

Penryn College

Belong | Aspire | Succeed



Year 8 Unit 1

Knowledge Booklets

2026 - 2027

Name

Tutor Group

At Penryn College, we are **PROUD** of the work in our books.



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We show this by:

P

Presentation



- I write the date neatly in the margin.
- I write and underline the LO and titles.
- I use black or blue pen for writing.
- I draw diagrams in pencil and label them.
- I use my best handwriting.

R

Response



- I complete all questions to the best of my ability.
- I write in full sentences.
- I highlight command words.
- I think deeply about the task.
- I show effort and do not rush my work.

O

Organisation



- I draw a line below each lesson's work.
- I set out my work clearly using steps or paragraphs.
- I keep my book tidy and in order.
- I cross out mistakes neatly with one line.
- I do not doodle in my book.

U

Use of Vocabulary



- I use key subject words.
- I check the spellings of key words.
- I highlight or underline keywords.
- I include definitions when needed.
- I use vocabulary in the correct context.

D

Dedicated Improvement



- I use red pen to respond to feedback.
- I correct my mistakes carefully.
- I edit and improve my work.
- I respond to my teacher's feedback.
- I rewrite incorrect spellings 3 times and apply in a new sentences.

★ **PROUD** work. Every lesson. Every book. Every student. ★

SCHOOL MARKING CODE



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Symbols - What it means

Sp

(spelling)



- You have made a spelling mistake.

- Write the word correctly 3 times at the end of your work to help you remember this spelling in the future.

- Your teacher has chosen the most important spellings for you to learn.

P

(punctuation)



- Check your punctuation on this line.

- Have you missed out a capital letter or a full stop?
Have you run two sentences together with a comma?

- Go back and correct the problem.

G

(grammar)



- Something doesn't make sense! Read your sentence again from the start and make a change to help your reader.

- Have you:
Missed a word or letters out?
Used a word which sounds the same as the one you want?
Given the word the wrong ending?

★ **PROUD** work. Every lesson. Every book. Every student. ★

At Penryn College we want everyone Finding My **VOICE**



Penryn College
"Belong, Aspire, Succeed"

We do this by:



VOICE

Express my
thinking and share
my thoughts

"I think/feel that...
because ... "
"My view is...
because"



OTHERS

Collaborate with
others by listening
and connecting
ideas

"Building on what was
said..."
"That connects to my
experience..."



INQUIRE

Question and
explore deeply

"Can you explain
what you mean
by...?"
"What makes you
think that?"



CRITICAL THINKING

Analyse, Question
and reason

"What evidence
supports this?"
"Could there be
another
explanation?"

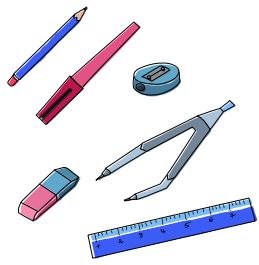


EVALUATE

Summarise and
Conclude

"The most important
point is..."
"My thinking has
changed because..."

Every lesson | Every discussion | Every student



Equipment List

➤ Come to every lesson ready to learn! ➤

- ✓ Black / blue / red pens (you will need more than one)
- ✓ A ruler (15cm minimum)
- ✓ Rubber
- ✓ Pencils
- ✓ Colouring pencils
- ✓ Pencil sharpener
- ✓ Highlighters
- ✓ Glue Stick
- ✓ Whiteboard pens
- ✓ Geometry set (set square, protractor, compass)
- ✓ Scientific calculator
- ✓ Water Bottle
- ✓ iPad
- ✓ Pair of wired headphones for use with iPad

HOW DO I USE MY KNOWLEDGE ORGANISER?

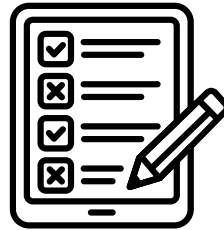
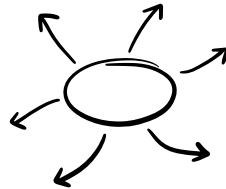
SELF-QUIZZING

- **READ** a section of your knowledge organiser.
- **CREATE** a list of questions based on the information. For example: What are the causes of...? Define... Label the diagram...
- **COVER** the answers and test yourself.
- **ANSWER** the questions from memory, either verbally or in writing.
- **CHECK** your answers using the knowledge organiser and correct any mistakes with a different coloured pen.
- **REPEAT** the questions you found difficult until you can answer them confidently.

The more you practise retrieving information from memory, the more likely you are to remember it in assessments.

How can parents support?

- Ask your child to talk you through their mind map — can they explain the links, not just recite the words?
- Set them a random 5-question quiz from their booklet with no notice.
- Encourage colour and drawing — visual detail helps recall, it isn't just decoration.



MIND MAPPING

1. **CHOOSE** a topic from your knowledge organiser and write it in the centre of a blank page.
2. **ADD** the main ideas as branches coming away from the centre.
3. **INCLUDE** key words, facts, dates, diagrams or examples on each branch.
4. **USE** colours, symbols and images to help organise the information.
5. **COVER** your knowledge organiser and add any extra information you can remember from memory.
6. **CHECK** your mind map against the knowledge organiser and use a different coloured pen to add anything you missed.

A mind map helps you see the links between ideas and remember information more easily.

You will use your knowledge book regularly throughout this term. You will use this as part of your lessons, your homework and your revision. Your teachers will guide you to which bits of information to focus on at any given time.

ENGLISH – UNIT 1 – Heroes & Villains

Core Knowledge

By the end of this unit you will know ...

How Doyle uses language devices to convey characters' feelings through:

- Personification
- Imagery
- Metaphor
- Simile
- Emotive language
- Verbs and adverbs
- Pathetic fallacy
- Zoomorphism



Scan to access audio book

How to select and embed quotes

How to structure and develop your analysis

How to use similar methods as Doyle to describe a moment of conflict

Think Deeper

- How to incorporate dual interpretation
- Interpreting Fionn's feelings as something which controls him and exploring what this suggests about the power of feelings
- Explore McGowan's views, concerns and attitudes about:
 - Childhood
 - Loss & Grief
 - Strong bonds
 - Resilience
 - Legacy and Responsibility
 - Hope & Despair

Keywords

- **Amicable** – friendly and peaceful
- **Hostile** – unfriendly or unwelcoming
- **Heroic** – brave and willing to help others, even in difficult situations
- **Atmospheric** – somewhere with a strong mood or feeling
- **Legacy** – something important left behind or passed down to future generations
- **Elemental** – related to the forces of nature; fire, water, earth and air.
- **Devastation** – a feeling of overwhelming sadness
- **Distress** – a feeling of extreme worry or sadness
- **Reluctance** – a feeling of being hesitant or unwilling
- **Indignation** – a feeling of anger or annoyance because something seems unfair, wrong or unjust

Previous Knowledge

- In Year 7, you analysed how characters expressed their feelings and beliefs through a range of language devices
- You practised using quotes and making inferences
- You described a setting

Why this?

Year 8 opens with an engaging coastal story full of interesting characters. Doyle expertly conveys the complexity of family relationships with her larger than life characters. This is an opportunity to hone your own skills of characterisation and tension building, taking inspiration from Doyle and other writers.

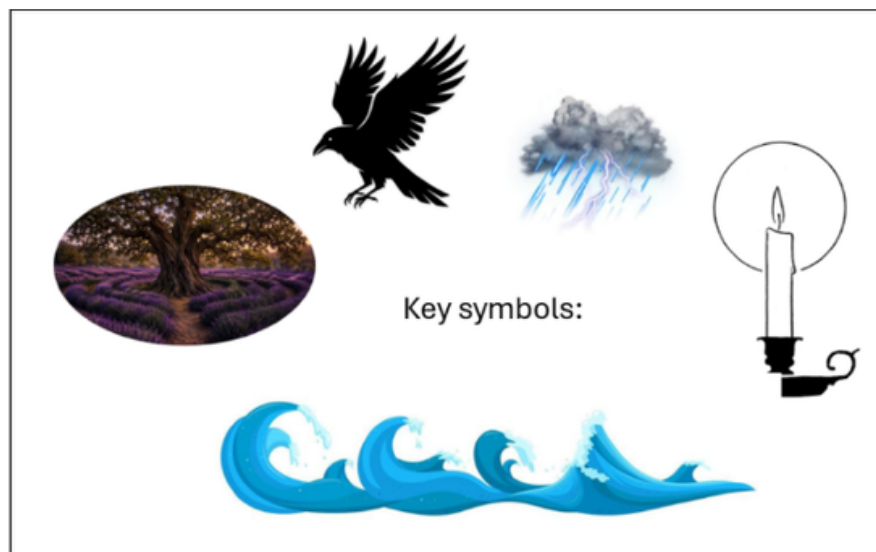
Why now?

Building on your analysis of the novel form, this is a slightly more complex text and allows you to consider the complex roles of heroes and villains which will be a focus right through Key Stage 3 and 4.

How will you be assessed during this unit?

- Reading: An analysis of how a writer conveys feelings.
- Writing: A description of a moment of conflict.

