

Year 8 – Spring 2 – Maths – fractions

Fraction, decimal percentage conversion.				Key Learning Points			
					Key Learning point	Procedure	Example
1	25%	$\frac{1}{4}$	0.25				
2	50%	$\frac{1}{2}$	0.5	18	To find 1%	Divide by 100	1% of 70. $70 \div 100 = 0.7$
3	75%	$\frac{3}{4}$	0.75	19	To find 10%	Divide by 10	10% of 70. $70 \div 10 = 7$
4	12.5%	$\frac{1}{8}$	0.125	20	To find 50%	Divide by 2	50% of 70. $70 \div 2 = 35$
5	20%	$\frac{1}{5}$	0.2	21	To find 25%	Divide by 4	25% of 70. $70 \div 4 = 17.5$
6	33.3	$\frac{1}{3}$	0.3	22	To express a quantity as a percentage of another	<ul style="list-style-type: none"> <li>Represent the quantities as a fraction</li> <li>Convert the fraction to decimal</li> </ul>	I score 7 out of 25 on a test $\frac{7}{25} = \frac{28}{100} = 28\%$
7	66.6	$\frac{2}{3}$	0.6	23	To compare and order FDP	<ul style="list-style-type: none"> <li>Convert them all to be written in the same representation.</li> </ul>	20% or $\frac{2}{5}$ ? $20\% = \frac{2}{10} = \frac{1}{5}$ $\frac{2}{5} > 20\%$
8	10%	$\frac{1}{10}$	0.1	24	To increase by a percentage	<ul style="list-style-type: none"> <li>Find the percentage</li> <li>Add it on</li> </ul>	Increase £50 by 20% $20\% = £10$ $£50 + £10 = £60$
9	20%	$\frac{2}{10} = \frac{1}{5}$	0.2	25	To decrease by a percentage	<ul style="list-style-type: none"> <li>Find the percentage</li> <li>Take it away</li> </ul>	Decrease £50 by 20% $20\% = £10$ $£50 - £10 = £40$
10	30%	$\frac{3}{10}$	0.3	26	To calculate percentage change	<ul style="list-style-type: none"> <li>The formula is <math>\frac{\text{new} - \text{original}}{\text{original}} \times 100</math></li> </ul>	Was £200, now £250. $\frac{250 - 200}{200} \times 100 = 25\%$
11	40%	$\frac{4}{10} = \frac{2}{5}$	0.4	27	To calculate reverse percentages	<ul style="list-style-type: none"> <li>Divide the new amount by its total %</li> <li>Multiply by 100.</li> <li>The original is always 100%.</li> </ul>	After 20% increase, now costs £180. What was the original? $\frac{180}{120} \times 100 = 150$
12	50%	$\frac{5}{10}$	0.5	28	To represent a ratio	<ul style="list-style-type: none"> <li>Count how many of each part you're given</li> <li>Write it as a ratio in the order specified.</li> </ul>	Represent the following as a ratio  Black : White 5 : 3
13	60%	$\frac{6}{10} = \frac{3}{5}$	0.6	29	To represent a ratio as a fraction	<ul style="list-style-type: none"> <li>Add the total number of parts together</li> <li>Each part of the ratio represents the numerator.</li> </ul>	2:3 as a fraction $2 + 3 = 5$ $\frac{2}{5}$ and $\frac{3}{5}$
14	70%	$\frac{7}{10}$	0.7	30	To divide a quantity into a ratio	<ul style="list-style-type: none"> <li>Divide the quantity by the total number of parts</li> <li>multiply by the number of parts in each share of the ratio</li> </ul>	20 shared into the ratio 2:3 $2 + 3 = 5$ $20 \div 5 = 4$ (1 share) $4 \times 2 = 8$ $4 \times 3 = 12$
15	80%	$\frac{8}{10} = \frac{4}{5}$	0.8				
16	90%	$\frac{9}{10}$	0.9				
17	100%	1 whole	1	31	To calculate with speed, distance and time	<ul style="list-style-type: none"> <li>Use the formula <math>\text{speed} = \frac{\text{distance}}{\text{time}}</math></li> </ul>	Distance = 70m, time = 2 hours $\text{speed} = \frac{70}{2}$ $\text{speed} = 35\text{m/h}$

