



# Minsthorpe Community College

## Knowledge Organiser Year 8 – Autumn Term 1

Name:

P&A group:

Knowledge Assessment: Thursday 23<sup>rd</sup> October 2025 – Period 1

### Vision

**Minsthorpe Community College:** A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



## Look

**Look at the information carefully.  
Read it three times.**  
It may help to **say** it as you read it.



## Cover

**Cover it with your hand or a piece of paper.**



## Write

**Write it out from memory.**



## Check

**Check what you have written matches the information exactly.  
Have you got it correct?  
If so, tick your work to show it is correct.**




## Correct

**If it doesn't match exactly, use a different coloured pen to correct it.  
Repeat.**  
When you get it 100% correct, move on to the **next** piece of information.





Subject: English	KPOW: Outsiders: Descriptive writing	Year 8: Autumn Term 1
<p><b>Week 2 &amp; 3: Context of 1930s America &amp; Setting</b></p>	<p><b>Week 4 &amp; 5: Marginalisation and Racism</b></p>	<p><b>Week 6, 7 &amp; 8: Descriptive Writing Techniques</b></p>
<p><b>1930s America and The Wall Street Crash</b>            In October <b>1929</b>, the boom in the US economy suddenly came to a halt with the Wall Street Crash. Shares in the stock market suddenly lost all their value, causing those businessmen who traded stocks to lose their money overnight. As a result of this, America was plunged into <b>depression</b> and lots of people became unemployed. The rest of the world followed suit, as depressions spread across Europe.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Social commentary</b>- a work that serves as a critique of issues in society.</li> <li>• <b>Unattainable</b>- not achievable, not able to be reached.</li> <li>• <b>Migrant</b>- (noun) a person who moves from one place to another, especially in order to find work or better living conditions.</li> <li>• <b>Itinerant</b>- (adjective) travelling from place to place</li> <li>• <b>Transient</b>- (adjective) lasting only for a short time; impermanent.</li> </ul> <p><b>Imagery</b> - Imagery refers to language that stimulates the reader's senses. <b>Devices include: metaphors, similes, personification, allusion, symbolism and motif.</b>  <b>Motif</b> – a dominant or recurring idea in an artistic work. The word motif (pronounced moh-teeef) is derived from the French phrase motif meaning "pattern." <b>Theme:</b> a fundamental idea or meaning that is central to a text.</p> <p><b>Cultural Awareness</b>            The Garden of Eden is the biblical earthly paradise created by God to be inhabited by his first human creation - Adam and Eve.</p> 	<p><b>Racism in America: Jim Crow laws</b> were a collection of state and local statutes that legalised racial segregation:</p> <ol style="list-style-type: none"> <li>1. African-Americans were not allowed to serve on juries in some counties/states.</li> <li>2. Discrimination in voting</li> <li>3. Poll taxes</li> <li>4. Literacy tests in order to qualify to vote</li> <li>5. Discrimination in employment</li> </ol> <p><b>The Ku Klux Klan (KKK)</b> After the American Civil War (1861-64), some men from Southern states who had fought to preserve slavery joined together with a common purpose. They feared that black people were gaining too much freedom and posed a threat to White Superiority in America.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Marginalise</b> (verb) to treat a person, group or concept as insignificant or peripheral.</li> <li>• <b>Racism</b> (noun) the belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.</li> <li>• <b>Ostracised</b>- (adjective) to be excluded from a group or society.</li> <li>• <b>Segregated</b>- (adjective) Separated or divided, usually along racial, sexual, cultural or religious lines; set apart from others.</li> <li>• <b>Advocate</b>- (verb) to support or recommend something.</li> <li>• <b>Inevitable</b>- (adjective) certain to happen; unavoidable.</li> </ul> <p><b>Futile</b>- (adjective) incapable of producing any results. Useless.</p>	<p><b>"Show not Tell"</b>- A descriptive/ narrative device we can use to hint at the character's thoughts and feelings without explicitly stating it. E.g. Tell: He was sad. Show: His eyes filled with tears and he sighed heavily.</p> <p><b>Simile:</b> comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. as brave as a lion).</p> <p><b>Metaphor:</b> a thing regarded as representative or symbolic of something else.</p> <p><b>Personification:</b> the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.</p> <p><b>Alliteration:</b> the occurrence of the same letter or sound at the beginning of adjacent or closely connected words "the alliteration of 'sweet birds sang'"</p> <p><b>Repetition:</b> deliberately repeated a phrase or word for effect.</p> <div style="background-color: #f08080; padding: 5px; margin-bottom: 5px;"> <p><b>I</b> <b>ing</b>- Smiling sweetly, she turned and walked away.</p> </div> <div style="background-color: #ffcc99; padding: 5px; margin-bottom: 5px;"> <p><b>S</b> <b>imile</b>- Like the chocolates in the box, she vanished quickly.</p> </div> <div style="background-color: #ffffcc; padding: 5px; margin-bottom: 5px;"> <p><b>P</b> <b>reposition</b>- On the top of the hill, the wolf stood and watched.</p> </div> <div style="background-color: #ccffcc; padding: 5px; margin-bottom: 5px;"> <p><b>A</b> <b>adverb</b>- Hurriedly, he snatched the ticket.</p> </div> <div style="background-color: #99ccff; padding: 5px; margin-bottom: 5px;"> <p><b>C</b> <b>conjunction</b>- When he found his bone, the dog settled at the bottom of the stairs.</p> </div> <div style="background-color: #9966ff; padding: 5px; margin-bottom: 5px;"> <p><b>E</b> <b>ed</b>- Pleased with what he had done, he stood back and admired his work.</p> </div> <div style="background-color: #ff99cc; padding: 5px;"> <p><b>D</b> <b>dialogue</b>- "Who can that be?" Kate asked herself, as she heard a loud, slow knocking on the door.</p> </div>





Subject: Maths

Week 2: Sequences

Sequences

A sequence is a list of numbers that follow a rule. A term is a number in the sequence.

The **term-to-term** rule is a description of how to calculate the next term.

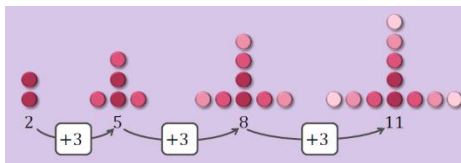
For example

**3, 7, 11, 15, ...** The first term of this sequence is 3 and the term-to-term rule is + 4.

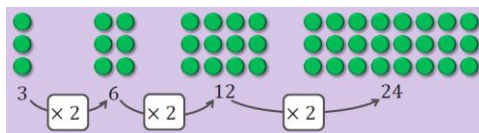
**36, 18, 9, 4.5, ...** Term-to-term rule is  $\times \frac{1}{2}$

Types of sequences

In an **arithmetic sequence** there is a common difference between the terms. For example:



In a geometric sequence there is a common ratio between the terms. For example:



KPOW: Equations

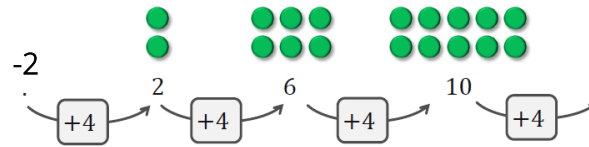
Week 3: Sequences

0<sup>th</sup> term

The 0<sup>th</sup> term is the term that would come before the 1<sup>st</sup> term.

For example

In the sequence 2, 6, 10, ... the 0<sup>th</sup> term is -2



The nth term

The nth term is a formula for finding any term in the sequence.

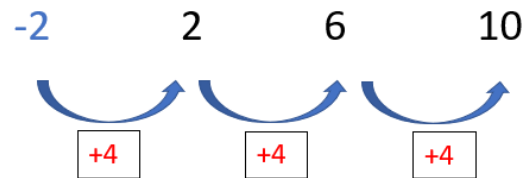
The nth term is the **position-to-term** rule. n represents the **position** of the number in the sequence.

