (Long Jump, Triple Jump, High Jump)

Rules:
Take-off:
Proper take-off form and board placement.
Landing and Measurement:
Techniques for a safe landing. Measurement Is taken from the body part closest to the take-off board.
Clearance Strategies (High Jump):
Approaches for clearing the bar.
Take-off (Long Jump):
The athlete must take off at the take off board without stepping over the board and placing a print in the plasticine indicator – this will result in an invalid jump.

Techniques:
Approach Speed and Rhythm (Triple Jump):
Establishing a consistent approach and hop, skip, jump
Fosbury Flop Technique (High Jump):
Take off from preferred foot, curved run, arch back over the bar
Hang Technique (Long Jump):
Maximising the distance of your jump by using 'running man technique'

What is the difference between a rule and a technique?

Sprints (100m, 200m, 400m)

Rules:
You must stay within your lane or you will be disqualified.
Reaction time rules.
If you start before the gun you will be disqualified.
Stance and Start:
Crouch position (L-T-Knee), foot placement.
False start has consequences.
Finish:
The body part that crosses the line first will end the race, officials will log your time and position based on this.

Techniques:
Sprinting Technique:
Explosive arm and leg movements.
'Hip to lip' technique.
High knee lift and upright posture.
Controlled breathing.
Acceleration Phase:
Initial burst and drive phase.
Transition to max speed.
Curve Running (200m):
Leaning into the curve.
Maintaining speed and form.
Lactic Acid Management (400m):
Pacing and endurance strategies.
Final kick tactics.

What components of fitness are related to these different Athletic events?

Throws (Shot Put, Discus Throw, Javelin Throw)

Rules:
Grip and Stance:
Proper hand positioning and balance changes at each stage of the throw
Measurement Rules:
Understanding fouls and proper measurement. The javelin must land point first for it to be a valid throw. Measurements must be taken from first floor contact.
Throws must land inside the marked sector

Techniques:

Glide or Spin Technique (Shot Put):

Spin Technique or side on (Discus Throw):

Glide or Full run-up (Javelin):

Watch these throws on YouTube to see how these are performed by athletes

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ture academy

Y8 – Buddhism – What does it mean to be a Buddhist?

Ormiston venture academy

Key word	Definition
Ascetic	Someone who lives a life of simplicity and self-denial
Buddha	The awakened or enlightened one
Eightfold Path	Eight instructions taught by the Buddha to help people overcome suffering and reach enlightenment
Enlightenment	The state of being awakened to the truth about life
The Four Noble Truths	The basis of the Buddha's teachings
Laity	Buddhists who are not monks or nuns
Meditation	The practice of focusing the mind
Nirvana	A state of bliss experienced by those who have found enlightenment
Pilgrimage	A journey taken to a place of religion importance
Sangha	The community of Buddhist monks and nuns

Lesson 1: Who is the Buddha?

Buddhism was founded by Siddhartha Gautama in an effort to seek the truth about life

Siddhartha and the swan
Siddhartha looked after the swan injured swan and nursed it back to health showing his kindness and compassion

Siddhartha and the ploughing ceremony
Siddhartha saw the cows struggling under the plough and realised that the joy brought to humans caused suffering to others. This shows Siddhartha was observant and reflective

Siddhartha's marriage
Sidhartha married his cousin and they lived a happy, healthy life, having a son together. However, Siddhartha wanted to know what life was like outside the royal palace

Lesson 3: How do Buddhists live their lives?

4

8

The Four Noble Truths
- All creatures suffer
- Suffering is caused by selfish desires
- Suffering can be ended
- The way to end suffering is to follow the Eightfold Path

The Eightfold Path
- Right understanding
- Right thought
- Right speech
- Right actions
- Right livelihood
- Right effort
- Right mindfulness
- Right concentration
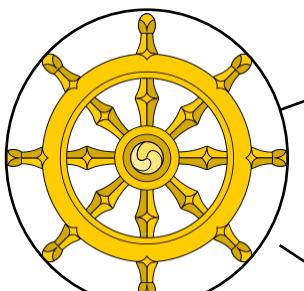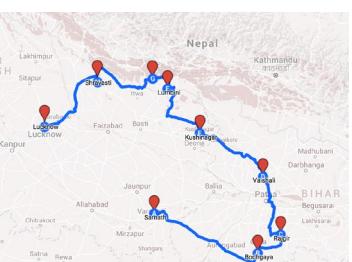
Lesson 5 – Why do Buddhists go on pilgrimage?

Lumbini: Where the Buddha was born

Bodhgaya: Where Buddha became enlightened

Sarnath: Where the Buddha taught the Four Noble Truths and the birthplace of the Sangha

Kushinagar: Where the Buddha died
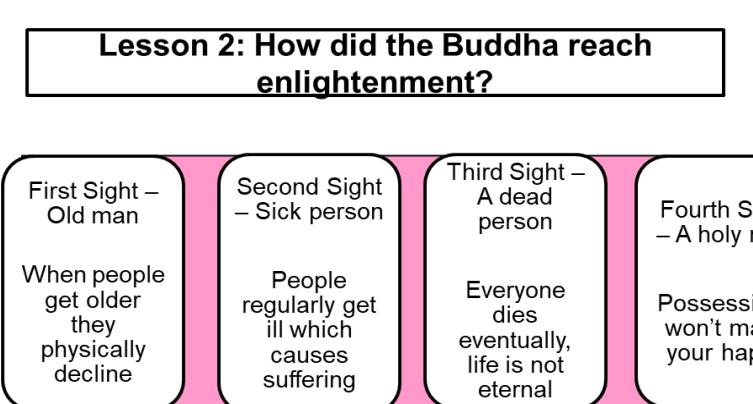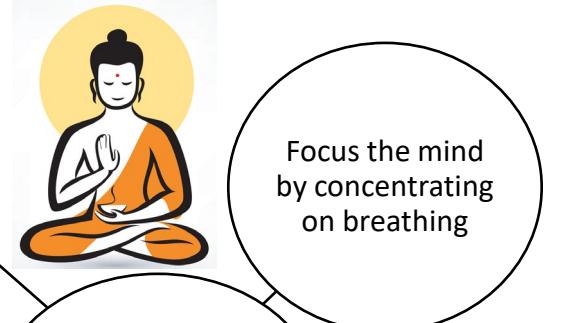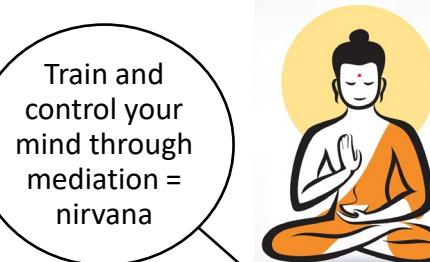
Lesson 4: How is meditation practiced?
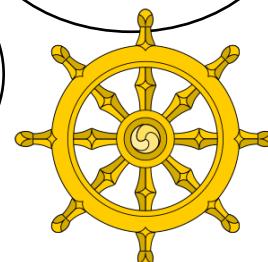
- Train and control your mind through mediation = nirvana
- Focus the mind by concentrating on breathing
- When the Lotus flower blossoms out of the mud it represents enlightenment
- Jhana is part of the Eightfold Path – right concentration