ENGLISH – UNIT 1 – Heros & Villains

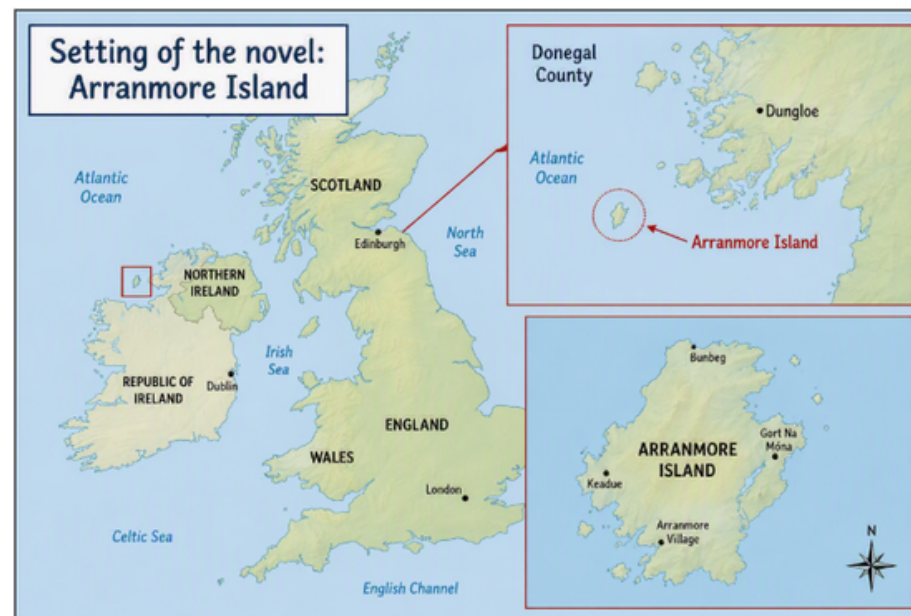
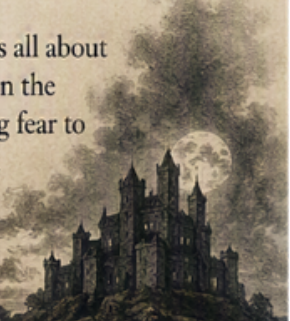


History of Gothic Literature:

✦ The term 'Gothic' was first coined in 1764 by English author Horace Walpole in his novel, *The Castle of Otranto*,

✦ Gothic Literature became immensely popular in England and Germany during the 18th and 19th century.

✦ Gothic fiction is all about creating terror in the reader and using fear to create suspense.



MATHS – UNIT 1 – Proportional Reasoning

Core Knowledge

By the end of this unit you will know ...

Ratio:

- What the difference is between a ratio and a fraction
- How to share quantities into a ratio
- How to simplify a ratio into its smallest parts

Proportion and Scale:

- What direct proportion is and how we apply it between quantities
- How to use scale factors to calculate missing lengths in similar shapes
- How to convert between different metric units and apply to map scales

Multiply and Divide Fractions:

- How to multiply a fraction by an integer and a fraction by a fraction
- How to divide a fraction by an integer and a fraction by a fraction
- How to multiply and divide mixed numbers

Keywords

Ratio:

- **Ratio** – A ratio compares two quantities and shows how much of one thing there is compared to another, often written with a colon such as 3:5
- **Equivalent** – Ratios that show the same comparison. You make them by multiplying or dividing both parts of a ratio by the same number
- **Share** – To divide a quantity into unequal parts according to the given ratio

Proportion and Scale:

- **Direct Proportion** – Two variables are in direct proportion if they increase or decrease at the same rate e.g. double
- **Scale Factor** – The number used to multiply or divide each side in order to create a similar constant scale factor
- **Similar Shape** – Two shapes are similar if they are proportional and corresponding sides have a constant scale factor

Multiply and Divide Fractions:

- **Numerator** – The top number in a fraction
- **Denominator** – The bottom number in a fraction
- **Reciprocal** – A reciprocal is a number that, when multiplied by the original number gives 1 e.g. reciprocal of $\frac{1}{2}$ is 2.

Think Deeper

- Solve a multitude of sharing ratio problems involving the difference and given one part.
- Simplifying ratio beyond integer values and into the form 1:n
- Apply fractional scale factors to similar shapes
- Explore multiplying and dividing algebraic fractions

Previous Knowledge

In year 7 you would have covered

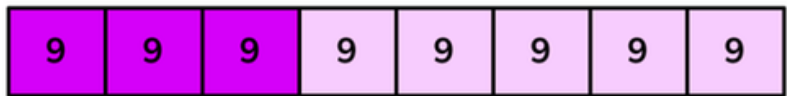
- Calculating a fraction of an amount
- Addition and Subtraction of Fractions
- Multiplication and Division of integers and decimals

MATHS – UNIT 1 – Proportional Reasoning

Sharing into Ratio

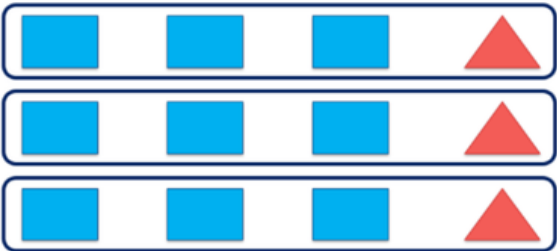
Eg: Share £72 into the ratio 3 : 5

$$72 \div 8 = 9$$



£27

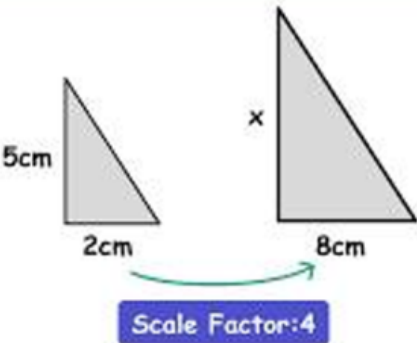
£45



Rectangles : Triangles

Ratio $\rightarrow 9 : 3$
Simplified Ratio $\rightarrow \div 3 \quad 3 : 1 \quad \div 3$

Similar Shapes



Dividing Fractions

$$\frac{2}{3} \div \frac{4}{5} \rightarrow \frac{2}{3} \times \frac{5}{4}$$

Keep Change Flip

Step 1: Keep-Change-Flip

$$\frac{2}{3} \times \frac{5}{4} = \frac{2 \times 5}{3 \times 4} = \frac{10}{12} = \frac{5}{6}$$

Step 2: Multiply

Step 3: Simplify

Multiplying Fractions

STEP ONE

$$\frac{3}{4} \times \frac{1}{2}$$

STEP TWO

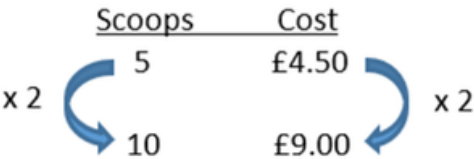
$$= \frac{3 \times 1}{4 \times 2}$$

STEP THREE

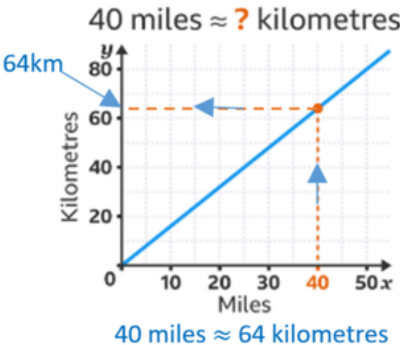
$$= \frac{3}{8} \leftarrow \text{Simplify?}$$

Direct proportion

5 scoops of ice cream costs £4.50.
How much would it cost for 10 scoops?



Conversion graphs



SCIENCE – UNIT 1 – Organ Systems

Core Knowledge

By the end of this unit you will know ...

- What makes a balanced diet
- The structure of the digestive system
- The function of the digestive system
- The role of enzymes in digestion
- To identify deficiency diseases and state what causes them
- The structure of the respiratory system
- The function of the respiratory system
- The mechanism of breathing
- What happens during gas exchange in the lungs
- What aerobic respiration actually is

Previous Knowledge

- Animals, including humans, need the right types and amounts of nutrition.
- The basic parts of the human digestive system and their functions.
- The different types of human teeth and their functions.
- How nutrients and water are transported around the body in animals, including humans.