For an arithmetic sequence the **nth term** is:

nth term = **common difference** x n + **0<sup>th</sup> term**

For example

0<sup>th</sup> term    1<sup>st</sup> term    2<sup>nd</sup> term    3<sup>rd</sup> term



nth term = **4n** + **-2** = **4n - 2**

Year 8: Autumn Term 1

Week 4: Equations

Keywords:

Expression: Numbers, symbols and operators grouped to show the value of something. They do not have an equals sign.

Equation: When two expressions are equal. They always have an equals sign.

Identity: An equation that is true no matter what values are chosen. Identities have this symbol  $\equiv$ .

Expressions

2a means a + a or 2 x a

a + 2 means 2 more than a

a<sup>2</sup> means a x a

The value of the expression depends on the value of the variables. We can find the value by substituting.

For example

If a = 2 substitute into 3a + 1

= 3 x a + 1

= 3 x 2 + 1

= 6 + 1 = 7

Collecting like terms

Like terms	Not like terms
2a and a	a and b
2a <sup>2</sup> and a <sup>2</sup>	a and a <sup>2</sup>
ab and 2ab	a and 4





Subject: Maths

Week 5: Equations

To simplify expressions, we collect like terms together.

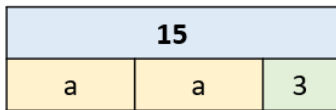
For example

$2a + 3b + 4a - b$  simplifies to  $2a + 4a = 6a$   
 $6a + 2b$

$3b - 1b = 2b$

Equations

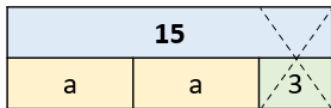
Bar models help us understand equations



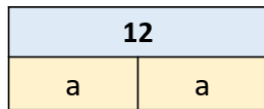
This bar model shows  $2a + 3 = 15$

To solve an equation, rearrange to get letters on one side and numbers on the other.

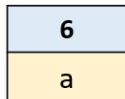
$2a = 15 - 3$



$2a = 12$



$a = 6$

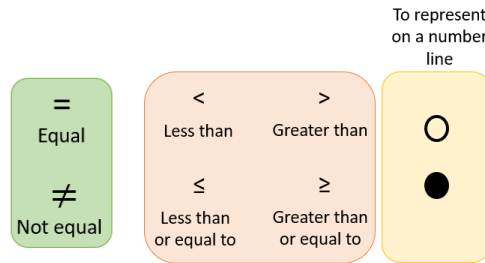


KPOW: Inequalities

Week 6: Inequalities

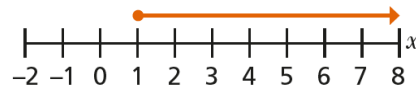
Inequalities

An inequality compares two values, showing if one is less than or greater than the other and whether they are equal to or not.

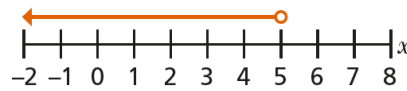


We can represent inequalities on a number line.

For example



This arrow shows the inequality  $x \geq 1$  ( $x$  is greater than or equal to 1).



This arrow shows the inequality  $x < 5$  ( $x$  is less than 5).



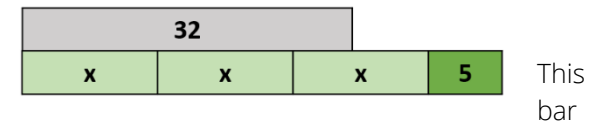
This diagram represents the inequality  $-4 \leq x < 1$  ( $x$  is greater than or equal to -4 and less than 1).

Year 8: Autumn Term 1

Week 7 & Week 8: Inequalities

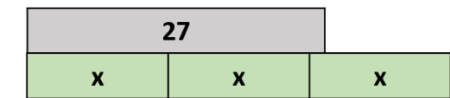
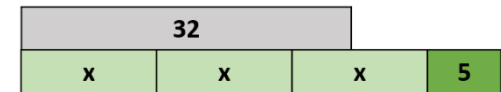
Use bar models to solve and understand inequalities.

For example

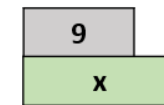


This bar model shows  $3x + 5 > 32$  because 32 is represented by the shorter bar.

Solve an inequality in the same way we solve an equation.



Therefore  $3x > 27$



So  $x > 9$ . Therefore, for any value of  $x$  greater than 9, the value of  $3x + 5$  will be greater.





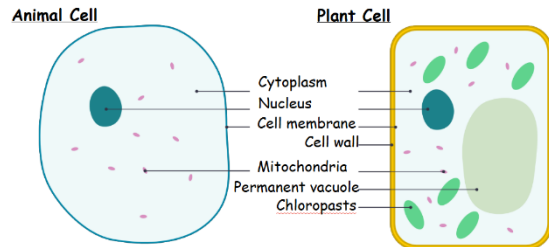
Subject: Biology

Weeks 2: Microscopes and Cells Recap

**Magnification** – To make an object appear bigger using a microscope.

**Cells** – The smallest unit of life and the building blocks for all organisms.

**Organelle** - Part of a cell that has a specific function (job).



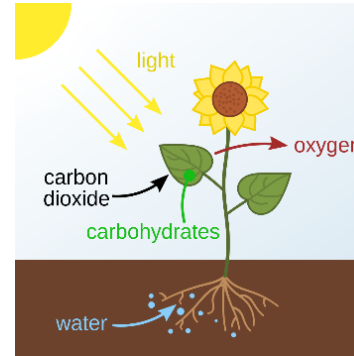
These are the organelles of a plant and animal cell.

Week 3 & 4: Leaf Structure & Photosynthesis

**Photosynthesis** – The process where plants turn water and carbon dioxide into glucose and oxygen.

**Chloroplasts** – The part of the cell where photosynthesis occurs.

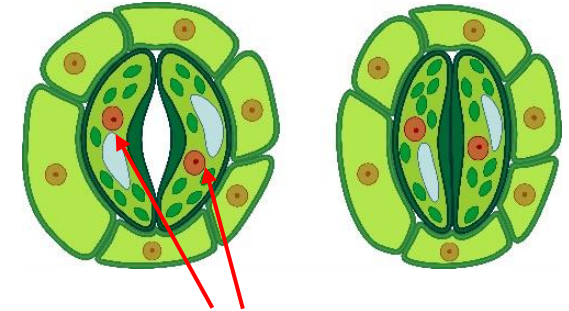
Plants take in water through their roots and carbon dioxide through their leaves. Using light energy, they convert this to oxygen and carbohydrates for growth.



Year 8: Autumn Term 1

Week 5 Stomata Practical

**Stomata** – Small holes in leaves that allow gas to enter and leave. These are mainly on the underside of the leaf.



In bright light, the guard cells swell so that the stomata open to allow gas exchange. In low light, they shrink to close the **stomata**.

Week 6: Seed Dispersal

**Fertilisation** - The joining of the nucleus of the pollen to the nucleus of the ovule.

**Pollination** - The transfer of the pollen to the stigma of a plant.

Seeds can be dispersed (spread over a wide area) by **animals, wind, water or by being exploded from a pod.**



Some seeds have wing like structures to help them float in the wind.



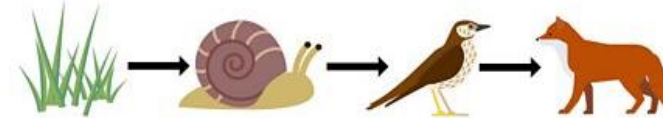
Some seeds are hidden in fruits like a strawberry and are spread by animals.