Lesson 2: How did the Buddha reach enlightenment?

First Sight – Old man — When people get older they physically decline

Second Sight – Sick person — People regularly get ill which causes suffering

Third Sight – A dead person — Everyone dies eventually, life is not eternal

Fourth Sight – A holy man — Possessions won't make your happy

The Buddha realised the Middle Way- that the only way to achieve peace is to stop wanting

The Buddha reached enlightenment

Lesson 6 - Why are festivals important to Buddhists?

- Show gratitude to the monks
- Celebrate the birth, enlightenment and death of the Buddha
- Remember the teachings of the Buddha

Objectives of the topic:
- How you and your parents earn money
- Plans for what you are going to do when you are older
- Aspirations if you had lots of money
- Why you study languages

Higher phrase Spring 2:

Si tuviera mucho dinero – If I had lots of money

Questions: ¿Cómo te ganas dinero? ¿Qué vas a hacer cuando sea mayor? ¿Qué te gustaría si tuviera mucho dinero? ¿Por qué estudias idiomas?

CORE VERBS

Tengo que	I have to
Puedo	I can
Me gustaría	I would like
Tiene que	He/she has to
Puede	He/she can
Gano	I earn
Dan	They give

CORE INFINITIVES

Ganar	To earn
Trabajar	To work
Ayudar	To help
Limpiar	To clean
Lavar	To wash
Poner	To set
Hacer	To do/make
Repartir	To deliver
Estimular	To stimulate
Mejorar	To improve
Viajar	To travel

Grammar focus – key terms

| Term	Definition	Example
Modal verbs	It is a verb which expresses possibility or necessity and must be followed by an infinitive.	Tengo que – I have to Tiene que – he/she has to Puedo – I can Puede – he/she can
The future tense	It is used to describe an action that is going to happen in the near future.	Voy a ir – I am going to go Voy a viajar – I am going to travel Va a ayudar – he/she is going to help

Preterit endings:
AR : é / ER : í / IR / í

Present endings:
For I = ALWAYS "o"

Near future endings:
Voy a + infinitive (I'm going to...)

Model paragraph – Mis planes para el futuro

Para ganar dinero, tengo que lavar los platos	In order to earn money, I have to wash the dishes.
y hacer de canguro.	and do babysitting.
Pienso que es muy injusto.	I think that it's very unfair.
Mi hermano tiene que trabajar a tiempo parcial	My brother has to work a part-time job.
Sin embargo piensa que	However, he thinks that
Es una pérdida de tiempo	It's a waste of time
Si tuviera mucho dinero	If I had lots of money
Me gustaría viajar a otros países	I would like to travel to other countries
Cuando sea mayor, voy a encontrar un buen trabajo	When I'm older, I am going to find a good job
Debo admitir que será genial.	I must admit that it will be great.

GRAMMAR

WOW!

Year 8 Textile Design Spring Term Knowledge Organiser – Damien Hirst, and Decorative Techniques

Damien Hirst (born 7th June 1965), pictured below left
- One of the Young British Artists who dominated the art scene in the 1990s
- Hirst's work is inspired by nature, and life and death are central themes, symbolised by his use of elements such as butterflies and skulls
- He is known for pieces including those featuring dead animals preserved in formaldehyde, and his spin paintings, which represent the circle of life

For more information, visit: www.damien-hirst.com

Brusho Dyeing

- Brusho is a brand of watercolour ink crystals known for their vibrant colours and versatility.

- In Brusho dyeing, these crystals can be sprinkled onto paper or fabric and then activated with water, creating spontaneous and often unpredictable bursts of colour.

- An alternative way to use the Brusho crystals is to mix them directly with water and then apply (paint) them onto paper or fabric.

For more information, see: https://colourcraft.uk/knowledge-base/brusho-colors-leaflet-new/

Block Printing

- This is one of the oldest types of printmaking.

- Traditionally, wooden blocks are used to print onto textiles.

- In the past, block printing was mainly used in Eastern Asia and China. Blocks were created and printed with by hand.

- In the present day, it can be done on large scale machinery.
Now any material can be carved or cut into to create a block for printing with.

For more information on printing techniques, see: https://www.bbc.co.uk/bitesize/guides/zq9qtcw/revision/1

Stencil Printing

- It is a technique for reproducing designs by rolling or painting ink or paint over shapes / holes cut into card or neoprene to create decoration on the surface underneath.

- Stencils were present in China as early as the 8th century.

- Eskimos in Baffin Island (between Greenland and Canada) were making prints from stencils cut in sealskins before their contact with the West.