Keywords

- **absorption**: the act of something being taken in by an object or substance
- **balanced diet**: a diet that provides the right amounts of all the different nutrients
- **blood**: the part of the circulatory system that carries the useful molecules and waste
- **capillary**: blood vessel that allows for the exchange of substances between the blood and cells
- **digestion**: breaking down large food molecules into smaller molecules that can be absorbed
- **enzymes**: special proteins that speed up chemical reactions, such as the breakdown of food nutrients
- **exhalation**: the process of breathing air out of the lungs
- **gas exchange system**: the organ system that is responsible for the exchange of oxygen and carbon dioxide between an organism and its environment
- **inhalation**: the process of breathing air into the lungs
- **nutrient**: a chemical substance that the body needs for energy, growth and health
- **respiration**: a process of living organisms – a chemical reaction that takes place in all living cells that releases energy

Think Deeper

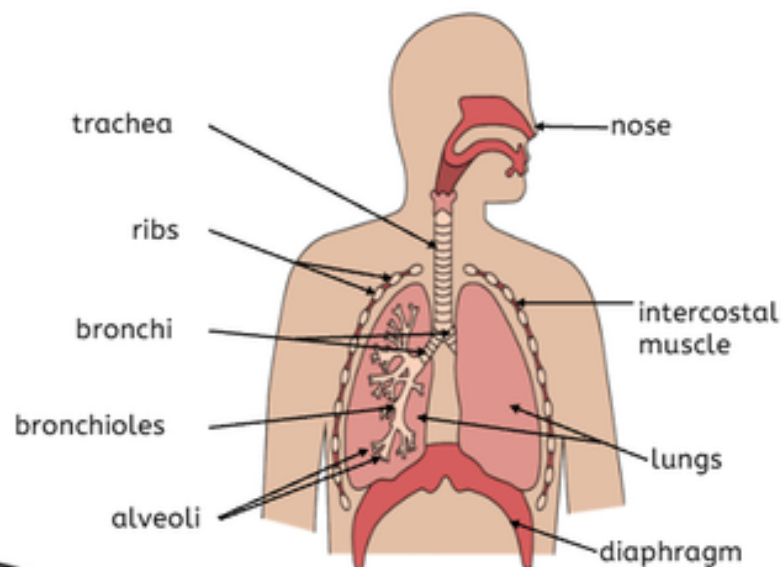
- 1) To explain how enzymes function
- 2) To explain why enzymes require optimal conditions to function

SCIENCE – UNIT 1 – Organ Systems

Organ systems

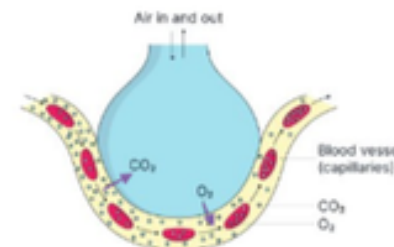
Gas exchange system

- The human gas exchange system allows for the exchange of oxygen and carbon dioxide between a person and their environment.
- Inhaled air contains more oxygen than exhaled air.
- Exhaled air contains more carbon dioxide than inhaled air.
- Oxygen moves from the alveoli into cells and then into the blood vessels (capillaries), while carbon dioxide moves in the opposite direction via diffusion.

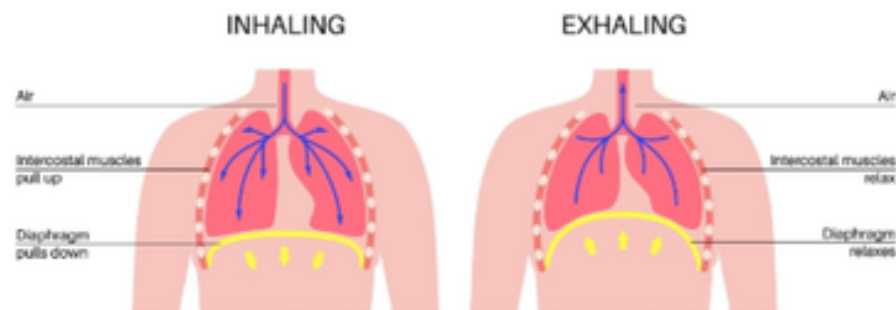


Alveoli are adapted for efficient diffusion:

- good blood supply maintains the concentration difference
- large surface area for faster rate of diffusion
- thin walls (one cell thick) to provide a shorter diffusion pathway



Breathing involves changes in pressure and volume inside the chest, helped by the movement of intercostal muscles and diaphragm, which causes the movement of the ribcage.



**Breathing
and
respiration**

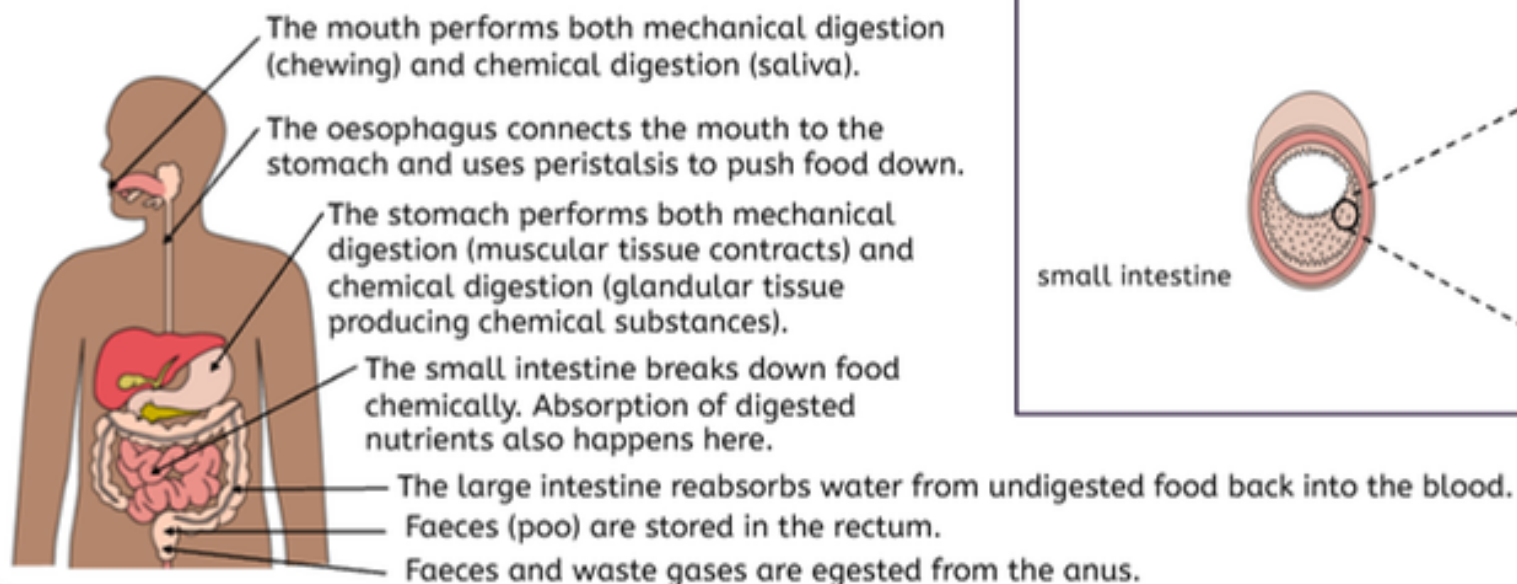


SCIENCE – UNIT 1 – Organ Systems

Organ systems

Digestive system

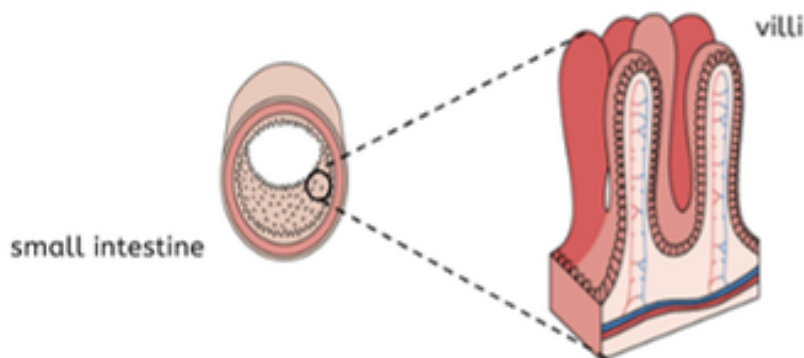
- The human digestive system breaks down large, insoluble food molecules into small, soluble molecules so that they can be absorbed into the blood.
- Mechanical digestion: the physical breakdown of food into smaller pieces.
- Chemical digestion: the use of chemical substances to break food down into smaller molecules.



Adaptations:

The small intestine is covered in many villi for efficient absorption by diffusion:

- villi provide a large surface area for faster rate of diffusion
- villi have good blood supply to maintain the concentration difference
- villi have thin walls (one cell thick) to provide a shorter diffusion pathway



**Digestion,
Nutrition
and
Excretion**



GEOGRAPHY – UNIT 1 – Employment and Globalisation

Core Knowledge

By the end of this unit you will know ...

- Employment is paid work. There are 4 sectors: primary, secondary, tertiary and quaternary.
- UK employment has changed over time. In the 1700s most people worked in primary jobs (farming). After the Industrial Revolution, most worked in secondary jobs (factories). Since the 1950s, most have worked in the tertiary sector (services).
- Employment structures change as a country develops. Low Income Countries are mainly primary. Middle Income Countries have more secondary jobs. High Income Countries are mainly tertiary.
- Globalisation is the increasing interconnectedness of countries through the movement of money, goods and information.
- A factory needs a large, flat site, electricity, water, nearby workers and good transport links.
- Positive economic impacts of a new factory are: more jobs, higher incomes, improved living standards, reduced poverty, and increased spending in local businesses.
- Traffic and pollution can be reduced by public transport and renewable energy. Deforestation can be reduced by planting on roofs and walls.

Think Deeper

- Globalisation can connect people and places all over the world through trade, travel, technology such as the internet and container ships, culture such as food, music, film, television, fashion and sport.
- The Clarke-Fisher model suggests how a country's employment changes over time and can be used to suggest how they will change in the future.
- Further sustainability measures that factories can take to mitigate their negative effects include reducing flood risk and water pollution, and sourcing recycled materials to make new products.