Week 7: Food Chains

**Consumer** – Organisms that get their energy from eating or consuming other organisms.

**Food Chain** – A diagram to show the feeding relationships between organisms including the energy transfer.

Key learning points



Here the snail consumes the grass, the bird eats the snail, and the fox eats the bird.

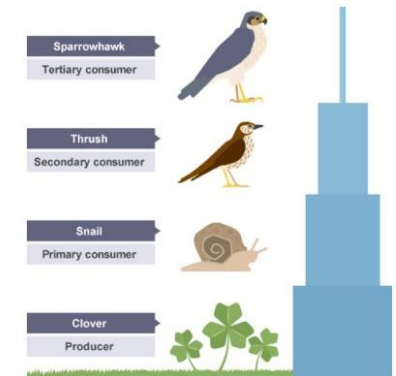
The arrows that go to the right represent the **energy transfer** between the organisms.

Week 8: Ecosystems

**Ecosystem** - A biological community of interacting organisms and their physical environment.

**Biomass** – Mass of living or recently dead tissue.

These pyramids shows that biomass reduces the further up the food chain you go due to **energy** being lost between each level.



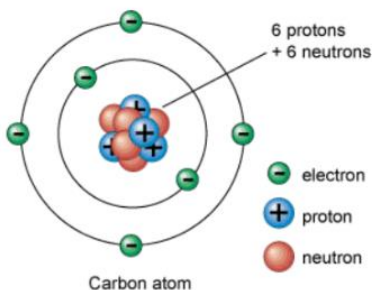


Subject: Chemistry

Week 2: Atoms, Elements and Compounds.

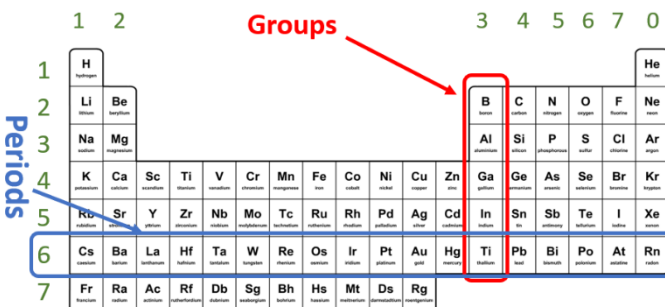
Atom – The basic building blocks of all matter.
Element – A substance containing one type of atom.
Compound – A substance that is formed when two or more elements are chemically bonded together.

Atoms are made up of 3 subatomic particles; positive protons, neutral neutrons (found in the nucleus) and negative electrons (found on shells).



Week 3 & 4: Periodic table, Groups and Periods

Periodic table – An arrangement of all known elements based on their atomic number (proton number). It was developed by Dmitri Mendeleev.



On the periodic table, the vertical columns are called groups and the horizontal rows are called periods.

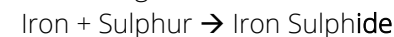
Year 8: Autumn Term 1

Week 5: Compounds and Mixtures

Mixture – A substance that is made of one or more elements or compounds that are not chemically joined.



When two elements bond together, the ending of the second element changes to -ide.



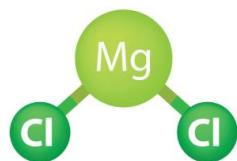
When three or more elements, including oxygen bond, the ending becomes -ate.



Week 6: Compounds and Formula

Using Chemical Formula is a quick and easy way to represent what elements are in a compound and how many atoms of each element there are.

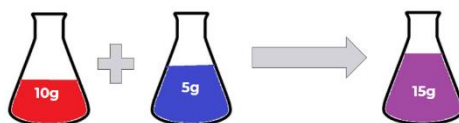
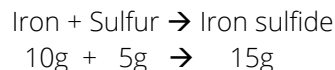
For example:



Mg = Magnesium. There is no number after it so there is only one magnesium element. Cl = Chlorine. There is a number "2" after it so there are two chlorine elements. The name of this compound is Magnesium Chloride.

Week 7: Conservation of mass

The law of conservation of mass states that the total mass of reactants must be equal to the total mass of the products.

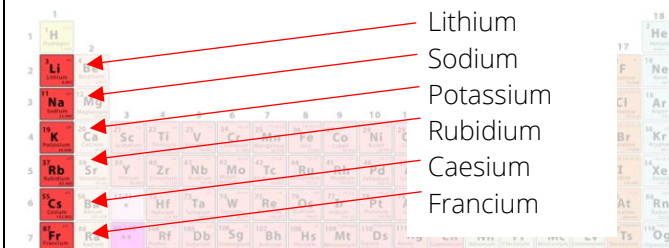


There are some examples where it might appear that this is not the case. If a gas is produced in the reaction, the mass will appear to go down. If a gas is a reactant, the mass will appear to go up.

Week 8: Group 1

Alkali Metals – The elements in group 1 are known as the alkali metals because they form strong alkaline solutions when they react with water.

Reactivity- How reactive something is or how easily it reacts. A substance with a high reactivity reacts very easily.



The alkali metals are found in Group 1 of the periodic table.












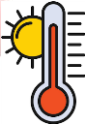




Subject: French	KPOW: Où j'habite Writing	Year 8: Autumn Term 1
<b>Week 2: Countries and Compass Points</b>	<b>Week 3: Types of Houses/Places and Adjectives</b>	<b>Week 4: Verbs and Time phrases</b>
<p>le centre de (the centre of)  le nord de (the north of)  l'est de (the east of)  le sud de (the south of)  l'ouest de (the west of)  le nord-ouest de (the north-west of)  le sud-est de (the south-east of)  l'Allemagne (Germany)  l'Australie (Australia)  l'Écosse (Scotland)  l'Espagne (Spain)                      la France (France)  le Pays de Galles (Wales)  l'Angleterre (England)  l'Irlande (Ireland)  l'Italie (Italy)</p>	<p>dans la banlieue (in the suburbs)  à la campagne (in the countryside)  au/en centre-ville (in the town centre)  sur la côte (on the coast)  à la montagne (in the mountains)  dans un quartier résidentiel (in a residential area)  joli / jolie (pretty)  grand / grande (big)  petit / petite (small)  vieil / vieille (old)  un appartement (flat)  une maison (house)  Édimbourg (Edinburgh)  Londres (London)  Rome (Rome)</p>	<p>Actuellement (Currently)  En ce moment (At the moment)  À l'avenir (In the future)  Dans le futur (In the future)  j'habite à (I live in) on habite à (we live in)  c'est dans (it's in)  j'habite dans un / une (I live in a)  on habite dans un / une (we live in a)  je voudrais habiter (dans un/une) (à)  (I would like to live in a/in)  on voudrait habiter (dans un/une) (à)  (we would like to live in a/in)  j'aimerais habiter (dans un/une) (à)  (I would like to live in a/in)  on aimerait habiter (dans un/une) (à)  (I would like to live in a/in)</p>
<b>Week 5: Locations, Verbs and Connectives</b>	<b>Week 6: Places and Activities in a Town</b>	<b>Week 7 &amp; Week 8: Adjectives and Descriptions</b>
<p>Près de chez moi (Near my house)  Dans ma ville/mon village (in my town/my village)  Dans le centre (In the centre)  Dans mon quartier (In my neighbourhood)  Dans ma rue (In my street)  il y a (there is/are)  il n'y a pas de (there isn't/aren't)  Il y aurait (there would be)  on peut (we/you can)  on ne peut pas (we/you can't)  on pourrait (we could)  donc (therefore)  et (and)                      où (where)  car / parce que / puisque (because)  mais / cependant (but/however)  par contre (on the other hand)</p>	<p>un café (a café)                      un restaurant (a restaurant)  un cinéma (a cinema)  un centre commercial (a shopping centre)  un centre sportif (a sports centre)  un lac (a lake)  une gare (a train station)  une gare routière (a bus station)  une piscine (a swimming pool)  manger (eat)                      boire (drink)  regarder un film (watch a film)  faire du shopping (go shopping)  acheter des trucs (buy some stuff/things)  faire du sport (do sport)  nager (swim)  voyager (travel)  se promener (go for a walk)</p>	<p>c'est (it is)                      ce n'est pas (it isn't)  ce serait (it would be)  sûr (safe)  reposant (relaxing)  bien tenu (well kept)  propre (clean)  amusant (fun/amusing)  intéressant (interesting)  tranquille (peaceful)  bruyant (noisy)  dangereux (dangerous)  mal tenu (badly kept)                      sale (dirty)  beaucoup de choses à faire (lots of things to do)  beaucoup à voir (lots to see)  beaucoup de circulation (lots of traffic)  beaucoup de pollution (lots of pollution)</p>