Recommended Reading

English

Maths

Science

Art & Design

CASH

Computer Science

French

Geography

History

Hospitality & Catering

Music

Performing Arts

Photography

Physical Education

Religious Education

Spanish

Textile Design
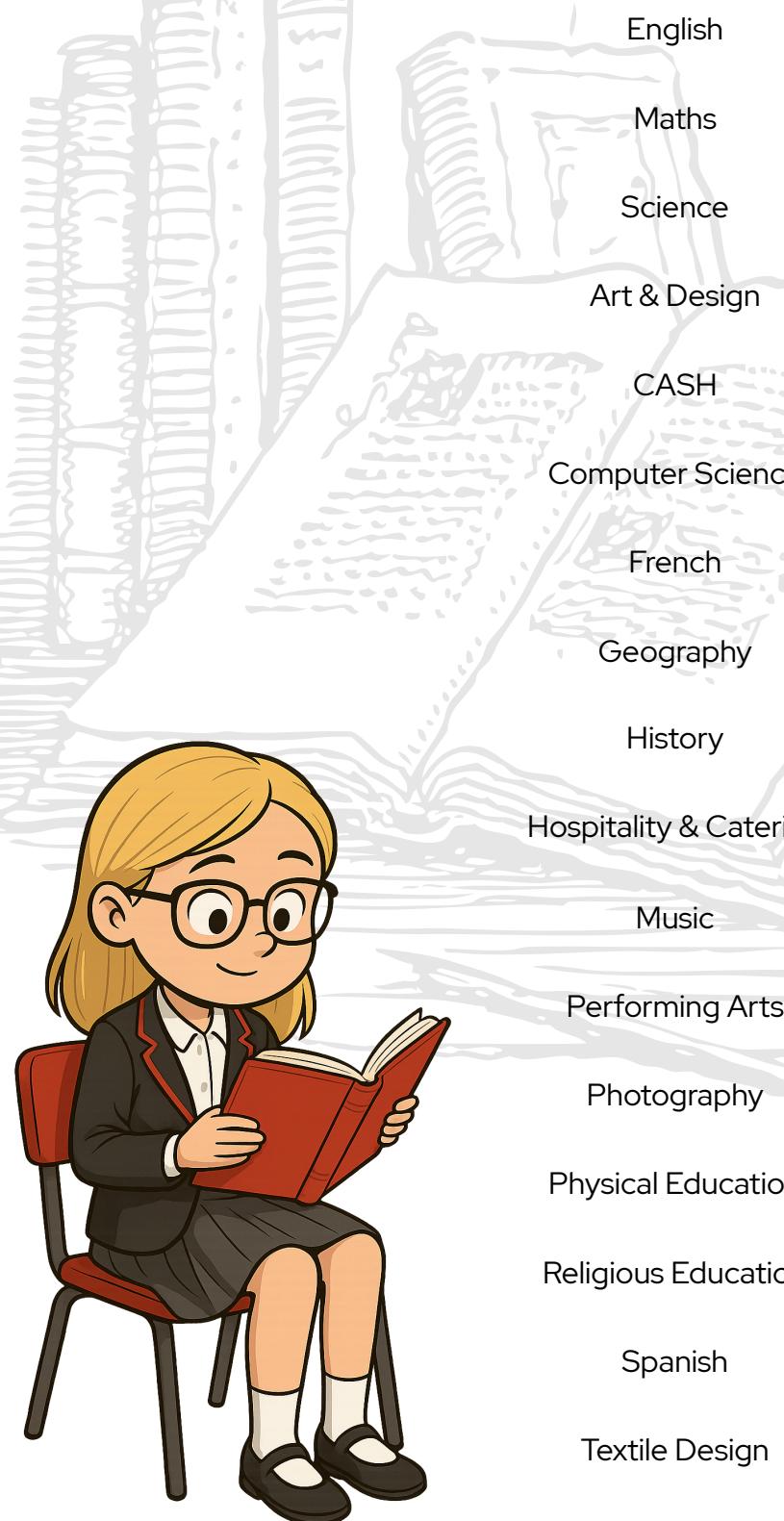
What Is the Bechdel Test?

Creating characters that encompass the rich diversity of humanity is particularly pertinent to screenwriting, where representation really does matter. However, gender inclusivity in media has long been questionable at best. This is especially notable in Hollywood's depictions of women, which have historically relied on sexist stereotypes and outdated narratives.

However, feminist media analysis has helped pave the way for more inclusive onscreen portrayals of gender. One version of this analysis is the Bechdel Test, which addresses unintentional bias and representational imbalance. The Bechdel test is a measure of the representation of women in film and other forms of fiction. To pass, the work must feature at least two women who speak to each other about something other than a man. Some iterations of the Bechdel test require that the two women be named.

According to the original comic, the three rules are:

1. The movie must have at least two women in it.

2. The women must talk to each other.

3. Their discussion must be about something other than a man.

Here are just a few movies that don't pass the Bechdel Test:

- "Breakfast At Tiffany's" (1961)

- The entire "Lord of the Rings" trilogy (2001–2003)

- "The Girl With the Dragon Tattoo" (2011)

- "Zero Dark Thirty" (2012)

- "The Avengers" (2012)

- "Gravity" (2013)

- "Pacific Rim" (2013)

- "Arrival" (2016)

Many films fail. The test's trivial nature is meant to highlight the sad state of portrayals of women in the media.

Arguably, the Bechdel Test is flawed. After all, some films pass the test but still feature questionable—or downright sexist—portrayals of women. The test itself is quite broad, since what counts as a conversation isn't easy to define. A throwaway comment or derogatory line could effectively allow a movie to pass, but that doesn't necessarily mean that the project represents women well. But that doesn't mean it should be discredited. Rather than taking a myopic view of the test as a comprehensive assessment of gender representation, it should be viewed as a low-barrier standard—more of a litmus test than a definitive ruling. It's still a useful way to see if a script hits fundamental basics in its portrayal of women.

How Can Basic Maths Skills Help In Everyday Life?

Percentages, a basic mathematical concept, can be used to **calculate reductions** and work out whether an offer is worth taking advantage of. For example, 20% off one product and a further 10% off another are not the same as a 30% reduction:

You spot a fantastic cardigan at £69. You benefit from a 20% discount, or £13.80 saved, (£55.20) and a further discount of 10% off the price, which is now £49.68. In the end, you get a total discount of £19,32: **Not 30% off the initial price** (which would have saved you £20.70).