Keywords

- **Globalisation:** The process by which the world is becoming increasingly interconnected as a result of increased trade and cultural exchange.
- **Infrastructure:** built services such as roads and schools.
- **Labour:** people who get paid to work for a living, employed.
- **Mitigate:** reduce or limit the negative effects of an action.
- **Positive Multiplier Effect:** the positive impact of a new development which leads to further positive impacts.
- **Primary sector:** gathering or collecting natural materials.
- **Quaternary sector:** research and development, invention, discovering new knowledge and ideas.
- **Resources:** Things useful to produce goods to sell. These can be natural and of other value such as money or skilled workers.
- **Secondary sector:** processing raw materials into finished products usually in factories.
- **Site:** the place where a building is located.
- **Sustainable:** using the earth's resources without harming the environment today so that they are still available for future generations.
- **Tertiary sector:** providing a service like education, healthcare.



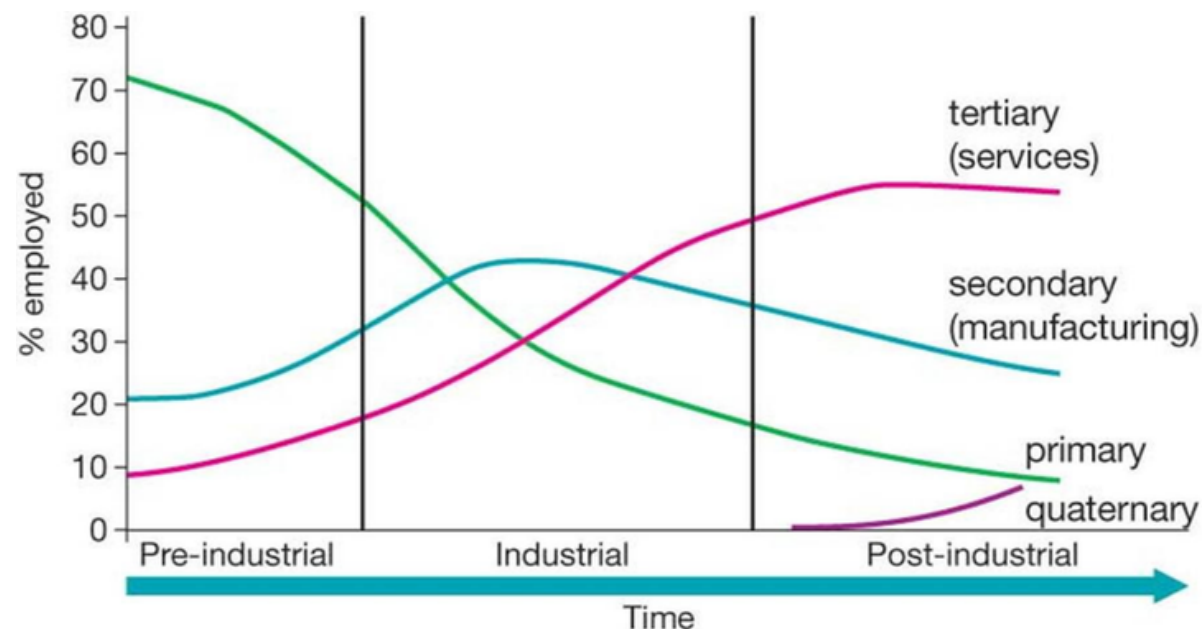
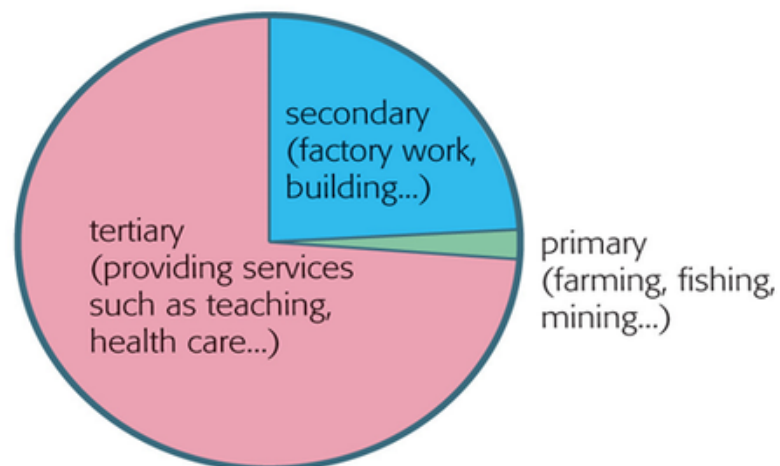
BBC Bitesize Revision Page

Previous Knowledge

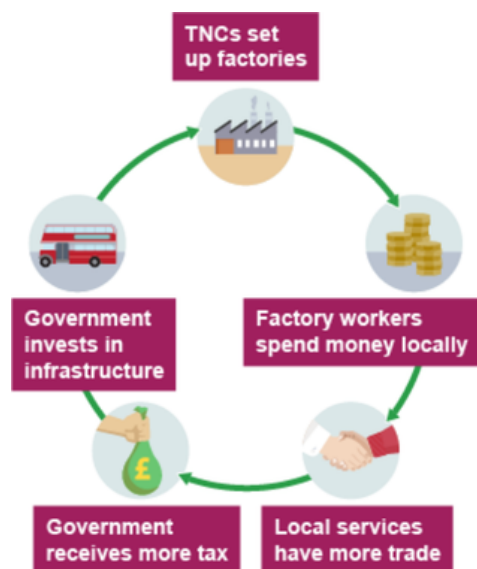
It is important that we learn about changing employment (jobs) in the UK and around the world to understand what the future world may look like and to think about how local workplaces impact our community and environment. We will explore our class aspirations and make links to the world of work (careers).

GEOGRAPHY – UNIT 1 – Employment and Globalisation

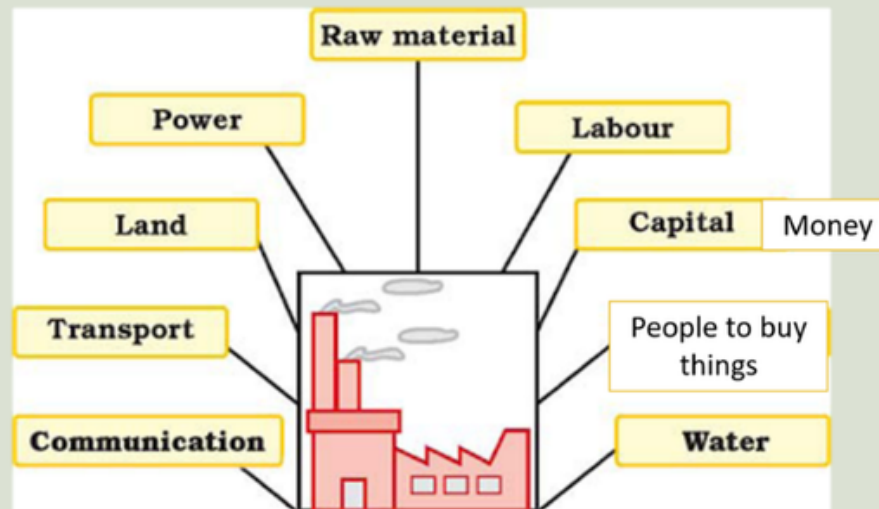
What kind of work do we do, in the UK?



Positive Multiplier Effect



What does a factory location need?



HUMANITIES - UNIT 1 -

'Why do Christians believe Jesus was God on earth and what was so radical about him?'

Core Knowledge

By the end of this unit you will know ...

- Some people (eg humanists) believe that it's up to humans to save the world and change it for the better.
- Christians believe that Jesus is the saviour of the world. They use many titles for Jesus, including 'Messiah' and 'Son of God'. There are many different images of Jesus from around the world.
- In the story of 'The burning bush', God appears to Moses and says God's name is 'I am'.
- When Jesus is asked about his identity in the Bible book of John, he makes several statements which begin 'I am'. E.g. 'I am the bread of life', 'I am the gate', 'I am the vine'.
- There are 'seven signs' (miracle stories) in the book of John.
- Christians believe that Jesus was God incarnate (human form) for many reasons, including the 'I am' statements and the 'seven signs' in John.
- Jesus was radical in his attitudes to women, wealth and violence.
- Many Christians have tried to follow Jesus' example by living radical lives, such as Oscar Romero and Dietrich Bonhoeffer.

Think Deeper

- Artistic representations of Jesus often reflect the background of the artist, rather than Jesus' real historical background.
- Jesus may have chosen to speak in metaphors about his identity rather than answer directly as to claim to be the Son of God would have got him arrested before his 'time had come'.
- Jesus' 'I am' statements were controversial as his listeners would have recognised the Hebrew phrase from the Moses and the burning bush story.
- Some Christians have been so radical that they have endured suffering or death due to their strong sense of faith and justice. What might motivate them to do this?

Keywords

- **Saviour:** A rescuer. Someone who saves. A title used for Jesus.
- **Messiah:** 'Anointed'. A saviour/ rescuer from God, expected by the Jewish people.
- **Humanist:** Someone who believes that humans should work towards a more humane, just and compassionate society, based on human reason, knowledge and experience.
- **Trinity:** The belief that God is three-in-one (tri-unity)- Father, Son and Holy Spirit.
- **Salvation:** Being saved and having eternal life through the death of Jesus.
- **Identity:** Someone's own understanding of who they are.
- **'I am' statements:** A series of statements in the book of John about Jesus' identity which begin with 'I am...'
- **Miracle:** An event which seems to defy the laws of nature, usually with positive effect.
- **Incarnation:** God in human form.
- **Radical:** Acting or being completely different to the culture around you.
- **Religious authorities:** A group of religious leaders.
- **Blasphemy:** An action or offence against God.
- **Social action:** Action which aims to change society for the better.
- **Oppressed:** A group of people who are put down by others and not given their full rights.
- **Marginalised:** Those on the edges of society who don't feel they fit in.