## Genre and Conventions

### Shakespearean Tragedy

- The protagonists are in conflict with an overpowering force (their love against the feud of their families)
- Both protagonists can be considered to be tragic heroes: high status, sympathetic characters whose fatal flaws contribute to their inevitable downfall (their deaths)
- Uses a five-part structure: exposition (an initial incident), rising action (a growth in the tension), climax (the high point of the action), falling action (where the plot begins to unravel), denouement (the ending or resolution to the drama)

## Key Terms

- Hamartia**: A fatal flaw leading to the downfall of a tragic hero
- Hubris**: Exalted pride of the protagonist which leads to their defiance of authority
- Peripeteia**: A sudden negative reversal of fortune or change in circumstances leading to downfall

## Language

- Imagery**: Language which creates vivid sensory ideas in the reader's mind, such as a representation of a specific picture or sound
- Simile**: An explicit comparison between two things using 'like' or 'as'
- Metaphor**: An implicit comparison between two things not using 'like' or 'as'
- Personification**: Attributing human-like qualities to objects, ideas or animals
- Prose**: Lines which use a natural, unstructured rhythm, similar to speech
- Blank verse**: Lines which follow the fixed, more poetic structure of iambic pentameter (10 beats, 5 stressed, 5 unstressed)
- Rhyming couplet**: Two successive rhyming lines, which usually signal that a character has left the stage or is falling in love
- Sonnet**: A poem of 14 lines with a strict rhyme scheme, usually associated with love and romance in conflict
- Oxymoron**: The combination of words or ideas which have opposite or very different meanings
- Pun**: A joke based on the different possible meanings of a word or the fact that there are words which sound alike but have different meanings
- Soliloquy**: When a character, thinking they are alone, speaks their thoughts aloud

## Structure

- Contrast**: Scenes often contrast strongly with the one that follows them, highlighting the theme of conflict
- Timeframe**: The play begins on Sunday morning and ends just before daybreak the following Thursday, creating a rapid, whirlwind pace of action
- Foreshadowing**: R&J's downfall is hinted at throughout the play, increasing suspense for the audience
- Dramatic irony**: Some things are revealed to the audience before the characters, increasing tension
- Juxtaposition**: The placement of two ideas, statements or events near each other to invite comparison or contrast

## Symbolism

- Light**: Juliet's beauty, the overwhelming power of R&J's love, hope and optimism
- Darkness**: The secrecy of R&J's love, loss of hope, R&J's impending death
- Poison**: It is in the power of human hands and human will to extract potential evil or fatal harm from an object or thing

## Influences

**Arthur Brooke's 1562 poem 'The Tragical Historie of Romeus and Juliet'**: A similar plot with key differences: events take place over nine months, the tale doesn't open with conflict, Juliet is 16, and characters like Mercutio and the Nurse are not as well-developed as in Shakespeare's play.

**Ovid's Pyramus and Thisbe (Metamorphoses)**: Two lovers in the city of Babylon live in connected houses. They are forbidden by their parents to be wed because of their parents' rivalry, but whisper their love for each other through a crack in the wall. Pyramus mistakenly believes Thisbe to have been eaten by a lion and kills himself, as Thisbe does when she later finds his body. Pyramus' blood has turned the mulberry fruits from white to dark red, and the gods decide to forever change their colour to this in honour of the dead lovers.

## Key Themes

- Religion**: The impact of religion on the characters' attitudes and choices. How characters conform to expectations, and how they defy them.
- Fate and free will**: The concept of an inevitable destiny and its relation to the characters' choices.
- Honour and loyalty**: The importance of kinship, one's responsibility to their family, views of masculinity and violence.
- Love**: Romantic, sexual, superficial and platonic forms of love are present in the play. This love can be volatile, brutal, and oppressive- or the opposite.
- The Individual versus society**: R&J struggle against their parents, authority, and society's expectations.
- Death**: How the certainty, fear, acceptance and welcoming of death is portrayed in the play.
- Youth**: The thrills and perils of adolescence.
- Time**: Characters' awareness of time and how it affects their decisions, the limitations of time, the importance of timing and its effect on the plot.