Similarly, it can be worth calculating the price per kilo in 'buy one get one free' offers, to see whether you can make a saving.

Be careful, however, if such a product is prominently displayed, it might be overpriced relative to similar items - Yes, promotions are mainly there to get you to spend!

Say you have a steady job, and you want to take out a mortgage and **buy a house**. Percentages are used to analyse your level of debt, calculate a depreciation schedule and show repayments due over the lifetime of the loan. Tip: If your bank's rates are favourable, be sure to choose a **fixed rate loan** to avoid seeing monthly repayments move in the wrong direction over time.

Managing a budget is one of the inescapable responsibilities of any teenager or adult. By means of simple operations such as addition, subtraction, multiplication and division, you can understand your income and outgoings, and **how much you have available to spend**.
Planning on making a large purchase? The total cost over the long term can be calculated, taking into account probable income, thanks to maths.
Who ever said that maths was irrelevant in daily life?
And as an added bonus, maths is a great way to play the odds in poker and come out the winner!

Spider Megacity!

Researchers have found the largest spider web ever recorded inside a sulfur-rich cave along the Greece–Albania border. The "spider megacity" covers an astounding 1,140 sq ft (105 sq m). This is about the size of a small apartment. This remarkable discovery was revealed by biologist István Urák and his team on October 17, 2025.

The scientists visited the cave and collected specimens from the web. These spiders were later analysed by Urák.

A closer examination revealed that the web is home to around 111,000 spiders. They belong to two different species. About 69,000 are barn funnel weaver spiders also known as common house spiders. Measuring about 12 mm long, they typically build funnel-shaped webs in dark spaces such as attics or basements.

The remainder are a much smaller species called *Prinerigone vagans.* They are usually 1.7 to 3 mm long. In Sulfur Cave, these spiders do not build webs of their own. Instead, they live on the larger spiders' webs and ambush passing insects. These two species do not normally live together. However, they are able to coexist in this cave. That is because the larger spiders cannot see the smaller ones, which barely move in the pitch-black environment.

The scientists believe Sulfur Cave provides an ideal environment for this giant web. It is dark, quiet, and protected from the outside world. Hence, the spiders face few predators. The cave's walls are covered with sulfur-eating bacteria, which support large populations of midges and other small insects. This steady supply of prey lets the tens of thousands of spiders live together without competing for food.

Urák and his team plan to continue studying the cave to learn more about its ecosystem and massive spider colony. They also want to study the spiders' genes to understand how they survive in the harsh, sulfur-rich environment.

The world's most amazing museums

The world's most amazing museums, including the Louvre in Paris, The Metropolitan Museum of Art (NYC), and the Vatican Museums (Vatican City), offer unparalleled collections of art, history, and culture, spanning millennia and diverse civilizations. These institutions are renowned for holding masterpieces like the *Mona Lisa*, the Sistine Chapel, and the Rosetta Stone.

- **Top Artistic & Historical Institutions:**

  - **Louvre Museum (Paris, France):** The world's most-visited museum, featuring 35,000 works, including the *Venus de Milo* and *Mona Lisa*.

  - **Vatican Museums (Vatican City):** Famed for the Sistine Chapel and Raphael Rooms.

  - **The Metropolitan Museum of Art (New York City, USA):** Houses 5,000 years of art from across the globe.

  - **British Museum (London, UK):** Chronicles human history with over eight million objects.

  - **State Hermitage Museum (St. Petersburg, Russia):** Holds one of the largest art collections in the world.

  - **Uffizi Gallery (Florence, Italy):** Premier collection of Renaissance art, including works by Botticelli and Michelangelo.

- **Renowned Specialized & Modern Museums:**

  - **Tokyo National Museum (Tokyo, Japan):** Focuses on Japanese art and samurai culture.

  - **Van Gogh Museum (Amsterdam, Netherlands):** The largest collection of Van Gogh's paintings and drawings.

  - **Museo Nacional de Antropología (Mexico City, Mexico):** Features significant archaeological and anthropological artifacts.

  - **Rijksmuseum (Amsterdam, Netherlands):** Known for Dutch Golden Age masterpieces like Rembrandt's *Night Watch*.