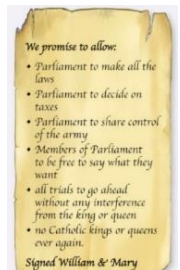


Subject: Geography	KPOW: World Cities	Year 8: Autumn Term 1
<p><b>Week 2: Urbanisation</b></p> <p><b>Urbanisation</b> is the <b>increase</b> in the proportion of people living in <b>urban areas</b> (towns &amp; cities).</p> <p>The region that has experienced the most growth is <b>Asia</b>.</p> <p>The main causes of urbanisation are <b>poverty, drought</b> and lack of <b>employment</b>.</p> <p>Urbanisation leads to a city's <b>population increasing</b>. In LIC (low-income country) and NEEs (newly emerging economy) this leads to not enough housing for everyone and lots of people end up living in <b>slums</b>. Here disease is common due to lack of sanitation.</p>	<p><b>Week 3: Rural to urban migration</b></p> <p>It is expected that by <b>2050</b> another <b>2.5 billion</b> people will live in cities around the world.</p> <p>A large percent of China's population has migrated from rural areas to urban areas. </p> <p> <b>PUSH</b> There are a number of reasons people leave rural areas and migrate to urban areas; these are called <b>push and pull factors</b>.</p> <p> <b>PULL</b></p> <p>People migrate to the cities where they have more <b>opportunities</b> for <b>better education</b> and <b>better jobs</b>.</p> <p>In the rural areas, there are now fewer people to look after the elderly; it also means China will struggle to <b>grow enough food</b> to feed its growing population.</p>	<p><b>Week 4: Megacities</b></p> <p>The population of the world is not distributed evenly. Areas with the densest (<b>most people</b>) areas are south and east Asia.</p> <p>Megacities have <b>over 10 million people</b> living in them. </p> <p>Megacities are growing fast due to <b>rural-urban migration and natural increase</b>.</p> <p>There are many opportunities and challenges of living in megacities:</p> <ul style="list-style-type: none"> <li>✓ <b>Better healthcare.</b> </li> <li>✓ Jobs in tourism.</li> <li>✓ More money spent on improving the cities.</li> <li>✗ <b>Poorly paid jobs.</b> </li> <li>✗ Not much green open space.</li> <li>✗ Lots of traffic jams.</li> </ul>
<p><b>Week 5: Housing the urban poor</b></p> <p>Rural to urban migration causes many problems. One of the biggest problems is the creation of <b>squatter settlements</b>, also known as favelas, slums, or shanty towns.</p> <p>Life in squatter settlements has many challenges that can affect a person's <b>quality of life</b> (how <b>happy and healthy</b> they are).</p> <p>These challenges include a lack of <b>clean water, poor sanitation, overcrowding</b> and <b>no waste disposal</b>.</p> <p>Many governments are stepping in and creating opportunities for local people by overcoming some of these problems.</p>  	<p><b>Week 6: Sustainable cities</b></p> <p>In the future, more people are going to live in <b>cities</b>. Problems that need to be solved include:</p> <ul style="list-style-type: none"> <li>• Where people are going to live.</li> <li>• Will there be enough resources for everyone.</li> <li>• What will the air quality be if everyone uses cars and what to do with all the sewerage and waste.</li> </ul> <p>The answer to these problems is for cities to become <b>sustainable</b>.</p> <p>Some features of a <b>sustainable city</b>:</p> <ul style="list-style-type: none"> <li>• Energy created by <b>solar</b> or <b>wind</b>.</li> <li>• There is lots of <b>green</b>, open space.</li> <li>• People use reliable, <b>electric</b> public transport.</li> <li>• People and businesses <b>recycle</b> their waste.</li> <li>• Good quality, <b>affordable</b> homes are built.</li> </ul>  	<p><b>Week 7 and Week 8: Global Weather</b></p> <p><b>Week 6 = World Cities KPOW</b></p> <p><b>Week 7 New Topic: Global Weather – Extreme Weather</b></p> <p>Extreme weather is when a <b>weather event is significantly different from the average or usual weather pattern</b>.</p> <p>Examples of extreme weather include <b>flooding, snowstorms, tornadoes, drought, and wildfires</b>. These events can have negative impacts on people and the environment.</p> <p>Climate scientists say that <b>global warming is increasing</b> both the <b>frequency</b> (amount) and <b>likelihood</b> (chance) of these extreme weather events.</p> <p>Scientists predict that by <b>2100</b> heatwaves will take place every year in the UK!</p>  





Subject: History	KPOW: Was Cromwell a hero or villain?	Year 8: Autumn Term 1
<p><b>Week 2: Causes of the English Civil War</b></p> <p>King Charles I ruled England from 1625. In 1642, a civil war broke out in England between the King and Parliament.</p> <p><b>Causes of the English Civil War</b></p> <p><b>Long term causes</b> = Charles believed in the 'Divine Rights of Kings.' He was an <b>absolute monarch</b>. Charles married a <b>French Catholic princess</b> when the country was Protestant. He closed Parliament in 1629 for 11 years when they refused to collect more taxes. Charles introduced <b>Ship Tax</b> in 1635. He made everyone pay it, when it was normally only paid by people near the sea.</p> <p><b>Short term causes</b> = In December 1641, Parliament sent Charles a <b>long list of complaints</b> about the way he was running the country. Charles was furious and in January 1642 he took 300 soldiers to London to arrest 5 MPS, but they had gone. He left to gather an army.</p>	<p><b>Week 3: Civil War Fighting and Propaganda</b></p> <p>The country divided between Charles and Parliament.</p> <p>Royalists = <b>Cavaliers</b></p> <p>Parliamentarians = <b>Roundheads</b></p> <p>Many ordinary people fought for who their local landowner or town supported. <b>Battles:</b></p> <p>1642, Edgehill – draw</p> <p>1644, Marston Moor – victory for Parliament</p> <p>1645, Naseby – victory for Parliament – the Royalists were destroyed.</p> <p><b>The New Model Army:</b> After Edgehill, <b>Oliver Cromwell and Thomas Fairfax reorganised</b> and trained the Roundheads. They were extremely well disciplined and followed strict codes of conduct. This new army believed '....they fought for God. Singing hymns, they charged into battle!'</p>	<p><b>Week 4: Trial and Execution</b></p> <p>In 1647, Charles' army was defeated and he was a prisoner. However, he managed to escape and raise an army with the Scots help. In August 1648, Cromwell beat Charles' army and Charles was recaptured. Many MPs now felt they couldn't trust Charles and he should be put on trial for <b>treason</b>.</p> <p><b>Treason = betraying your own country.</b></p> <p>The trial started on 20 January 1649. Only 67 out of 135 judges turned up to court. Charles refused to listen or enter a plea of guilty or not guilty.</p> <p>Day 7: <b>Guilty!</b> Charles was <b>sentenced to death</b>. The death warrant was signed by 59 judges. This event shocked many and changed how the country was run.</p> <p><b>Significance:</b> Charles was the first king executed by his people. The monarchy was removed and the country became a <b>republic</b>.</p>
<p><b>Week 5: Cromwell: Hero or Villain?</b></p> <p><b>Republic</b> = a country without a king or queen. At first Parliament ruled, but in 1653 Oliver Cromwell became <b>Lord Protector</b>. He divided the country into 11 districts, each ruled by an army general.</p> <p><b>Villain:</b> He put the King on trial for not working with parliament and then he ruled without them. He banned Christmas, music, pubs, dancing, theatre and sports. Yet he enjoyed music and dancing! <b>He killed 5000 Irish people</b> in 1649 who refused to support him.</p> <p>Sent Irish children to Jamaica as slaves.</p> <p><b>Hero:</b> He <b>improved the army</b> and was respected by other countries. Ended wars with the Netherlands and captured Jamaica. <b>Promoted ordinary people based on ability not wealth.</b> Allowed Jews back into the country and allowed them worship.</p>	<p><b>Week 6: The Restoration</b></p> <p>Oliver Cromwell died in 1658. His son Richard was made Lord Protector, but he resigned after a few months following arguments between Parliament and the army.</p> <p>In 1660, Parliament asked Charles I's son, Charles II, to become king. This was known as the <b>Restoration</b>. Charles II was known as the '<b>Merry Monarch</b>' because he brought back sports, entertainment and Christmas. Most people were happy with the changes.</p> <p><b>Important change:</b> Charles II built a good relationship with Parliament because he didn't want a civil war. Charles II wanted religious freedoms, but In 1664 Parliament banned all services except those of the Church of England. Charles II didn't argue!</p>	<p><b>Week 7 and Week 8: Glorious Revolution</b></p> <p>Charles II died without an heir. His younger brother James II became king.</p> <p><b>Problems with James</b> = James was Catholic. In 1688, James' new Catholic wife gave birth to a male heir. This worried Parliament as they thought the future King would be Catholic</p> <p><b>Plot:</b> Leading members of Parliament invited James' eldest daughter Mary and her Protestant husband William of Orange to invade England and fight James.</p> <p><b>Conditions:</b> Mary and William had to rule with Parliament and were banned from raising taxes without parliament'. They signed a document known as The Bill of Rights. This was the start of the <b>Constitutional Monarchy</b>.</p>