Previous Knowledge

- We will be thinking about our own perceptions (ideas) about Jesus.
- We will be finding out about what Christians believe about these questions.
- A big focus of this unit will be on how Christians act as a result of what they believe. Later in Year 8, you will also make links with other religious figures who have challenged the culture and norms of their time such as Guru Nanak and the Prophet Mohammed (pbuh).
- We will deepen our understanding of Christian beliefs and practices in other units such as Human Rights (Y9), Crime and Punishment (Y9) and GCSE modules such as 'Christian beliefs and Practices.'

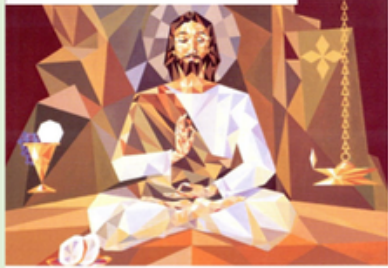
HUMANITIES- UNIT 1 -

'Why do Christians believe Jesus was God on earth and what was so radical about him?'

1. Laughing Jesus



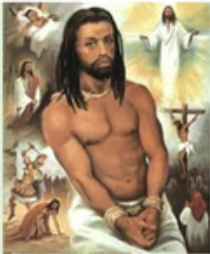
2. Jesus the Guru



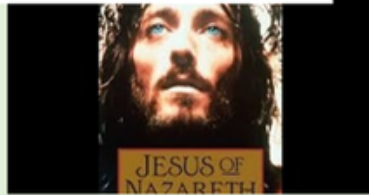
5. Jesus the revolutionary



3. Rasta Jesus



4. Franco Zeffirelli's 'Jesus of Nazareth'



6. 'Forensic best fit' image of Jesus



7. Jesus' sacred heart



8. Jesus calms the storm



9. Cristo Redentor, Brazil (Christ the Redeemer)



10. Jesus the teacher



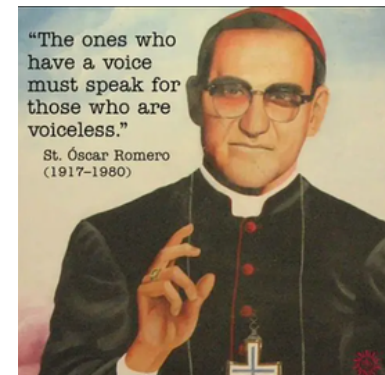
Seven Signs

- Water into Wine at Cana 2:1-11
- Healing official's son 2:12; 4:46b-54
- Healing of a crippled man 5:2-9
- Feeding 5,000 people 6:1-15
- Walking on Water 6:15-25
- Sight to the Blind 9:1-8
- Raising Lazarus from the dead 11:1-45



"The ones who have a voice must speak for those who are voiceless."

St. Óscar Romero (1917-1980)



Group 1: I am the bread of life



Group 2: I am the light of the world



Group 3: I am the gate



Group 4: I am the good shepherd



Group 5: I am the way, truth and the life



Group 6: I am the vine



FRENCH – UNIT 1 – Les Vacances

Core Knowledge

By the end of this unit you will know ...

- Intensifiers – words that add extra meaning to adjectives such as very, quite and a bit
- Negatives – go around the verb in French to say what you don't do/like
- Prepositions – words that indicate position such as to/in
- Pronouns – words you use instead of names, such as I, you, he/she
- Correctly say the 4 seasons; spring, summer, autumn and winter and the 12 months of the year
- Use 'have' in the singular form; I have, you have, he/she has
- Say how much holiday you have in each season and what activities you do on your holiday
- Perfect Tense – what has happened
- Use regular -er verbs with je in perfect tense
- Say where you visited on holiday and give an opinion
- Use key irregular verbs (I drank, I saw, I did, I took) with je in perfect tense
- Say what you did on holiday and what it was like
- Know how to say went in singular forms; I went, you went, he/she went
- Describe where you went and how you travelled on holiday

Think Deeper

- Avoir in the plural form
- Vary pronouns with perfect tense -er verbs
- Vary pronouns with perfect tense irregular verbs
- Use 'went' with different pronouns

Keywords

- What are your hobbies? **Quels sont tes loisirs?**
- What have you visited? **Qu'est-ce que tu as visité?**
- What did you do? **Qu'est-ce que tu as fait?**
- Where did you go? **Où es-tu allé(e)?**
- Present Tense – **What is happening now**
- Perfect Tense – **What has happened in the past**
- Near Future Tense – **What is going to happen in the future**
- Imperfect Tense – **Was/Used to happen**

Unit Overview

In this unit you will learn to talk about where you go on holiday. You will revisit hobbies and opinions from Year 7 to say what you do on holiday and why. You will also start to learn how to say what you have done on holiday and where you have gone.

FRENCH – UNIT 1 – Les Vacances

Je vais... I go...



Je **suis allé** en Espagne. I went to Spain.
 Il **est allé** au Maroc. He went to Morocco.
 The **past participle** of these verbs must agree with the subject. Add an extra **-e** if the subject is **feminine**.
 Je **suis allée** en France. I went to France.

WENT

PREPOSITIONS

To/In...

au = masc. country
en = fem. country
aux = pl. country
à = town/city



French Subject Pronouns

Je I	Tu You (formal)	IL He
Elle She	Nous We	Vous You (formal)
ILS They (masculine)	Elles They (feminine)	

PERFECT TENSE

j'ai regardé	I watched
tu as regardé	you (singular) watched
il/elle/on a regardé	he/she / we watched
nous avons regardé	we watched
vous avez regardé	you (plural or polite) watched
ils/elles ont regardé	they watched

Intensifiers
un peu = a bit
assez = quite
très = very

j'ai **bu** (I drank)
 j'ai **vu** (I saw)
 j'ai **fait** (I did / made)
 j'ai **pris** (I took)

Je ne fais pas ...
 I don't do
Je ne vais pas...
 I don't go

NEGATIVES

Avoir – to have
J'ai = I have
Tu as = You have
il a = he has
elle a = she has
on a = we have

Je vais...



SPANISH – UNIT 1 – Mi familia y mis amigos

Core Knowledge

By the end of this unit you will know ...

- Possessive adjectives – words that show who something belongs to.
- All family members (see link to vocab list)
- Irregular verbs patterns – ser and tener
- Adjectives – usually placed after the noun they are describing
- Know vocabulary for physical description (see link to vocab list)
- Say words with two vowels accurately
- Know the verb estar to indicate where something is
- Know the cardinal points (see link to vocab list)
- Vocabulary for places where people live (see link for vocab list)
- Know key phrases about festivals (see link to vocab list)

Keywords

- How many people are there in your family? **¿Cuántas personas hay en tu familia?**
- What colour are your eyes? **¿De qué color tienes los ojos?**
- What is he/she like? **¿Cómo es?**
- What is your house or flat like? **¿Cómo es tu casa o tu piso?**
- Present Tense of ‘ser’, ‘tener’ & ‘estar’ – **What happens now**
- Verbs in third person – **What he, she, it does**
- Possessive adjectives – **Indicate a relationship or connection**
- Verb ‘llamarse’ = to be called – **Giving other people’s names**

Think Deeper

- Ser, Tener and Llamarse in the plural form
- Using ‘como yo’ = like me
- Using texts as models to produce complex written work
- Avoiding repetition and giving plenty of detail

Previous Knowledge

In this unit, you will learn how to talk about your family, including ages, and describe people's physical appearance. You will also learn the cardinal directions and use them with the verb estar to say where you live. You are going to revisit the verbs ser and tener.



SPANISH – UNIT 1 – Mi familia y mis amigos

y = and

también = also

no es ni... ni... = it is neither...nor..

pero = but

muy = very

un poco = a bit

bastante = quite

además = in addition/furthermore

lleva = he/she/it wears

le gusta = he/she/it likes

estar = to be

(for location)

estoy = I am

estás = you (s) are

está = he/she/it is

estamos = we are

estáis = you (pl) are

están = they are

Los números 20 - 100

veinte 20

treinta 30

cuarenta 40

cincuenta 50

sesenta 60

setenta 70

ochenta 80

noventa 90

cien 100

Pronunciación

Two vowels together are called diphthongs. Say them one after the other, applying what you already know about vowels, and you will get them right!

cruel guapa tiene

tener = to have

tengo = I have

tienes = you (s) have

tiene = he / she has

tenemos = we have

tenéis = you (pl) have

tienen = they have

(for description)
ser = to be

soy = I am

eres = you (s) are

es = he / she is

somos = we are

sois = you (pl) are

son = they are

Está en... = it is in/on



el norte
el sur
el este
el oeste
el centro



la costa



una ciudad



la montaña



el campo



un pueblo



el desierto



	singular	plural
my =	mi	mis
your =	tu	tus
His/Her/Its =	su	sus

PE – UNIT 1 – Netball

Core Knowledge

Students need to understand how increasing the speed of skill execution improves performance while maintaining control and accuracy.