## Social and Historical Context

**Staging**: The play was first performed around 1595. 16<sup>th</sup>- and 17<sup>th</sup>-century audiences watched Shakespeare's plays being performed at open-air London theatres during the day. The stage had no scenery, few props, and women were played by boys with unbroken voices. The poorer 'groundlings' stood nearest to the stage, and wealthier spectators paid higher prices to watch from the seated galleries.

**Queen Elizabeth**: Reigned from 1533-1603. Her reign saw England prosper and become a major player in Europe, although not all citizens supported her. She chose not to marry, maybe due to her own infertility or to prevent political instability and loss of power through her choice of husband. She defied the expectations of a patriarchal society.

**Setting of the play**: 14<sup>th</sup>-century Verona, Italy. A successful and cultured city which suffered widespread violence involving deadly battles over trivial issues (e.g. the rivalry between supporters of the emperor and supporters of the Pope). The Montecchi and Capuleti were real families fighting for power in Verona at this time.

**The bubonic plague**: Killed a third of the Italian population in the 14<sup>th</sup> century and then 17,000 people in an outbreak in London in 1592.

**Astrology**: In both 14<sup>th</sup>-century Italy and Elizabethan England stars linked to fate and fortune, were believed to predict and influence the course of human events. The ideas of **Boethius**, a 6<sup>th</sup>-century philosopher, were popular throughout this time: he asserted that Fortune (both good and bad) is part of life and, along with God, controls human destiny. He argued that Fortune is random and that bad fortune is a greater teacher than good fortune.

**Gender**: Both 14<sup>th</sup>-century Verona and Elizabethan England were patriarchal societies. Women were denied all political rights and considered legally subject to their husbands. Disobedience was seen as a crime against their religion. Women who did not marry for whatever reason were forced to live in under the control of a male relative in his home or in a convent, where a woman could become a nun. Aristocratic families often required their young daughters to marry successful older men. Girls were considered eligible at the age of 14 and had to give their consent to a marriage.

**The Catholic Church**: During the Protestant Queen Elizabeth's reign, there were secret Catholic plots to overthrow her. Those involved were executed, and she took a harsher stance towards Catholics later in her reign as threats to her power increased.

## Characters

- Romeo Montague**: Initially a typical Petrarchan lover, his love for Juliet is incredibly romantic, impulsive and passionate.
- Juliet Capulet**: Young and innocent, not yet 14. Her love for Romeo matures her and makes her bolder in her defiance
- Lord Capulet**: Juliet's father. Shows concern for Juliet's welfare, but can be aggressive and tyrannical when he is disobeyed
- Lady Capulet**: Juliet's mother. Cold and distant for most of the play, she expects Juliet to follow in her own footsteps.
- Lord Montague**: Romeo's father. Can be drawn into conflict, but also has genuine concern for his son and is quietly dignified
- Lady Montague**: Peace-loving and dislikes the violence of the feud. She dies of grief when Romeo is banished
- Nurse**: Juliet's nursemaid, they have a close relationship. She acts as confidante and messenger for Romeo and Juliet
- Tybalt**: Juliet's ruthless, hot-tempered and vengeful cousin. Has a deep, violent hatred of the Montagues
- Mercutio**: A relative of the Prince and a high-ranking man. Mixes well with both families and is Romeo's loyal best friend
- Benvolio**: Cares about his cousin Romeo and tries to keep peace between the families
- Prince Escalus**: The symbol of law and order in Verona, yet his threats of punishment are unable to bring an end to the conflict
- Count Paris**: A rich and highly-regarded young man, kinsman to the Prince, who is determined to marry Juliet
- Friar Lawrence**: A caring, trusted, kind man of the Church who is optimistic, perhaps naively, about the possibility of peace