Subject: DT - Food

Week 2 & Week 3

Kitchen Health and Safety recap from year 7

- Aprons must be worn during all practical sessions to protect against burns and splashes.
- Long hair must be tied back.
- Hands must be washed regularly throughout, but always at the start.
- Equipment must be washed, dried, and put back after use.



Knife safety

**Bridge method**- when the hand is curled and shaped like a bridge for knife to go under- rounded products, like apple, strawberries, and onion.

**Claw method**- when a product is gripped by the fingertips in a claw shape and the fingertips are pulled back for safety before cutting- long products such as cucumber and leeks.

The bridge and claw method can be used to produce fruit kebabs with a garnish.

**Weighing and measuring** ensures **accuracy** when making food during practicals. Always measure in grams (g).



KPOW: Bread planning and making

Week 4 & Week 5

Bread ingredients

- 500g Strong Plain flour, 1 sachet yeast, 1 teaspoon salt, 25g margarine, 1 teaspoon sugar, 1/2 pint warm water
- Extra ingredients e.g.: Cheese, tomato puree, pepperoni, cocoa/chocolate, berries

Function of ingredients

**So what is in bread? What do the ingredients do?**

Flour  
Flour is the main ingredients and forms the framework of the bread.  
**Dextrinization**  
(The effect of dry heat on starch) occurs when bread is cooked.

strong white bread flour by Sainsbury's

Yeast produces Carbon Dioxide (CO2) GAS, which makes the bread rise.  
**FOOD. WARMTH. MOISTURE. TIME**  
In order to multiply.

Water (H2O) is needed to **Bind** the ingredients together & help the gluten development.  
Water is needed for the yeast to ferment.

Salt and/or sugar, adds **Flavour** & aids the development of Gluten.

Fat & Oil **Weaken** The gluten and **Restrict** the action of the yeast. This gives it a close texture.

Method for making bread

1. Weigh out the ingredients
2. Add bread flour, sugar and butter in a bowl
3. Rub in until light and golden – add salt
4. Make a well and add yeast and extra flavouring
5. 150 ML of warm water A DROP AT A TIME
6. Mix until it forms a dough - IF DRY ADD MORE WATER IF WET ADD MORE FLOUR
7. Knead on a floured surface for 8 minutes until stretchy
8. Shape into desired shape and place on a baking tray to prove
9. Bake at 220 degrees for 15-20 minutes

Year 8: Autumn Term 1

Week 6, Week 7 & Week 8

Gelatinisation

This is the process that occurs when making a sauce and it thickens. A plain sauce is called a ROUX sauce.

Getting warm: Heat starch granules in liquid. Starch granules become swollen.

I'm swelling up

I'm Bursting!!

Starch granules burst

Starch granules become swollen

The liquid thickens and gelatinizes

Didn't we do well

Starch gelatinizes when heated in a liquid, producing a thickened liquid

Dishes that use a ROUX sauce are:

Macaroni Cheese / Carbonara Ingredients

- 25g (40g for thicker sauce) Plain flour
- 25g (40g for thicker sauce) Margarine
- 1 pint milk, 200g cheese, 300g Pasta

Topping – 100g cheese and/or breadcrumbs (optional)

Extra ingredients that can be added - Bacon, cooked chicken, onions, mushrooms, garlic etc.

Lasagne

- 50g Plain flour
- 50g Margarine
- 1 pint milk
- 200g cheese
- 1 pack lasagne
- 1 pack mince meat
- 1 onion (optional)

1 tin tomatoes and ½ tube tomato puree OR 1 tin of tomato pasta sauce

Extra cheese for the topping

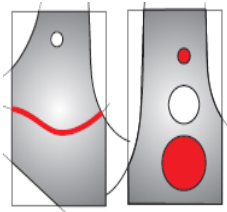
**Garnish** = a small amount of food used to decorate other food e.g. Parsley or herbs.





Subject: DT – Product Design

Week 2 & Week 3: Dull to Dynamic Strategy



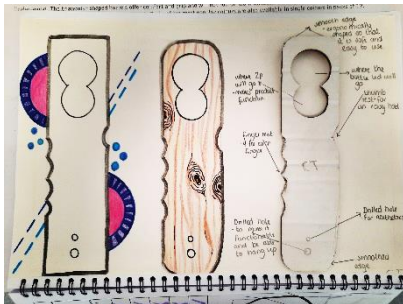
**Design rules** – Generating quick sketches to help develop unique designs.

**Dull to Dynamic** strategy helps create the final idea considering **anthropometric**

**measurements** (so the bottle opener fits in the

hand comfortably when using it).

Dull to dynamic means turning a basic (dull) idea, into a dynamic outcome.



**Key terms:**

**Ergonomics** - The study of people and their working environment, especially to improve effectiveness.

**Specification** – Precise description of the design and make details that the final product is required to achieve/ meet.

**Theory**

**Workshop Health and Safety.**

- Goggles must be worn on all workshop machinery.
- Long hair must be tied back on machinery.
- Aprons must be worn during all practical lessons.

**Key terms:**

**PPE** – Personal Protective Equipment

KPOW: Design & Evaluation

Week 4 & Week 5: Wooden Bottle Opener



Workshop skills to cut and shape and smooth the bottle opener using a range of tools and equipment. Product should **reflect** the

design and match the **design specifications** given.

**Tools and equipment**

**Countersink drill bit** –Drills a cone like hole so the flat head screw sits flush against the wood.

**Chuck key** – Attaching drill bit to the pillar drill.

**Forstner drill bit** – Drill blind holes (the holes to attach the 2p and open your bottle).

**Chuck key** – Used to attach drill bit to the pillar drill.

**Evaluation**

You will evaluate your completed product and your skills in detail looking at **WWW** (what went well) and **EBI** (even better if). Testing for quality of finish.