- A fast chest pass is created by increasing arm speed, transferring body weight forwards and following through towards the target.
- Attackers use forward, diagonal and lateral leads to create space and support the ball carrier.
- Using the correct inside and outside foot allows players to change direction quickly while applying the footwork rule legally.
- Defenders use quick footwork and recovery to mark attackers without the ball and reduce attacking space.
- Effective shooting combines good technique with a quick release to reduce the defender's opportunity to block the shot.
- Successful teams increase the speed of transition between attack and defence while maintaining possession and accuracy.
- Communication and decision-making become more important as the speed of play increases.

Think Deeper

- Faster passes give defenders less time to intercept the ball.
- Different types of leads should be selected depending on the defender's position.
- Efficient footwork improves both attacking movement and defensive recovery.
- Quick reactions and recovery help defenders regain good marking positions.
- Increasing the speed of play is only effective if players maintain control, accuracy and good decision-making.
- Successful teams transition quickly from defence to attack to create scoring opportunities before defenders recover.

Keywords

Word	Definition
Arm Speed	The speed at which the arms move to generate a fast pass or shot.
Weight Transfer	Moving body weight forwards to increase power and accuracy.
Forward Lead	A run directly towards space in front of the player.
Diagonal Lead	A run made at an angle to lose a defender.
Lateral Lead	A sideways movement to create passing space.
Outside Foot	The foot used to push away from a defender when changing direction.
Inside Foot	The foot used to control balance and movement during changes of direction.
Recovery	Quickly returning to a defensive position after movement.
Transition	Changing quickly between attack and defence.
Quick Release	Releasing the ball quickly while maintaining good technique.

Previous Knowledge

Students should already know:

- How to perform a chest pass and receive the ball accurately.
- How to use dodges and changes of direction to create space.
- The footwork rule, including landing and pivoting.
- Stage 1 and Stage 2 defending.
- Basic shooting technique and the roles of each netball position.

PE – UNIT 1 – Netball

YEAR 8 NETBALL – UNIT 1

NETBALL



1. SPATIAL AWARENESS & MOVING THROUGH COURT
Understanding how creating and exploiting space improves attacking opportunities and maintains possession.

2. MOVEMENT AROUND THE CIRCLE (ATTACKING & DEFENDING)
Understanding how movement around the circle creates attacking opportunities and limits scoring opportunities for the opposition.

3. FOOTWORK
Understanding how effective footwork and pivoting create space, protect possession and improve passing options under pressure.

4. DEFENDING – DICTATING & DENYING SPACE
Understanding how effective defensive positioning can dictate attacking decisions and deny space.

5. SHOOTING UNDER PRESSURE
Understanding how movement, timing and decision-making improve shooting success under defensive pressure.

6. CENTRE PASS STRATEGIES
Understanding how structured centre pass routines create attacking advantages from restarts.

7. PEA – GAMES LESSON
Understanding how selecting and applying the appropriate skills, strategies and rules can improve performance and create an advantage in competitive game situations.

Penryn College



Speed

- The maximum rate at which an individual can make a movement or cover a distance in a period of time (speed = distance ÷ time).



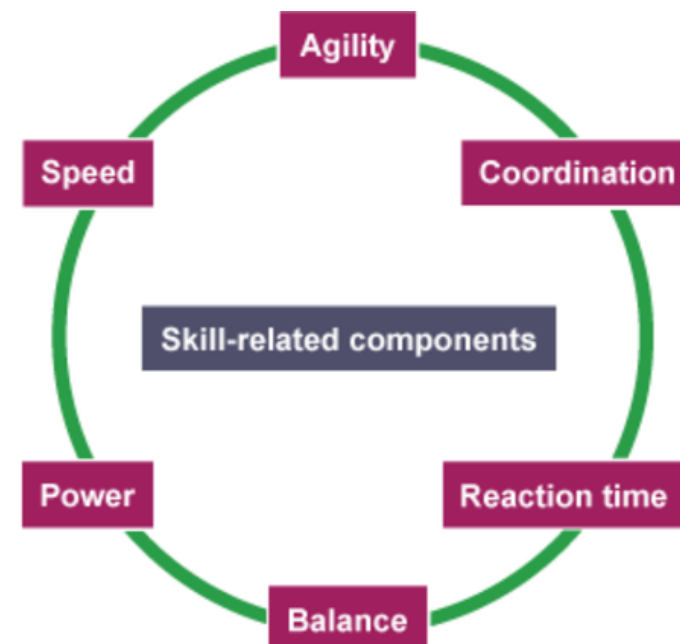
The importance of speed



Netball player positions and playing area



Netball scoring, rules and officials



PE – UNIT 1 – Rugby

Core Knowledge

- Players need to understand how to create and use space through width, depth, support play and effective communication.
- Successful attacking play requires accurate quick passing, effective running lines at speed and quick support play.
- Successful defensive play requires organised defensive lines, line speed, communication, safe tackling, and the ability to force turnovers.
- Players must understand how to compete effectively at the breakdown, using speed to be first to the ball and support teammates after contact.

Think Deeper

- How applying speed through support running creates more attacking opportunities.
- How defensive line speed and realignment reduce attacking space and force mistakes.
- Why support at the breakdown helps teams retain possession and maintain attacking continuity.
- How effective communication improves decision making during attack and defence.
- How recognising space and adjusting attacking lines can create overlaps and scoring opportunities.

Previous Knowledge

Students should already be able to:

- Perform accurate backwards passing and catching while moving.
- Understand attacking principles including width, depth and support.
- Apply basic tackling technique safely.
- Work effectively as part of a defensive line.
- Understand rucks, turnovers and maintaining possession.
- Apply invasion game principles in conditioned and competitive games.

Keywords

- **Running Line** – The direction and angle a player runs to create space or challenge defenders.
- **Line Speed** – The speed at which the defensive line advances together to pressure attackers.
- **Defensive Realignment** – Reorganising the defensive line quickly after a phase of play.
- **Continuity** – Maintaining possession through support, passing and quick recycling of the ball.
- **Decision Making** – Choosing the most effective action based on the position of teammates, opponents and available space.
- **Communication** – Using verbal and non-verbal signals to organise attacking and defensive play.
- **Speed** – The ability to perform a movement or cover a distance in the shortest possible time.
- **Blitz Defence** – An aggressive defensive system where defenders move forward quickly to pressure attackers and reduce time on the ball.
- **Drift Defence** – A defensive strategy where defenders move laterally to force attackers towards the touchline while maintaining defensive shape.



U13 – Rugby Rules

The importance of Speed



PE – UNIT 1 – Rugby



Defensive Line



Gain Line



Support Play

LIFESKILLS – UNIT 1 – Relationships

Core Knowledge

By the end of this unit you will know ...

- Different types of committed and stable relationships and how families change over time;
- The meanings of biological sex, gender identity and sexual orientation, and how power imbalances and peer influence can affect behaviour in relationships;
- The risks and legal consequences of sharing images or personal information online, including how to report concerns and manage online safety issues.

Think Deeper

- Know about different types of committed and stable relationships, including less common family structures and how families change over time;
- The meanings of biological sex, gender identity and sexual orientation, and how power imbalances and peer influence can affect relationships;
- The risks, legal consequences and support available relating to sharing images, including AI-generated images, consent, and online safety.

Keywords

Essential:

- Marriage,
- Next of Kin,
- Adoption,
- Separation,
- Divorce,
- Biological Sex,
- Gender Identity,
- Sexual Orientation,
- Nudes,
- Explicit Images,
- Distribution,
- Sexting.

Desirable:

- Civil Partnership,
- Cohabitation,
- Bereavement,
- Fostering,
- Ally,
- Assertiveness,
- Coercion,
- Exploitation,
- Blackmail,
- Digital Footprint.

Previous Knowledge

- That positive relationships are built on kindness, trust and respect,
- That bullying and harmful behaviours can negatively affect others and should be reported to a trusted adult,
- That information, images and messages shared online can be difficult or impossible to remove once circulated.

LIFESKILLS – UNIT 1 – Relationships

Independent Learning Lessons



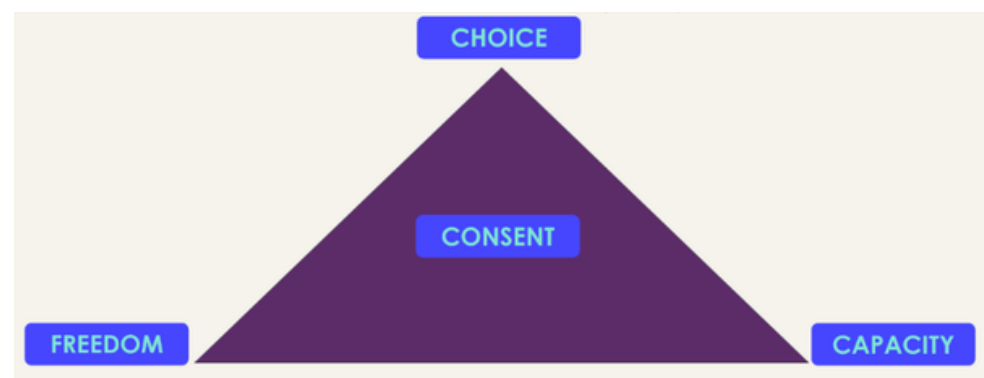
Types of positive relationships



Gender Stereotypes



Sharing Personal Information Online



STEAM – UNIT 1 – The Alessi Project

Core Knowledge

By the end of this unit you will know ...