  - **Acropolis Museum (Athens, Greece):** Dedicated to the findings of the archaeological site of the Acropolis.
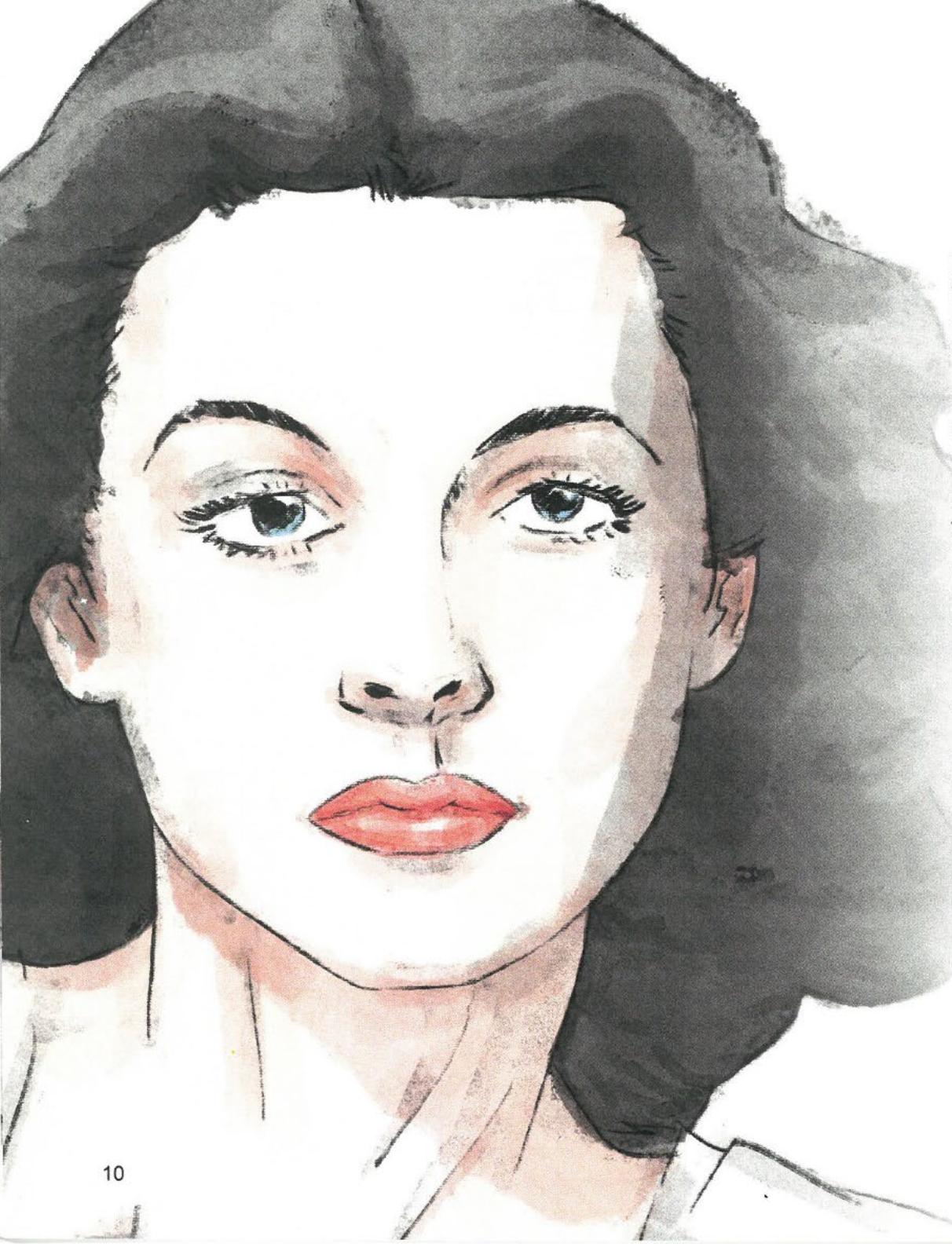
HEDY LAMARR
Inventor, Movie Star
(1914-2000)

Hedy Lamarr was born in Vienna in 1914 and after fleeing Austria (and her first husband) in 1937 she moved to California to begin a film career as a Hollywood actress. However, she became bored with the Hollywood lifestyle and turned to inventing new things as a way to occupy her time off-screen.

She created improvements to traffic signals, a bouillon cube which turned still water into carbonated water, and an aid to help those with limited mobility to bathe but her most important invention came during World War II. Aware that the guidance systems on American torpedoes could easily be jammed by the enemy, she devised a system, with friend George Antheil, that would prevent this. She relied on the information she had gathered while married to her first husband (a munitions manufacturer in Nazi Germany) and eventually developed a system that created a frequency hopping signal that could not be jammed. This creative idea for an encryption system was based on the mechanism behind the 'player piano' - an automatic piano where the tune is controlled by a roll of paper with punched holes. Their device was patented in 1942 under Lamarr's married name of Markey.

It wouldn't be until much later that the importance of their invention would be recognised. The technology they developed was instrumental in the development of wireless communications such as those found in mobile phones, fax machines, and Bluetooth. Hedy was always more known for her film career than for her inventions, but without her work we wouldn't have the ability to connect wirelessly with the digital world as we can today.

Pourquoi est-il important d'apprendre les langues étrangères ?

1. Voyagez facilement

« Grâce aux langues, on est chez soi n'importe où » – Edmund de Waal.

Voyager dans un pays étranger facilement, bien appréhender les instructions, communiquer avec les personnes rencontrées, ne rien manquer de la visite guidée et même comprendre la carte du restaurant… à n'en pas douter, apprendre une langue étrangère – mieux, en maîtriser plusieurs – c'est posséder un pass pour le monde !

2. …et faites de nouvelles rencontres !

« Le langage est la feuille de route d'une culture. Il vous indique d'où vient et où va son peuple » – Rita Mae Brown.

Pour rencontrer de nouvelles personnes dans un pays étranger, parler leur langue est un facilitateur évident. Et votre petit accent "so Frenchy" pourrait même leur plaire beaucoup !

3. Ouvrez votre esprit à la culture du pays

« Étudier une autre langue consiste non seulement à apprendre d'autres mots pour désigner les mêmes choses, mais aussi à apprendre une autre façon de penser à ces choses » – Flora Lewis.

Apprendre une nouvelle langue nous amène naturellement à nous intéresser à la culture à laquelle elle est liée. Par la langue, on appréhende ainsi toute une façon de penser, de considérer le monde vu de cette région de la planète. On apprend comment on peut vivre autrement (que comme nous français), on découvre d'autres habitudes, une autre gastronomie…

4. Sortez des idées reçues

" Celui qui apprend la langue d'un peuple n'aura pas à le craindre " Proverbe arabe.

Les peurs, les idées préconçues, les stéréotypes ne demeurent que dans l'ignorance. A travers l'apprentissage d'une langue, et par là-même d'une culture, votre vision du pays se modifie, s'affine et devient plus réaliste.

L'enseignement d'une seconde langue aux enfants dès l'école primaire, voire en maternelle, tend à développer plus de tolérance envers "l'étranger" et facilite ainsi leur évolution dans une société mondialisée.

5. Développez votre patience

L'apprentissage d'une seconde langue étrangère prend du temps. Cet exercice intellectuel tend ainsi à développer la patience et la persévérance, des caractéristiques de plus en plus rares (et pourtant appréciées) dans une société qui cherche à vivre en "temps réel".

6. Développez vos capacités cognitives

L'apprentissage des langues améliore, semble-t-il, notre santé cognitive (flexibilité, rapidité intellectuelle, meilleure capacité analytique).