**Theory**

**Ergonomics** = making products efficient to use.

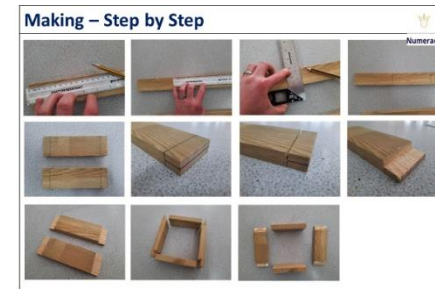
Ergonomics considers issues such as:

- Shape
- Size
- Pressure
- Use
- Features

**Ergonomics** uses **anthropometrics** (size) to improve products and make them comfortable to use.

Year 8: Autumn Term 1

Week 6, Week 7 & Week 8: Storage Box



Workshop skills - measure, mark and cut **½ lap joints** and shape a **frame** for the **wooden storage box**

complete with **inserts**. **Decoupage** – gluing pictures to the surface and sealing with varnish.

**Key words:**

**Tenon saw** – Cuts straight

lines.

**Tri square** – Used to mark and check 90\* angles.

**½ lap joint** – A joint between two timbers halved together so they overlap each other to create a flush surface.

**Metal file** – A tool to shape and smooth materials.

**Filler** – a mixture of PVA glue and sawdust to create a wood filler that is designed to fill holes and imperfections.

**Aesthetic** – Pleasing qualities of a product e.g., shape, design, colour, pattern.

**Keynote 10cm = 100mm (for every 1 cm = 10 mm)**

**Theory**  
**Product Analysis** – looking at existing products and studying how well they do their job looking at

**ACCESS FM** – Aesthetics, cost, customer, environment, size, safety, function, materials.





Subject: DT - Textiles

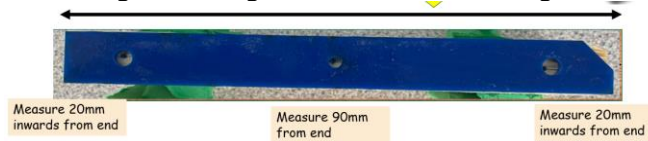
Week 2 & Week 3: Storage Product

Taping wood together:



Tape around the wood with masking tape to hold it firmly so that you can then accurately drill all 4 pieces together.

Measuring & Marking the wood before drilling it:



The blue template that is used to help you achieve accuracy is called a 'JIG' (something that guides you to achieve the same again and again therefore consistent and accurate).

Design theme: Pop Art – Art movement of 1950s & 60. Challenged traditional fine art using images from popular culture like comic books and product labels – everyday life things. It uses bright colours. Famous artists of this movement include Andy Warhol and Roy Lichtenstein.



KPOW: Design & Make a Cushion Cover

Week 4 & Week 5: Creating a Block Print



Place template on foam, draw round, cut out, stick on block with double-sided tape

Creating patterns using a block:



THEORY: SMART materials Respond Automatically to a Changing Environment (RACE = acronym) Examples of change are: temperature, light, electrical current, pressure and motion.

Microencapsulation: microscopic bubbles filled with a substance then sprayed onto fabric. Examples of substances are anti-bacterial, fragrance, antiallergic & mosquito repellent.

D30 = smart material that is like playdough until it is hit (blunt force), its molecules then lock solid.

Thermo chromic = dyes that change colour in response to changes in TEMPERATURE.

Photo chromic = dyes that change colour in response to ULTRAVIOLET LIGHT (UV).

Year 8: Autumn Term 1

Week 6, Week 7 & Week 8: Product Analysis

Investigating similar products to those you wish to design and make. Gathering useful information such as what materials they are made from, the cost, the function, what is successful about them and what, in your opinion would make them even better.

A Hem – the finish made to the bottom of clothes such as trousers and skirts. The edge is turned up to create a neat finish (overlocked and turned, or turned twice so no raw edge).

Plain Seam – how most clothing is joined, it's the most common joining seam. Two pieces of the garment are laid together and sewn on the Seam Allowance (normally 1.5cm).

Casing – this is like a hem, but the fold is larger which creates a space between the stitch and the top that something like elastic or a drawstring could be pulled through. For this project, the space will need to be big enough to push the dowel through.



THEORY: modern materials that have been created through technological development. Examples of such are Kevlar (V strong, bullet proof vests), Super hydrophobic (repels water), Nomex (fire resistant), Carbon Fibre (light, rigid – racing cars) and Rhovyl (long lasting antibacterial)





**Subject: Core PE**

**Week 2 & Week 3: Playing Surface**

**Definition:** A playing surface is the ground in which you play sports on.

**Example:** The Astroturf is a playing surface which football can be played on.

**Prevention of injury:** Before taking part in sport, you must check that there are no hazards on the playing surface which could potentially cause injury.



**KPOW: Key Words**

**Week 4 & Week 5: Protective Equipment**

**Definition:** Protective equipment is usually clothing or footwear which a sports person would wear to avoid injuries.

**Example:** A cricket player would wear a helmet to avoid being hit in the head by the cricket ball.

**Prevention of injury:** Protective equipment acts as a barrier of protection between yourself and impact from another source, e.g., a boxing glove. A helmet in cricket could prevent being hit in the head by the ball, avoiding a concussion.



**Year 8: Autumn Term 1**

**Week 6, Week 7 & Week 8: Playing equipment**

**Definition:** Playing equipment is the equipment used in order to take part in the sport.

**Example:** A basketball net is playing equipment because without it you cannot play basketball.

**Prevention of injury:** Before taking part in sport, you need to ensure that all the playing equipment is suitable to use and therefore will not cause injury. For example, if a trampoline has a split in the webbing, then this will be unsafe to use as the performer could rip through it.