- A mood board collects images and words that capture a brand's style before designing begins
- ACCESS FM evaluates products against eight criteria; a specification turns that into measurable targets
- Idea development combines the strongest features from several sketches into one annotated design
- An orthographic working drawing shows an object from three views — front, side, plan — with dimensions
- Packaging protects a product and carries its brand identity to help it sell
- A persuasive advert combines a slogan, image, price and reason to buy, aimed at one audience

Revise further: alessi.com (product research) and BBC Bitesize KS3 Design & Technology — Product Design

Think Deeper

- Alessi's style stays recognisable across products through a repeated visual language of colour, playfulness and material
- Projection lines align features across all three orthographic views; scaling preserves real proportions in a smaller drawing
- Sustainable choices — recyclable materials, minimal ink — are increasingly expected by customers alongside strong branding
- The same product can be marketed differently depending on audience, through different slogans, pricing and imagery

Keywords

Mood board	ACCESS FM	Specification	Annotate
Orthographic	Projection lines	Packaging	Net
Brand	Logo	Slogan	Target audience
Aesthetics	Dimensions	Persuade	Scale

Previous Knowledge

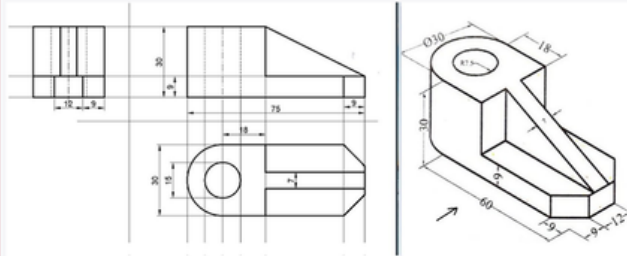
In Year 7 you used orthographic drawing, ACCESSFM-style product evaluation, and PowerPoint/Office 365 skills (Superhero project and STEAM Starter) — Alessi builds directly on all three.

Why this Project?

The Alessi Project teaches you to think and work like a professional product designer — researching a brand, analysing existing products, generating your own ideas, and communicating them through technical drawing, packaging and marketing, just as designers do in industry.

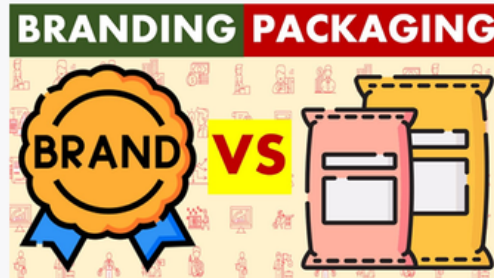
STEAM – UNIT 1 – The Alessi Project

Orthographic Working Drawing



Three views (front, side, plan) with a ruler and basic dimensions communicate the product's exact size and shape.

Packaging & Branding



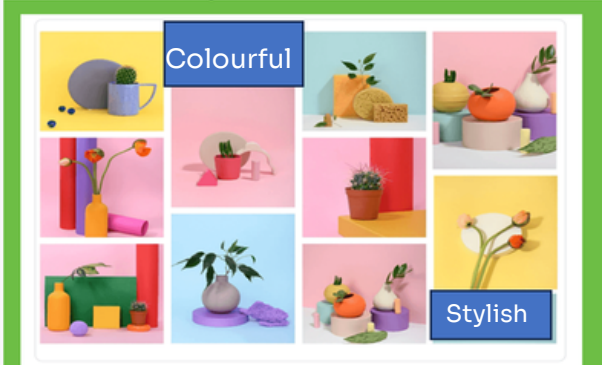
Packaging protects the product and carries the brand's name, colours and logo to help it sell.

Persuasive Advert



A strong advert needs a bold slogan, clear product image, price and reason to buy — all aimed at one target audience.

Mood Board & Style

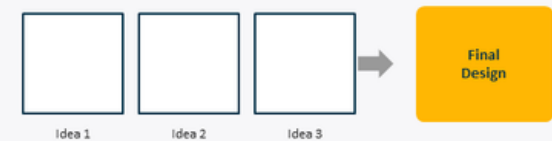


A mood board collects images and words that capture a brand's visual identity before you design.

ACCESS FM Analysis

We use ACCESS FM to help us write a specification - a list of requirements for a design - and to help us analyse and describe an already existing product.		ACCESS FM - Helpsheets DESIGN & TECHNOLOGY	
A is for Aesthetics		Aesthetics means what does the product look like? What is the Colour? Shape? Texture? Appearance? Feel? Weight? Style?	
C is for Cost		Cost means how much does the product cost to buy? How much does it cost to buy? Cost to make? How much do the different materials cost? Is it good value?	
C is for Customer		Customer means who will buy or use your product? Who will buy your product? Who will use your product? Are they the same? Target market group? How will it improve their life? What is their Age? Gender? What are their likes? Dislikes? Needs? Preferences?	
E is for Environment		Environment means will the product affect the environment? Is the product Recyclable? Reusable? Repairable? Sustainable? Environmentally friendly? Good for the environment? All's of Design: Recycle / Reuse / Repair / Refurbish / Reduce / Rethink	
S is for Size		Size means how big or small is the product? What is the size of the product in millimetres (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit? Would it be improved if it was bigger or smaller?	
S is for Safety		Safety means how safe is the product when it is used? Will it be safe for the customer to use? Could they hurt themselves? What is the correct and safest way to use the product? What are the risks?	
F is for Function		Function means how does the product work? What is the product's job and what effect is it meant to have? How well does it work? Is it fit for purpose? How could it be improved? Why is it used this way?	
M is for Material		Material means what is the product made out of? What materials is the product made from? Why were these materials used? Would a different material be better? How does the product look? What manufacturing techniques were used?	

Idea Development



Sketch several ideas, choose the strongest features, then combine and annotate them into one final design.

CAREER LINKS

Product Designer

Packaging Designer

Brand / Graphic Designer

Marketing Executive

CAD Technician

FOOD – UNIT 1 – Food Around The World

Core Knowledge

By the end of this unit you will know ...

- Cultural diversity influences ingredients, flavours, cooking methods and food traditions around the world.
- Fusion cookery combines ideas, ingredients and techniques from different cuisines.
- Ingredients should be selected ethically by considering Fairtrade products, food miles and sustainability.
- Bread varieties from around the world use different raising agents including yeast.
- Pasta and bread are staple foods in many cultures.
- Eggs perform functions such as binding, emulsifying and adding structure.
- Thickening agents are used to improve the consistency of sauces and dishes.
- Herbs, spices and seasoning add flavour and reflect cultural traditions.

Keywords

- **Cuisine** – A style of cooking linked to a country, region or culture.
- **Cultural** – Relating to the traditions, beliefs and customs of a group of people.
- **Ethical** – Making choices that consider people, animals and the environment.
- **Fusion** – Combining elements from different food cultures.
- **Beliefs** – Religious, moral or personal values that influence food choices.

Think Deeper

- Religious, ethical and moral beliefs affect dietary choices.
- Alternative proteins and plant-based ingredients can support specialist and religious diets.
- Food safety is essential when preparing meat and poultry to avoid cross contamination.
- Different countries use unique flavour combinations, ingredients and cooking techniques.

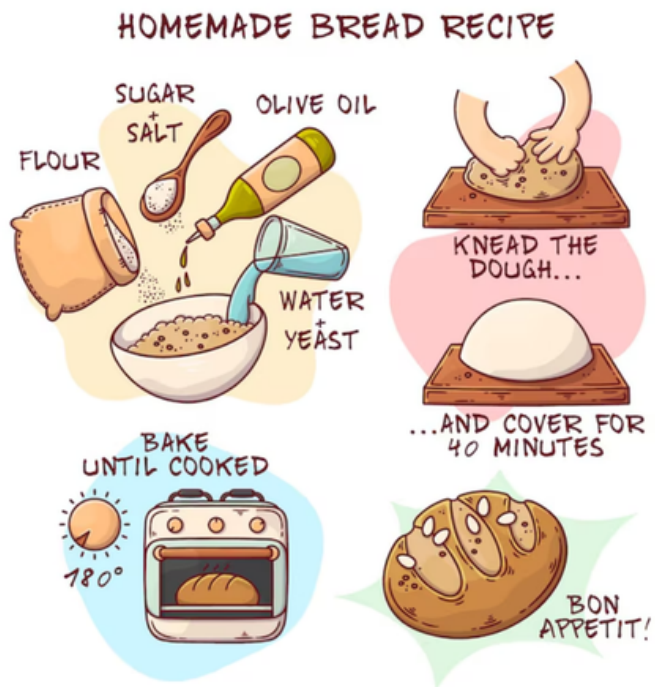


**Practice and
revise through
the Food
Website**

Previous Knowledge

- This unit builds on Year 7 healthy eating, hygiene, knife skills and bread making knowledge.
- Primary School Geography.
- Y7 RE Religious Beliefs.

FOOD – UNIT 1 – Food Around The World



ART – UNIT 1 – Cornish Sea Monster – Inspired by Charles Causley

Core Knowledge

By the end of this unit you will know ...

Poetry can inspire visual art. Key imagery includes mermaids, whales, jumping fish, sea-gulls and the sea. Students use line, shape, form, tone, texture and pattern to communicate mood, movement and depth.