7. Retardez le vieillissement

Dans les écoles, l'enseignement d'une première langue étrangère aux enfants pour permettre de maîtriser une deuxième langue étrangère en plus de la langue maternelle à l'âge adulte tend à devenir une priorité du Ministère de l'Éducation Nationale en France. Une bonne chose pour leur développement social et même physiologique à en croire tous ces éléments.

Exploding trees: the winter phenomenon behind frost cracks

When temperatures drop suddenly, trapped water can freeze and expand, splitting trunks with a gunshot-like sound

During the recent cold spell in the northern US, meteorologists issued warnings about exploding trees.

A tree's first line of defence against freezing is its bark, which provides efficient insulation. In cold conditions, trees also enter a form of hibernation, with changes at a cellular level: cells dehydrate, harden and shrink, increasing their sugar concentration. This is the botanical equivalent of adding antifreeze, helping to prevent the formation of ice crystals.

But when temperatures drop suddenly, trees may not have fully acclimatised. The outer layer of wood may still contain water, which freezes and expands, putting pressure on the structure of the tree. In severe cold the tree may give way, sometimes with an explosive sound, producing deep vertical gaps known as frost cracks. Frost cracking is especially likely on sunny days when the temperature of the sun-warmed bark drops rapidly as night falls.

In his Encyclopaedia of Gardening from 1822, John Loudon described how a severe winter left many trees "miserably split and cleft", literally breaking some in two, "attended with dreadful noises like the explosion of firearms".

Frost cracks can harm trees as they may be exploited by insects and fungi, but exploding trees are not dangerous to bystanders. Witnesses do say, however, that the sudden percussive sounds from a dark forest can be unsettling.

Museums lead on conservation of 'incredibly rare' Norfolk Carnyx Hoard

Near-complete Celtic battle trumpet among items discovered during routine archaeological excavation.

Norfolk Museums Service, Historic England and the National Museum of Scotland are coordinating the research and conservation of an " incredibly rare" iron age hoard found last year in west Norfolk.

Made public this week, the Norfolk Carnyx Hoard was discovered during a routine excavation by the independent archaeological company Pre-Construct Archaeology (PCA) as part of the standard planning process for residential properties.

The hoard includes a near-complete animal-headed carnyx, or battle trumpet – one of just three in Britain and one of the most complete found in Europe. The bronze instruments were used by Celtic tribes to inspire their warriors in battle.

The hoard also features the first-ever boar's head flag standard to be found in Britain, as well as the components of other carnyces, shield bosses and other associated metalwork. In a statement, PCA said: "Finds of this kind are exceptionally rare in Britain and across Europe.

"Following discovery, the hoard was carefully lifted intact within a block of soil to preserve its archaeological context. Non-invasive imaging, including X-ray and CT scanning, has revealed the complexity of the assemblage prior to conservation."

PCA said it was working closely with Historic England, Norfolk Museums Service and National Museums Scotland to support the ongoing conservation and research of the hoard. The statement added: "We are extremely proud of the PCA field team, whose expertise and careful decision-making ensured the safe recovery of this remarkable discovery."

Historic England spokeswoman Esther Blaine said: "This newly excavated carnyx example is one of only three known from Britain and is one of the most complete found in Europe. "The finds of the boar's head and the shields are incredibly rare." Senior conservator Jonathan Clark undertaking a micro-excavation of the hoard © Norfolk Museums Service

According to Historic England, the items are in a very fragile condition and require extensive stabilisation work before detailed research can begin. Blaine emphasised the importance of non-invasive archaeological imagining methods and techniques in preserving the context of the hoard. Following discovery, the objects were carefully lifted within a block of soil from the site. Initial scanning took place to reveal how the items were positioned within the soil block. Conservators at Norfolk Museums Service then removed each object for preliminary examination.

Tim Pestell, senior curator of archaelogy for Norfolk Museums Service said: "This find is a powerful reminder of Norfolk's Iron Age past which, through the story of Boudica and the Iceni people, still retains its capacity to fascinate the British public.

"The Norfolk Carnyx Hoard will provide archaeologists with an unparalleled opportunity to investigate a number of rare objects and ultimately, to tell the story of how these came to be buried in the county two thousand years ago."

Copper Beyond Buffet Dining Experience

- Discover the new Beyond Buffet concept, elevating Bangkok's best international buffet to a world-class cuisine level, surpassing all dimensions you've experienced before.
- Utilizing state-of-the-art kitchen equipment imported from the United States, such as the Smoke-master and The Wood Show Broiler.
- With ingredients sourced from all corners of the globe, offering over 150 menus, including Collaboration Menu crafted in collaboration with world-class chefs.
- Experience a new ambiance, more luxurious than ever, with cream-gold tones that exude modern sophistication.
- Expanding seating over 2,000 square meters, providing diverse seating options to accommodate various customer groups, whether dining with friends or family.

Copper Buffet, located in the west of Bangkok, is a fine dining spot that offers an impressive international buffet. The establishment boasts a spacious and well-designed interior that provides a comfortable ambiance for diners to enjoy their meals.

The price range at Copper Buffet is reasonable, making it an affordable option for those looking to indulge in high-quality cuisine. The establishment also offers free parking in the nearby mall.

Copper Buffet's menu features a wide variety of dishes, including seafood, Western steaks, pasta, Japanese sushi, Thai food, and international desserts. Some of the standout dishes include the creamy truffle soup, fresh oysters, salmon sashimi, Wagyu beef noodle, and grilled river prawn. For those who prefer drinks, the establishment has a variety of soft drinks, cocktails, and wines available.

One unique feature of Copper Buffet is its special promotion, which offers a one-point-four-kilogram Australia tomahawk steak for groups of ten people who reserve their seats in advance. The establishment also requires advanced booking to avoid disappointment.

Careers within the Music Industry

A & R Managers/Assistants

A&R stands for Artists and Repertoire. A&R assistants work with songwriters/producers in conjunction with A&R managers and artist management. They also work with various departments within a music publishing company including business affairs, finance, marketing and copyright and royalties.