Subject: Computing & Digital Media	KPOW: Hardware		Year 8: Autumn Term 1																		
Week 2 & Week 3	Week 4 & Week 5		Week 6 & Week 7 & Week 8:																		
<p><b>Keywords:</b>  <b>Phishing:</b> When criminals send emails or texts to someone claiming to be a well-known business.  <b>Hacker:</b> A person who tries to illegally access or attack a computer network or device.</p>	<p><b>Keywords:</b>  <b>Peripheral:</b> A device attached to or used with a computer.  <b>Secondary Storage:</b> Data storage used to store data so that the computer can be switched off.</p>		<p><b>Keywords:</b>  <b>Computer Network:</b> Several computers that are connected together so that they can share information.  <b>Malware:</b> Harmful software created to cause damage or gain illegal access to computer systems.</p>																		
<p><b>Malicious software (malware)</b> is software that is created to cause harm to a device or data on that device.            Examples of malware are:</p> <ul style="list-style-type: none"> <li>• Computer Viruses</li> <li>• Trojans</li> <li>• Ransomware</li> <li>• Spyware</li> </ul> <p>Malware can be spread in many ways:</p> <ul style="list-style-type: none"> <li>• Via attachments on emails</li> <li>• Through a USB stick</li> <li>• Clicking on a popup on a website</li> </ul> <p>Having anti-malware software installed and setting up a firewall can prevent malware attacks.</p> <p>New viruses are being created all the time so it's important that anti-malware is kept up to date, so new viruses are identified.</p> <p>A <b>Strong password</b> is one that is designed to be hard for a person (or program) to guess. It should be at least 8 characters long, using upper case, lowercase, numbers and symbols/ it should not be personal.</p>	<table border="1" data-bbox="797 459 1451 1123"> <thead> <tr> <th>Peripheral name</th> <th>Use</th> </tr> </thead> <tbody> <tr> <td>Keyboard</td> <td><b>Input device</b> - used to enter data.</td> </tr> <tr> <td>Mouse</td> <td><b>Input device</b> - used to control a pointer and select items.</td> </tr> <tr> <td>Microphone</td> <td><b>Input device</b> - use to capture voice or music to put into computer.</td> </tr> <tr> <td>Camera</td> <td><b>Input device</b> - used to capture an image or video.</td> </tr> <tr> <td>Printer</td> <td><b>Output device</b> - used to create a physical copy of a document.</td> </tr> <tr> <td>Headphones</td> <td><b>Output device</b> - used to connect to computer to listen to audio.</td> </tr> <tr> <td>Speakers</td> <td><b>Output device</b> - used to connect to computer &amp; listen to audio.</td> </tr> <tr> <td>Interactive screen</td> <td><b>Input &amp; Output device</b> - used to display data &amp; allow user to interact via touch screen.</td> </tr> </tbody> </table> <p><b>Computer storage</b>            As well as inputting &amp; outputting data, the computer has to process and store data.            Secondary storage is used for long term storage of files and data. There are <b>3 types of secondary storage</b>:</p> <ul style="list-style-type: none"> <li>• <b>Magnetic</b> Eg: Hard disk drive (HDD)</li> <li>• <b>Optical</b> eg: CD, DVD or Blu-ray</li> <li>• <b>Solid state</b> eg: Memory stick or SD card</li> </ul>		Peripheral name	Use	Keyboard	<b>Input device</b> - used to enter data.	Mouse	<b>Input device</b> - used to control a pointer and select items.	Microphone	<b>Input device</b> - use to capture voice or music to put into computer.	Camera	<b>Input device</b> - used to capture an image or video.	Printer	<b>Output device</b> - used to create a physical copy of a document.	Headphones	<b>Output device</b> - used to connect to computer to listen to audio.	Speakers	<b>Output device</b> - used to connect to computer & listen to audio.	Interactive screen	<b>Input &amp; Output device</b> - used to display data & allow user to interact via touch screen.	<p>Types of network:  <b>LAN – local area network</b> (such as home/college)  <b>WAN – wide area network</b> (such as internet)</p> <p>A network is two or more computer connected together, so they can share resources such as a printer or an internet connection.</p> <p>Devices can be connected together in a network via wired (Ethernet cables) or wireless networks (Wi-Fi).</p> <p>We need other network hardware to connect them together such as:</p> <p><b>Switch:</b> used to connect devices together.  <b>Router:</b> used to connect different networks together (such as connect home (LAN) to the internet (WAN)).  <b>Wireless access point (WAP):</b> used to connect wireless devices to a network.</p> <p>Networks are vulnerable to attacks by hackers, so organisations often have set rules to reduce the threat, these include:</p> <ul style="list-style-type: none"> <li>• Backing up data regularly</li> <li>• Strong passwords for everyone</li> <li>• Different levels of access</li> <li>• Up to date antimalware and firewall</li> </ul>
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Subject: Music

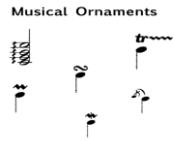
KPOW: Classical Music

Year 8: Autumn Term 1

Week 2 & Week 3: Baroque era (1600 – 1750)

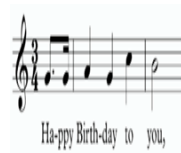
The **Baroque period** was a time in music from **1600 to 1750**. It came before the **Classical** period which was during **1750 to 1820**. Music in this time was full of drama and emotion.

**Composers** used **ornamentation** to make their music sound more exciting. This means adding extra, decorative notes to make the **melody** more interesting.



**Anacrusis**

A note that starts **before** the **main beat** of the bar. **Greensleeves** has an **anacrusis** at the start of the piece.

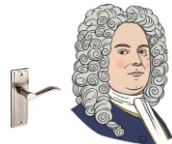


**Baroque composers**

Two of the most famous Baroque **composers** were **Bach**, who wrote Toccata and Fugue in D minor, and **Handel**, who wrote "Messiah" (with the famous "Hallelujah" chorus). They were born **German** born and their music is still performed today.

**George Frederic Handel (1685 – 1759)**

**THINK:** How do you open a door?



**Johann Sebastian Bach (1685 -1750)**

**THINK:** What's wrapped around a tree?



**The harpsichord**

The main **instrument** used. It looks like a piano, but sounds very different. It belongs to the **string** family.



Week 4 & Week 5: Classical era (1750 – 1820)

**Classical music** was written between **1730 and 1820**, after the **Baroque period**. Classical music sounds **clearer** and **more balanced** than Baroque music. The **orchestra** was bigger, with more **woodwind, brass, and percussion instruments** added.

**Symphony**

A long piece of music for **orchestra** with **several sections** became popular during the Classical period.



**Pianoforte**

In the Classical period the **pianoforte** (now just called the **piano**) was invented.



It could play both **loud and soft** sounds, unlike the **harpsichord** used in the **Baroque period**. **Piano** in **Italian** means **Soft** and **Forte** means **Loud**.

**Classical composers**

Two of the most famous **Classical** composers were **Mozart**, who wrote the opera **The Magic Flute**, and **Beethoven**, who wrote **Fur Elise**. Their music is still performed today.

**Wolfgang Amadeus Mozart (1756 – 1791)**



**Ludwig van Beethoven (1770 – 1827)**



Weeks 6, 7 & 8: KPOW performance

**Greensleeves**

A traditional **English folk song**. It was composed during the **Baroque era**. Despite popular myths, there is no concrete evidence to support the claim that **King Henry VIII** composed "**Greensleeves**" for his lover and second wife **Anne Boleyn**.

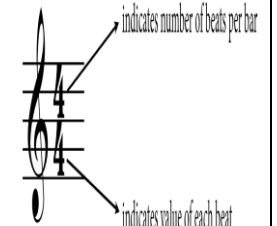


The song is in a **3/4-time signature**, which gives it a waltz, dance-like quality.

**Time signatures**

**Two numbers**, like a fraction:

- The **top number** tells us how many beats are in a bar.
- The **bottom number** tells us what kind of note gets one beat.



For example, in **4/4 time (four-four time)**:

- The **top 4** means there are 4 beats in each bar.
- The **bottom 4** means a **crotchet (quarter note)** gets one beat.

So, we count: **1, 2, 3, 4, - 1, 2, 3, 4...**

**Common Time**

The most popular time signature in music is '**Common time**'. That means most songs you listen to on the **radio, on TikTok, or in movies** are written in common time. In common time, there are **4 beats in each bar (4/4)**.


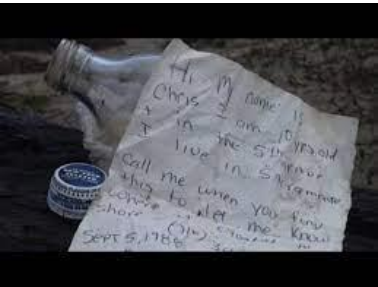





<b>Subject: Art</b>	<b>KPOW: Cultures - China</b>	<b>Year 8: Autumn Term 1</b>
<b>Week 2 &amp; Week 3: Baseline</b>	<b>Week 4 &amp; Week 5: Artist page</b>	<b>Week 6 &amp; Week 7 &amp; Week 8: Development</b>
<p><b>Keywords and definitions</b></p> <ul style="list-style-type: none"> <li>• <b>TONE</b> – how light or dark a colour is including highlights, mid tone and shadows.</li> <li>• <b>Culture</b> – the ideas, customs, and social behaviour of a particular people or society.</li> <li>• <b>LAYOUT</b> – the arrangement of elements on a page usually referring to specific placement of image, text and style.</li> <li>• <b>DEVELOP</b>- making progress by refining, improving and exploring.</li> </ul> <p><b>Observational drawing</b> - to record a subject as accurately as possible.</p> 	<p><b>Culture Research - China</b></p> <p>During this topic you will learn about Chinese culture.</p> <ul style="list-style-type: none"> <li>• With a <b>population of over 1.3 billion</b>, China has more people than any other country on Earth. Arts and crafts have a long history in China.</li> <li>• Thousands of years ago, the Chinese were some of the first people to use silk, jade, bronze, wood and paper to make art. The artistic writing called calligraphy was invented in China.</li> <li>• The Chinese invented paper, the magnetic compass, printing, tea porcelain, silk and gunpowder, among other things.</li> </ul> <p>The flag of China:</p> 	<p><b>Artist page development. Practice in the Art box in your workbook.</b></p> <p>Create a page all about the Chinese culture. Think about the <b>layout</b> carefully. This page is very important as it will form the basis of the next stage of your China project.</p> <p>Change the size of images, overlap and add pencil colour using your knowledge of colour blending.</p> 

