<b>Death</b>	The permanent end of life in a person or animal	<b>Muslim Funerals</b>		<b>Hindu Funerals</b>	
<b>Sorrow</b>	Great sadness, often caused by loss	<b>Bodies are never cremated</b>	As some Muslims believe in a complete physical resurrection	<b>The body is ritually washed</b>	To make the body pure for the next life
<b>Akhira</b>	<i>Life after death in Islam</i>	<b>Funerals are simple, no decorations</b>	<i>To show that wealth is not important</i>	<b>The body is wrapped in white cloth</b>	<i>Colour of mourning/purity. Death should not be feared</i>
<b>Jannah</b>	<i>Heaven in Islam</i>				
<b>Atman</b>	<i>Spirit/soul. It is permanent. Never changes</i>	<b>The body is wrapped in white cloth</b>	<i>Showing that all humans are equal</i>	<b>Flowers and incense around the body</b>	<i>Purify it and make it sweet smelling</i>
<b>Samsara</b>	<i>Rebirth in Hinduism</i>	<b>Bodies are very gently washed</b>	<i>Some Muslims think that the dead can still feel</i>	<b>Body cremated until skull cracks</b>	<i>So soul can depart body for next life</i>
<b>Moksha</b>	<i>Release from rebirth</i>				
<b>Soul</b>	<i>The spiritual part of a person, thought to be immortal</i>	<b>Life after death in Islam</b>		<b>Life after death in Hinduism</b>	
<b>Is there life after death?</b>		<ol style="list-style-type: none"> <li>1. Allah controls everything that happens, including when people die</li> <li>2. People remain in their graves</li> <li>3. One day Allah will destroy everything</li> <li>4. everyone will be judged by Allah</li> <li>5. Good and bad deeds are weighed and then you go to heaven or hell</li> </ol>		<ol style="list-style-type: none"> <li>1. Body dies, soul is released when body is cremated</li> <li>2. Body is meaningless</li> <li>3. Soul goes into a new life</li> <li>4. Rewarded or punished based on karma</li> <li>5. Continues until moksha, released from cycle</li> </ol>	
<b>Ghosts</b>	Maybe something survives the body's death, no evidence, no one come back from the dead to tell us				
<b>Medium</b>	<i>Claim to communicate with dead people, scientists- fraud and tricks</i>	<b>Christian beliefs-soul</b>		<b>Hindu beliefs about the soul</b>	
<b>Near death experience</b>	<i>People that have briefly died claim to see similar things e.g. light. Could be brain being stressed or what they expect</i>	<ol style="list-style-type: none"> <li>1. The soul is unique, immortal, created by God</li> <li>2. Reunited with body at final resurrection</li> <li>3. Can't be seen, part of God in all humans</li> </ol>		<ol style="list-style-type: none"> <li>1. Soul reborn into new body, depending on karma</li> <li>2. Cycle ends with moksha, when soul overcomes all desires</li> <li>3. Body and soul separate, body dies, soul lives on</li> </ol>	
<b>Religious evidence</b>	<i>Bible says if you believe in Jesus you will live on after death</i>				

**Globalisation** is the increase in links between countries and people across the world. It has been made easier with improved communications (internet, smart phones) and improved transportation.

You are a global citizen (without even realising it)

- You facebook, twitter, facetime, whatsapp to communicate with people around the world?
- Your clothes were probably made in another country.
- Your electronics are made in different countries, often China.
- The food you eat is grown or made in one country and processed in another.

**A Transnational Corporation (TNC)** – a company that has branches in many different countries.



**Positive impacts of Globalisation-** Globalisation has benefits for companies and benefits for the people who live in the country.

**BENEFITS FOR LICs**

**Increased employment**

People can get a stable income  
People have a place to live

**Money to help the country develop**

Money is invested in the country-  
water and sanitation  
People have more disposable  
income for shopping and days out.

**BENEFITS FOR HIC companies**

**Products can be exported**

Products can be sold to more people in more countries.

The company can then make more money.

**Companies spend less money than in HICs**

In lower income countries labour, materials and rent is cheaper therefore companies save money.

**Negative Impacts Of Globalisation:**



**Environmental Damage**

- Factories are burning fossil fuels, this releases greenhouse gasses into the atmosphere.
- Oil spills have killed 25,900 birds and fish that live in the Gulf of Mexico.
- Chemicals are released into rivers and lakes.
- Plastic from packaging floats in the ocean, fish and birds mistake it for food and die.