To get into this part of the industry, you would need to have been working in management, production, marketing, promotion or radio, or after performing a lower-level job or internship at a record label or publishing house. Some larger A&R departments have a position further below the representative: the A&R coordinator.

A&Rs typically get paid through a combination of salary, commission and bonuses. Salaries for A&R can vary widely depending on the company they work for, their level of experience and the specific responsibilities of their role. The average salary for Artists and Repertoire in the United Kingdom is £30,443 per year.

Record Label Executive

Record company executives work in senior management at record labels, where they make high-level business and creative decisions concerning the company's strategy, vision, administration, and operations, as well as decisions about the careers of artists on the label's roster. It is one of the highest-paying job roles within the music industry.

Their role varies greatly but in essence, they can oversee one, or many, aspects of a record label, including A&R, contracts, management, publishing, production, manufacture, marketing/promotion, distribution, copyright, and touring.

At larger labels, a record label CEO is an executive who makes high-level creative and business judgements about the company vision, strategy, administration and operations.

To become a record label executive, you will need to obtain a relevant education in fields such as music business, music management, business administration, entertainment law, or a related discipline. Many of the successful music executives hold degrees in these areas, providing a solid foundation for the business side of the industry.

The average salary for this role varies but a typical record label manager will earn around £38, 811 per year. This can rise to up to c.£74,000 for an executive in a company.

Performing Arts – Wider reading – Drama teacher

A **drama teacher** is an educator who specialises in teaching students about theatre, acting, and performance. Their role goes beyond simply instructing students on how to act—they help learners develop creativity, confidence, communication skills, and an appreciation for the performing arts. Drama teachers can work in a variety of settings, including primary and secondary schools, colleges, performing arts academies, and community programs.

At the core of their job, drama teachers plan and deliver lessons that introduce students to key aspects of theatre. This can include acting techniques, voice and movement work, improvisation, script analysis, stagecraft, and theatre history. They often design creative activities and practical exercises to engage students and encourage them to express themselves through performance. Drama lessons may also explore themes like empathy, storytelling, and collaboration, making the subject valuable for personal as well as artistic development.

Drama teachers are also responsible for preparing students for performances. They may direct school plays, musicals, or showcases, guiding students through the rehearsal process and helping them develop their roles. This involves selecting appropriate material, casting students, blocking scenes, and overseeing technical elements like costumes, lighting, and set design in collaboration with other staff. These productions not only give students the opportunity to apply what they've learned but also teach them about commitment, teamwork, and resilience.

In addition to teaching and directing, drama teachers assess student progress and provide feedback on their performances, written work, and participation. They are often involved in writing reports, attending parent-teacher meetings, and supporting students who may wish to pursue drama further—whether academically or as a career.

A successful drama teacher must possess a deep passion for theatre and strong communication and interpersonal skills. They need to be creative, energetic, and patient, capable of inspiring students of different ages and abilities. Many drama teachers have formal training in both education and performance, and some continue to work as actors or directors alongside their teaching careers.

Ultimately, the role of a drama teacher is to create a safe and dynamic environment where students feel empowered to take creative risks, explore their identities, and gain a deeper understanding of human experience through performance. Their influence often extends well beyond the classroom, helping students build confidence and life skills that stay with them into adulthood.

Photography Wider Reading - Photojournalist
Spring One

Photojournalism involves using photography to tell news stories, document events, and capture moments that define our world. Photojournalists work for newspapers, magazines, news agencies, or independently, often covering topics like conflict, politics, human rights, and social change.

This career demands strong storytelling skills, the ability to work quickly under pressure, and a commitment to truth and ethics. Photojournalists often work in challenging or even dangerous environments and must understand legal and ethical considerations such as privacy and consent.

Key responsibilities include:
- Capturing powerful, accurate images that reflect reality
- Working to tight deadlines
- Writing captions and sometimes accompanying text
- Following journalistic codes of conduct

Notable photojournalists include:
- **Lynsey Addario** – known for her work in conflict zones and humanitarian issues. Lynsey Addario is an award-winning American photojournalist known for her courageous work covering conflict, humanitarian crises, and women's issues around the world. She has reported from war zones in Afghanistan, Iraq, Libya, and Syria, often focusing on the impact of war on civilians. Addario's images are powerful and deeply human, offering a personal perspective on global events that are often reduced to headlines. Her work has appeared in The New York Times, National Geographic, and Time, and she has received prestigious awards, including a Pulitzer Prize and a MacArthur Fellowship. Addario is also known for her memoir It's What I Do, which chronicles her experiences as a woman working on the frontlines of journalism. Her photography is respected not only for its technical skill, but also for its emotional depth and social impact.

- **James Nachtwey** – a veteran war photographer documenting global conflicts and social issues. James Nachtwey is an American photojournalist widely recognized for his long-standing commitment to documenting war, conflict, and social injustice. With a career spanning more than four decades, he has covered major global events including the Rwandan genocide, the Balkan wars, 9/11, and the Iraq War. Nachtwey's black-and-white photography is known for its stark, honest portrayal of human suffering and resilience. Rather than sensationalizing violence, he uses his camera to tell the stories of individuals affected by war, famine, and disease, with a goal of influencing change. He has been a contract photographer for Time magazine and has received numerous awards, including the Robert Capa Gold Medal and the TED Prize. Nachtwey is often described as a visual humanitarian, using photography as a tool to raise awareness and provoke action.

- **Dorothea Lange** – Dorothea Lange was a pioneering American documentary photographer best known for her work during the Great Depression. Working for the U.S. government's Farm Security Administration, Lange travelled across the country capturing the struggles of displaced farmers, migrant workers, and rural families. Her most iconic image, Migrant Mother (1936), became a symbol of resilience and human dignity in the face of hardship. Lange's photography was both artistic and socially driven—she used her camera as a tool for advocacy, believing strongly in the power of visual storytelling to influence public opinion and policy.

Photojournalists must balance artistry with objectivity and often have a strong sense of mission to inform and engage the public.