Subject: Drama	KPOW: Monologue	Year 8: Autumn Term 1
Week 2 & Week 3	Week 4 & Week 5	Week 6 & Week 7 & Week 8
<p>Recap of Health and Safety and Intro to Survivor Topic</p> <p><b>Survivor</b> - a person who continues to live, especially despite being nearly killed or experiencing great danger.</p> <p><b>Imagination:</b> the action of forming new ideas, or images or concepts of external objects not present to the senses.</p> <p><b>Improvisation:</b> the skill of making something up on the spot.</p> <p><i>'Year 8 Drama journal – ensure to take pride in your work and presentation.'</i></p>  <p><b>Expectations in the Drama Studio</b></p> <ul style="list-style-type: none"> <li>You must remove your bag, coats, and shoes</li> <li>No running in the Drama studio</li> <li>No physical contact with other students</li> <li>Respect the space and your peers</li> </ul>	<p>Creating a Monologue</p> <p><b>Monologue</b> – A <i>monologue</i> is a speech presented by a single character, most often to express their thoughts aloud, and directly address the audience.</p> <p><b>Emphasis</b> – to state or show that something is especially important or deserves special attention.</p> <p><b>Hot Seating</b> – <i>Hot seating is when an actor is asked questions as their character, and they must answer in role.</i></p> <p><i>'A Character profile is key information about your fictional character.'</i></p>  <p><b>Skills and techniques:</b></p> <ul style="list-style-type: none"> <li>Vocal Expression</li> <li>Audience Awareness</li> <li>Body Language</li> <li>Levels</li> </ul>	<p>Exploration of Skills</p> <p><b>Direct Address</b> – breaking the fourth wall and speaking to the audience.</p> <p><b>Vocal Projection</b> – voice projection is the ability to use your voice loudly, powerfully, and clearly while acting.</p> <p><b>Articulation</b> - is having clear vocal expression. You articulate sounds with your lips, teeth, tongue, and use your mouth to vary those sounds.</p> <p><i>Top Tip! Find a focal point when delivering your monologue.</i></p>  <p><b>Characterisation:</b> A description of the distinctive nature or features of someone or something.</p> <p><b>Peer Feedback</b> – enables the performer to improve their work, based on feedback of strength and weaknesses.</p>





Subject: Learning 4 Life			Year 8: Autumn Term 1																							
Week 2 & Week 3: Key Words		Week 4 & Week 5: How Jews Were Treated	Week 6, Week 7 & Week 8: Those Who Helped																							
Please learn the definitions of the following 12 words:		<p><b>Please learn these facts below:</b></p> <ol style="list-style-type: none"> <li>1. World War II was 1939-1945.</li> <li>2. Initially Jews were treated differently in what some might consider small ways e.g. not being able to sit on a park bench.</li> <li>3. As the months passed, the treatment became worse- e.g. moved into ghettos.</li> <li>4. When in the ghettos, Jews had a curfew and their food was rationed.</li> <li>5. The rationed food in ghettos didn't even cover 10% of what an adult should be getting (2,000 calories a day for women, 2,500 for men).</li> <li>6. Eventually Jews were taken from ghettos and placed in concentration camps.</li> <li>7. These camps 'concentrated' all Jews in one place so they were easier to manage, the camps could be work camps or death camps.</li> <li>8. The Nazi's needed all Jews together because it made executing the 'Final Solution' easier. This was the Nazi plan to murder all European Jews.</li> <li>9. The most infamous camp is Auschwitz (Poland) which was made up of 3 camps, one of them being a killing camp (Birkenau).</li> <li>10. By the time the war finished in 1945, over 6 million Jews had been murdered. This accounts for around 66% of European Jews.</li> <li>11. It is also important to remember that it was not just Jews who were killed, 5 million gypsies, homosexuals, prisoners of war, amongst others, were also killed.</li> </ol> <p style="text-align: center;">"To forget the Holocaust is to kill twice" Elie Wiesel, Holocaust survivor</p>	<p><b>Please learn these key facts below;</b></p> <p>There were many people who disagreed with what the Nazi regime was doing. These people risked their own lives to help Jews. We would call them 'upstanders.'</p> <p>An upstander is a person who 'stands up' for what is right, they don't do nothing.</p> <p>Below is a brief look at 4 'upstanders'</p> <table border="1"> <tr> <td></td> <td> <p><b>Oscar Schindler</b></p> <ul style="list-style-type: none"> <li>- A German Nazi</li> <li>- He used his position to save 1,200 Jews.</li> <li>- They worked in his enamelware and ammunitions factory in Poland.</li> <li>- A film called 'Schindler's List' was made about his role in the Holocaust.</li> </ul> </td> </tr> <tr> <td></td> <td> <p><b>Nicholas Winton</b></p> <ul style="list-style-type: none"> <li>- He was a British stockbroker.</li> <li>- He arranged for 669 Jewish children to come from Europe to safety in England.</li> </ul> </td> </tr> <tr> <td></td> <td> <p><b>Irena Sendler</b></p> <ul style="list-style-type: none"> <li>- She was a Polish nurse.</li> <li>- She smuggled 2,500 Jewish children out of the Warsaw Ghetto.</li> <li>- She gave them false identity papers and hid them with non-Jewish families.</li> </ul> </td> </tr> <tr> <td></td> <td> <p><b>Marion Pritchard</b></p> <ul style="list-style-type: none"> <li>- She was a Dutch social worker.</li> <li>- She helped to hide around 150 Jews, mostly children to keep them safe.</li> <li>- She provided them with false documents and a safe place to hide.</li> </ul> </td> </tr> </table>		<p><b>Oscar Schindler</b></p> <ul style="list-style-type: none"> <li>- A German Nazi</li> <li>- He used his position to save 1,200 Jews.</li> <li>- They worked in his enamelware and ammunitions factory in Poland.</li> <li>- A film called 'Schindler's List' was made about his role in the Holocaust.</li> </ul>		<p><b>Nicholas Winton</b></p> <ul style="list-style-type: none"> <li>- He was a British stockbroker.</li> <li>- He arranged for 669 Jewish children to come from Europe to safety in England.</li> </ul>		<p><b>Irena Sendler</b></p> <ul style="list-style-type: none"> <li>- She was a Polish nurse.</li> <li>- She smuggled 2,500 Jewish children out of the Warsaw Ghetto.</li> <li>- She gave them false identity papers and hid them with non-Jewish families.</li> </ul>		<p><b>Marion Pritchard</b></p> <ul style="list-style-type: none"> <li>- She was a Dutch social worker.</li> <li>- She helped to hide around 150 Jews, mostly children to keep them safe.</li> <li>- She provided them with false documents and a safe place to hide.</li> </ul>															
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## Home Learning Schedule

Day	Subject to Learn	
Monday	English and Learning 4 Life	
Tuesday	Maths and Computing & Digital Media	Sparx Week B
Wednesday	Science	Educake Week A
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

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