**Profits from companies are sent abroad**

- The money does not stay in the country to help the country develop,
- Profits from the sale of goods often go back to the 'home' country.
- This means the workers do not get a fair wage.



**Sustainability** – meeting the needs of today without harming the environment for the future.

**How can companies globalize sustainably?**

- **Socially-** companies can provide workers with better rights and benefits to help support workers families and local communities.
- **Economically-** companies can make sure they are being efficient with their resources to reduce costs.
- **Environmentally-** companies can use recycled or second hand materials to reduce the amount of raw materials used.

Examples of sustainable companies

1. Adidas parlay trainers – removing waste from the oceans and use it to make some of their products. This reduced the need for new resources to be used.
2. Innocent smoothies- source fruit from farmers who are paid a fair wage and recycle 80% of the dry waste in their manufacturing.
3. Interface carpets- provide a flooring service to individually replace carpet tiles rather than the entire floor, preventing wasted materials.



**Bad working conditions**

TNCs have factories in LICs these are called sweatshops. They workers are often,

- Poorly paid – as little as 50p/day.
- Verbally, physically and emotionally abused
- Long hours
- Bad working conditions

This means companies do not have to pay very much to their workers or to ensure their factories are safe. As they are paying less it makes clothes cheaper.



## Year 8 – Art – Portraiture

1	Different qualities of darkness and light.	Tone	13	The imagery contained within the work.	Content
2	The feel of a surface e.g. rough/ smooth.	Texture	14	Why and when the work was made.	Context
3	A mark made by a point moving on a surface.	Line	15	How the work makes you feel.	Mood
4	The three dimensional quality of an object.	Form	16	How the work was made.	Process
5	The outline of an object.	Shape	17	How and where the formal elements have been used.	Form
6	Different hues caused by light refracting on a surface.	Colour	18	Your overall opinion of the work.	Evaluation
7	The space within a painting or sculpture that contains the important objects/ information.	Contrasting Colour	19	A way of breaking down and studying different parts of an artwork.	Critical Analysis
8	The space within a painting or sculpture that does not contain the important objects/ information.	Complimentary Colour	20	An art movement that originated in the 1960s and is concerned with popular culture.	Pop Art
9	The arrangement of objects within an artwork.	Warm colours	21	An American painter who was part of the Pop Art movement.	Roy Lichtenstein
10	A technique used to show different distance on a flat surface.	Cool colours	22	Open to more than one interpretation.	Ambiguous
11	Placing two or more objects together for a contrasting effect.	Onomatopoeia	23	A spoken, written or visual account of events. A story.	Narrative
12	A shading technique where lines are placed at different distances apart to show tone.	Hatching	24	The ideas, beliefs and customs of a mainstream culture or cultures.	Popular Culture

# Year 8 -How was the Holocaust possible?

1. 1190 – Clifford’s Tower Massacre	2. 1791 –Pale of Settlement	3. 1919 – The Treaty of Versailles is signed	4. 1929 – The Wall Street Crash	5. January 1933 Hitler come to power	6. 1935 – The Nuremberg laws are introduced	7. 1938 – Kristallnacht	8. 1939 – Mass arrests of the Jews in Germany	9. 1939 – Transportatio n of Jewish people to concentratio n camps	10. 1939 - 1945 World War Two
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## Vocabulary