The Rock's Diet and Workout Plan

For Dwayne Johnson aka The Rock, workouts and a diligent diet are quite simply a way of life. Accordingly, the California-born college athlete turned WWE sensation turned A-list movie star cuts a truly impressive figure, as anyone with working eyeballs and access to a screen can attest. And while some of that mean muscle came naturally, the bulk of it results from next level dedication in every conceivable department. That said, he still makes room for the occasional cheat day. Something tells us he earned it.

Sometimes The Rock's diet can go to crazy extremes. For example, when prepping for the role of Hercules, it was reported that he ate up to seven protein-rich meals a day. That amounted to a whopping total of 4,131 calories, which is basically twice the recommended average for men. When not in training, he normally eats about five meals a day, and we're talking *meals*.

Think steak, fish, whole grains, eggs, green veggies, protein, protein, and more protein, and you're getting a pretty good idea of what The Rock is cookin'. It's all planned out in advance and devoured with relish.

Five-Meal Diet Plan

When he's not building mass for a role, The Rock eats the following (as an example):

Meal #1 - *10 oz steak, 2 cups oatmeal, 3 egg whites, 1 whole egg and 1 glass watermelon juice*
Meal #2 - *2 servings chicken, 2 bell peppers, 3 cups mushrooms, 3 cups broccoli and 1 protein shake*
Meal #3 - *8 oz salmon, 8 asparagus tips, 2 whole eggs, 2 cups rice medley and 3 cups broccoli*
Meal #4 - *10 oz steak, 3 baked potatoes, 8 asparagus tips and 1 glass orange juice*
Meal #5 - *20 grams casein protein, 10 egg whites*

Spanish wider reading – El díá de los Reyes en España.

El Día de los Reyes en España (Día de los Reyes Magos)

El **Día de los Reyes Magos** es una de las celebraciones más queridas del calendario español. Se celebra cada año el **6 de enero** y conmemora la historia bíblica de los Tres Reyes Magos —Melchor, Gaspar y Baltasar—, quienes viajaron desde Oriente para llevar regalos al niño Jesús. Para muchas familias españolas, este día es incluso más importante que el Día de Navidad, especialmente para los niños.

Los orígenes del Día de Reyes están profundamente arraigados en la tradición cristiana. Según el Evangelio de San Mateo, los Reyes Magos siguieron una estrella brillante que los condujo hasta Belén, donde ofrecieron al niño Jesús regalos de oro, incienso y mirra. En España, esta historia ha evolucionado hasta convertirse en una celebración cultural llena de vida que combina el significado religioso con costumbres festivas. En lugar de que Papá Noel traiga los regalos el 25 de diciembre, tradicionalmente muchos niños españoles los reciben de los Reyes Magos durante la noche del 5 de enero.

Uno de los aspectos más espectaculares del Día de Reyes es la **Cabalgata de Reyes**, que se celebra la tarde del 5 de enero en pueblos y ciudades de toda España. Durante estos desfiles, los Reyes Magos recorren las calles en carrozas elaboradas, acompañados de música, bailarines y artistas. Lanzan caramelos y pequeños regalos al público, creando un ambiente de ilusión y alegría. Grandes ciudades como Madrid, Barcelona y Sevilla organizan cabalgatas especialmente impresionantes que atraen a miles de espectadores.

En los hogares, los niños se preparan con entusiasmo para la llegada de los Reyes. Suelen dejar sus zapatos para que se llenen de regalos, junto con agua y comida para los Reyes y sus camellos. A cambio, los niños que se han portado bien reciben juguetes y obsequios, mientras que aquellos que no lo han hecho pueden encontrar **carbón**, que hoy en día suele ser de azúcar. En la mañana del 6 de enero, las familias se reúnen para abrir los regalos juntas, convirtiéndolo en un momento de felicidad compartida.

La comida también desempeña un papel central en la celebración. El dulce tradicional del Día de Reyes es el **Roscón de Reyes**, un gran bollo en forma de anillo decorado con frutas escarchadas que representan las joyas de una corona. En su interior se esconden dos sorpresas: una figurita y un haba seca. A quien le toca la figurita se le corona "rey" o "reina" del día, mientras que quien encuentra el haba debe, tradicionalmente, pagar el roscón el año siguiente.

Más allá de sus elementos festivos, el Día de Reyes refleja valores importantes de la sociedad española, como la unión familiar, la generosidad y el respeto por las tradiciones.

Textile Design Wider Reading for Spring 2

- The Career of the Late Fashion Designer, Valentino Garavani

Italian fashion designer **Valentino Garavani (known as Valentino)** passed away peacefully on 19th January 2026, at the age of 93. He laid in state at Rome's Piazza Mignanelli from 21st to 22nd January and his funeral service was held the following day.

One of the giants of 20th and early 21st century fashion, Valentino's creations were worn by celebrities and well-known figures including Hollywood actors Elizabeth Taylor, Sharon Stone, Julia Roberts and Gwyneth Paltrow, and former First Lady of the USA, Nancy Reagan.

He co-founded the Valentino fashion house in 1960 and ranked alongside fellow fashion designers Giorgio Armani and Karl Lagerfeld at the top of the profession.

Born in Lombardy, Italy, in May 1932, Valentino was known for his collections that displayed luxury, wealth and opulence.

He moved to Paris to study at the Chambre Syndicale de la Couture Parisienne when he was just 17, and went on to work with designers Jacques Fath, Balenciaga, Jean Dessès and Guy Laroche. His adoption of his signature colour "Valentino red", inspired by a trip to Spain, helped elevate the brand to global fame with the debut of the iconic fiesta dress. It became so meaningful for the house that, for Valentino's last collection in 2008, all the models wore red dresses for the finale.

He retired from designing in 2008 but remained an influential figure in the fashion industry.

Despite retiring, Valentino designed the wedding dress of Princess Madeleine of Sweden when she married British-American financier Christopher O'Neill in June 2013.

In December 2023, he was honoured with the Outstanding Achievement Award at the British Fashion Awards, which were held at London's Royal Albert Hall.

Valentino's impact on the fashion world is profound, and his legacy will continue to inspire future generations of designers and fashion enthusiasts.