- **Line** – flowing waves.
- **Shape** – organic sea forms.
- **Form** – 3D creatures.
- **Tone** – underwater depth.
- **Texture** – scales and shells.
- **Pattern** – ripples and repeated marks.
- **Composition** – balanced layouts.
- **Poetry to Art** – transforming words into images.

Keywords

Imagery, Composition, Atmosphere, Movement, Tone, Texture, Pattern, Form, Symbolism, Annotation.

Previous Knowledge

- In Year 6 ...

Students build on primary drawing and colouring experiences to learn the seven elements of art: line, shape, form, tone, texture, pattern and colour. The unit develops practical and analytical skills before culminating in an artist-inspired personal response.

Think Deeper

Explore symbolism, atmospheric effects, visual storytelling, movement through line, and texture inspired by marine life and Cornish folklore.

Revision Support

Recall poem imagery, explain your sea monster design, identify elements of art used, practise tonal shading and review annotations.

MUSIC – UNIT 1 – Blues Music

Core Knowledge

By the end of this unit you will know ...

- Blues music is a genre that originated in African American communities, characterised by expressive lyrics, a strong emotional feel, and simple chord patterns often based on a 12-bar structure.
- To understand and demonstrate how the elements of music are used in Blues. To be able to perform using Tonality (Blues Scale), Harmony (12-Bar Blues and Walking Bass), Melody and Improvisation.
- **Blues instruments:** electric guitar, acoustic guitar, harmonica, piano, bass guitar (or upright bass), trumpet, drums, and vocals.

Think Deeper

Flattened notes – notes that are played or sung one semitone (half step) lower than their natural pitch (often a black key on the piano).

Blue notes – flattened 3rd, 5th and 7th notes that give Blues its distinctive sound.

Swung rhythm – a way of playing rhythms so they bounce, with the first note slightly longer and the second slightly shorter.

Extended Chords – chords with extra notes added to make them sound more interesting.

Primary Chords – the three most important chords in a key (I, IV and V) that are used most often in music.

Diatonic Harmony – music built using only the notes that naturally belong to a key.

Call and Response – one performer plays or sings a musical idea, and another performer answers it with a different or similar musical idea.

Phrasing – the way a musician shapes a melody to make it sound expressive and musical, like speaking in sentences.

Expression – how a musician plays or sings to communicate feeling and emotion, not just what they play.

Keywords

- **Tonality** – the key or scale a piece of music uses (e.g. major or minor), which helps create its overall mood
- **Harmony** – two or more notes played or sung together
- **Rhythm** – the pattern of long and short notes grouped together to create the “feel” of the music
- **Melody** – the tune in music that stands out and is usually the part you remember.
- **Texture** – how many layers of sound there are in music and how they fit together (e.g. melody, chords and bass).
- **12-Bar Blues** – a repeating chord pattern that lasts 12 bars, usually using chords I, IV and V, forming the basic structure of Blues music.
- **Walking Bass** – a bass line that moves step by step through a chord progression, usually one note per beat, to support the chords and keep a steady pulse.
- **Chords** – three or more notes played together to create harmony and support melody
- **Blues Scale** – a scale (group of notes) used in Blues music that includes “blue notes” to create an expressive sound.

Previous Knowledge

Y7 Unit 1: Rhythm, Beat and Improvising Melody

Y7 Units 2 & 3: Harmony, Tonality, Texture and Melody

How to improvise effectively and what makes a good melody

How to perform as part of an ensemble

In this Blues unit, students will learn the key features of Blues music, including the 12-Bar Blues structure and the primary chords I, IV and V (C, F and G). They will explore how melody, harmony, rhythm and texture work together, including the use of walking bass lines and chords. Students will create and improvise Blues melodies using the Blues scale. They will also develop their ensemble performance skills through rehearsal and performance.

MUSIC – UNIT 1 – Blues Music

Rhythm

A pattern of different note durations

In blues music, rhythms are often swung meaning the first note is longer than the second.



Harmony

When two or more notes are played together

Triad chord: C + E + G

Seventh chord: C + E + G + Bb

Chord sequence: pattern of chords in a piece of music.

Example: The 12 Bar Blues

C//	C//	C//	C//
F//	F//	C//	C//
G//	F//	C//	C//

Texture

The layers of sound and how they work together

Unison: All together as one

Call & Response: one idea followed by a response

Monophonic

Homophonic

Polyphonic

Melody

A pattern of different note duration and pitches

Melody in Blues music is sometimes improvised or uses short ideas called a lick

Timbre

The type of sound an instrument makes

For example: rich, brassy, breathy, warm, sharp or bright

Expression

Adding extra expression to bring the music to life

Staccato: Notes played short

Legato: Notes played smoothly

Accent: Played with force

Bend: Quick change in pitch

Dynamics

The volume of the music

pp	Pianissimo = very quiet	f	Forte = loud
p	Piano = quiet	ff	Fortissimo = very loud
mp	Mezzo Piano = fairly quiet		Crescendo = getting louder
mf	Mezzo Forte = fairly loud		Diminuendo = getting quieter



Scan for revision support



DRAMA – UNIT 1 – Physical Theatre

Core Knowledge

By the end of this unit you will know ...

- Physical Theatre tells stories using movement, body shape and facial expression instead of relying on dialogue.
- Actors use body language and movement to communicate characters, emotions and relationships.
- Frantic Assembly is a theatre company that specialises in Physical Theatre.
- The Hymn Hands technique creates connection and communication between performers.
- The Round, By, Through technique develops movement around other performers to create interesting staging.
- Repetition, rhythm and unison help communicate meaning.
- Trust and safe contact work are essential when performing lifts, balances and supports.
- Physical Theatre performances require strong focus, precision and teamwork.
- Feedback helps actors improve their performances.

Think Deeper

- How movement can communicate meaning without any dialogue.
- Why precision and timing are important in Physical Theatre.
- How repetition creates emphasis.
- How levels and staging affect audience focus.
- How Frantic Assembly combines realism with abstract movement.
- How symbolic movement can communicate emotions and relationships.

Keywords

Keyword	Definition
Physical Theatre	A style of theatre that uses movement as the main way of telling a story.
Frantic Assembly	A British theatre company famous for Physical Theatre.
Narrative	The story being told.
Hymn Hands	A Frantic Assembly technique using connected hand movements between performers.
Round, By, Through	A movement technique where performers travel around, beside or through one another.
Ensemble	A group working together as one team.
Counter-balance	Two performers supporting each other's weight safely.
Trust	Working safely and confidently with a partner.

Previous Knowledge

In Year 7 Drama Skills you learned...

- Freeze Frames
- Facial Expressions
- Body Language
- Voice Skills
- Teamwork
- Characterisation
- Focus
- Performance Skills

These skills are now developed further through movement-based storytelling.

DRAMA – UNIT 1 – Physical Theatre

1 PHYSICAL THEATRE



2 FRANTIC ASSEMBLY TECHNIQUES

TECHNIQUE	WHAT IT DOES	EXAMPLE
HYMN HANDS	Creates connection between performers.	
ROUND	Move around your partner.	
BY	Move closely beside your partner.	
THROUGH	Travel through spaces safely.	
REPETITION	Repeat movements for emphasis and effect.	

3 PHYSICAL THEATRE PERFORMANCE

POOR EXAMPLE ✗

- ✗ Looking at the floor
- ✗ Weak posture
- ✗ Different timings
- ✗ Little energy
- ✗ No focus



GOOD EXAMPLE ✓

- ✓ Strong body shapes
- ✓ Different levels
- ✓ Everyone moving together
- ✓ Clear focus
- ✓ Strong facial expressions



4 SAFE CONTACT WORK



5 PERFORMANCE CHECKLIST

Stay focused	Work safely	Move with control	Use clear body language	Show strong facial expressions	Stay in time	Support your ensemble	Perform confidently
☐	☐	☐	☐	☐	☐	☐	☐



National Theatre Discover



Frantic Assembly Learning Resources

PERIOD 4: PERSONAL DEVELOPMENT – UNIT 1– Living Values

Core Knowledge

By the end of this unit you will know ...

- Living values: aligning actions with beliefs.
- Why values are tested in challenging situations.
- The meaning and impact of stereotypes.
- Respectful ways to challenge stereotypes.
- Discrimination and legal protections.
- Evaluating values using evidence and reasoning.
- Setting specific, values-driven goals.

Think Deeper

- UK anti-discrimination law – what it covers.
- How a stereotype might have formed.
- Can a stereotype ever be “positive”?

Go deeper through: your Finding My Voice whiteboard tasks and reflections.

Keywords

Value - A belief guiding how you act.

Stereotype - An unfair assumption about a group.

Discrimination - Unfair treatment based on identity.

Empathy - Sharing how someone else feels.

Evidence - Facts that support a claim.

Justify - Give reasons for a choice.

Authentic - Genuine; true to yourself.

Previous Knowledge

- Y7: strengths,
- Online safety,
- Safe choices.

We are reading

Steady For This by
Nathanael Lessore

Themes: Friendship,
Resilience, Mental Health,
Young Carers, Social Media



In Life Skills: Relationships

- What makes a good friend?
- Healthy and unhealthy relationship behaviours.
- Self-esteem and unkind comments.

Foundations for the Future

We are developing our skills in Showing Respect and Taking Responsibility

- Be Kind and Understanding
- Be Respectful
- Be responsible