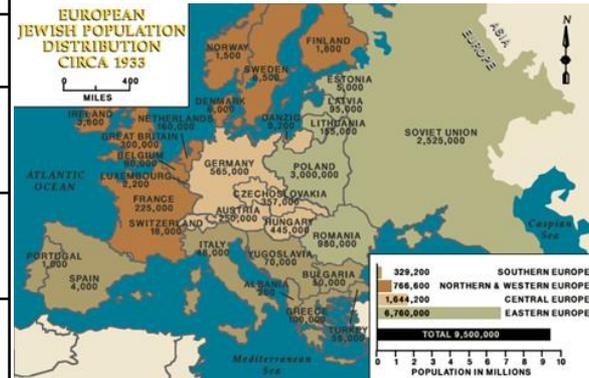
1.	<b>Holocaust</b>	The Holocaust was a genocide where the Nazis were trying to kill every Jewish person in Europe. The Nazis killed approximately six million Jews during the Holocaust.
2.	<b>Anti-Semitism</b>	Being anti-Jewish, being racist to Jews a type of <b>persecution</b> (picking on people).
3.	<b>Kristallnacht</b>	“Crystal Night” or “Night of Broken Glass”. The Nazis destroyed synagogues, Jewish homes and shops throughout the night, leaving glass everywhere.
4.	<b>Auschwitz</b>	Auschwitz was one of the most infamous camps because it was a concentration camp, forced labour camp and a death camp.
5.	<b>Ghetto</b>	A ghetto is a poor part of a city where one race of people is forced to live by the majority of other people in the city.
6.	<b>Concentration Camp</b>	People were held in poor conditions, sometimes working as slave labour. Many died due to the poor conditions.
7.	<b>Death Camp</b>	People were sent here for the sole purpose of being murdered
8.	<b>Genocide</b>	When one ethnic group tries to exterminate another ethnic group or race of people.
9.	<b>Racially Inferior</b>	A race of people which are seen to be not as good as others.
10.	<b>Aryan Race</b>	Term used by the Nazis to describe northern European physical characteristics (such as blonde hair and blue eyes) as racially “superior”.
11.	<b>Final Solution</b>	m used by the Nazis to describe their plan to annihilate the entire Jewish population of Europe.
12.	<b>Axis</b>	The Axis powers, originally Nazi Germany and Fascist Italy, extended to Japan when it entered the war.

## Dates

1.	<b>1933</b>	the Sterilisation Law
2.	<b>1934</b>	Jews banned from public spaces e.g. parks and swimming pools
3.	<b>1933</b>	Boycott of Jewish shops led by SA
4.	<b>1935</b>	Nuremberg Laws – Reich Citizenship Law and Law for the Protection of German Blood
5.	<b>1936</b>	Jews banned from professions e.g. doctors teachers, lawyers
6.	<b>1938</b>	Kristallnacht

## Key Terms

1.	<b>Origin/ Root</b>	The start of something
2.	<b>Encouraged</b>	To do or continue to do something
3.	<b>Triggered/ Sparked</b>	The event that led to a dramatic change.



All the areas of Europe on this map apart from Britain, Spain and Portugal were controlled by the Nazis. Some countries have very large Jewish populations such as Poland (3 million), Russia (2.5 million) and Hungary, (445,000)

## 8 – Spring 2 – Spanish

1	¿Cómo te llamas?	What's your name?	16	Puedes	You can
2	Me llamo	I am called	17	Podría	I could
3	¿Qué tal?	How are you?	18	Podrías	You could
4	¿Cómo estás?	How are you?	19	¿Cuándo es tu cumpleaños?	When is your birthday?
5	Fabuloso	Fabulous	20	enero	January
6	Bien	Good	21	febrero	February
7	Regular	OK	22	marzo	March
8	Mal	Bad	23	abril	April
9	Fatal	Awful	24	mayo	May
10	Hay que hablar español	You must speak in Spanish	25	junio	June
11	Hay que escuchar	You must listen	26	julio	July
12	Hay que levantar la mano	You must raise your hand	27	agosto	August
13	No hay que gritar	You must not scream	28	septiembre	September
14	No hay que hablar en inglés	You must not speak English	29	octubre	October
15	Puedo	I can	30	noviembre	November

## 8 – Spring 2 – Spanish

1	diciembre	December	16	quince	fifteen
2	uno	one	17	dieciseis	sixteen
3	dos	two	18	diecisiete	seventeen
4	tres	three	19	dieciocho	eighteen
5	cuatro	four	20	diecinueve	nineteen
6	cinco	five	21	veinte	twenty
7	seis	six	22	veintiuno	twenty-one
8	siete	seven	23	veintidos	twenty-two
9	ocho	eight	24	veintitres	twenty-three
10	nueve	nine	25	treinta	thirty
11	diez	ten	26	treinta y uno	thirty-one
12	once	eleven	27	primero	first
13	doce	twelve	28	cumpleaños	birthday
14	trece	thirteen	29	¿Cuántos años tienes?	When is your birthday?
15	catorce	fourteen	30	tengo trece años	I am thirteen year old