

# TURTON

## Year 8 Easter Update

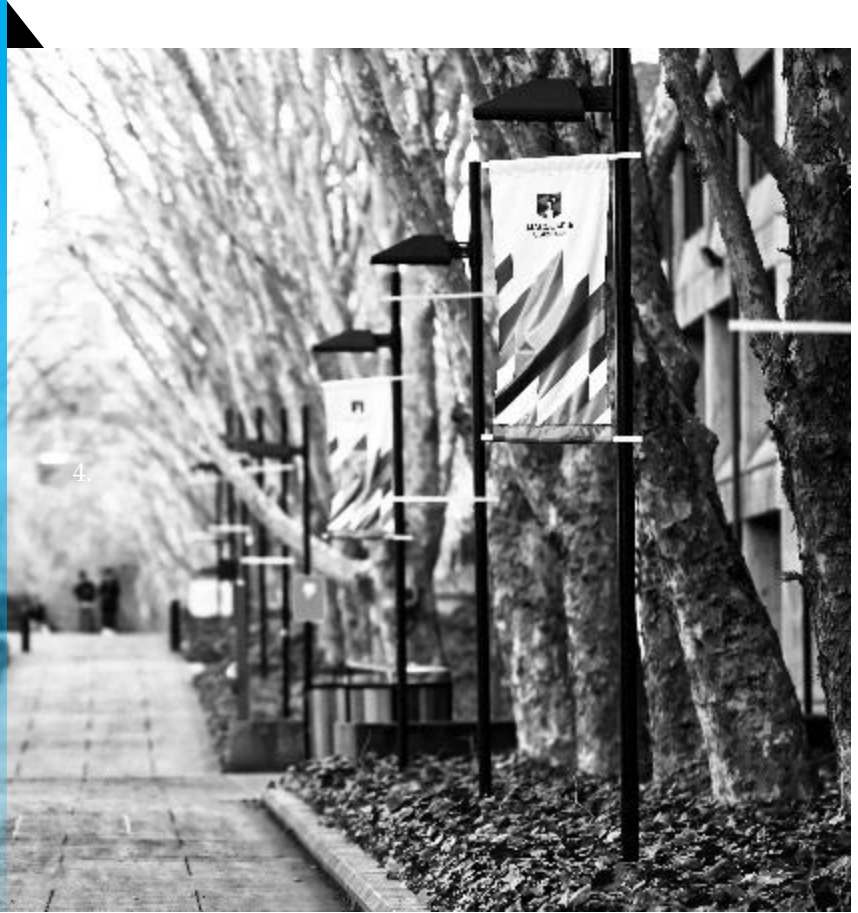
A springtime update on what year 8 pupils have been learning this term, just in case they are becoming less forthcoming with age! All of our knowledge organisers, which detail exactly what will be on our end-of-year tests, are here on the Turton website. <http://www.turton.uk.com/ks3revision/>

- **English:** Lord of the Flies, extracts from: A Christmas Carol, Animal Farm, 1984, The Hunger Games, (*The Road, Never Let Me Go*)
- **Maths:** Indices, Fractions and Percentages, Standard Index Form and Number Sense (*Investigation Work*)
- **Science:** Metals and Non-Metals, Waves, Respiration and Photosynthesis (*All greater depth*)
- **History:** Empire and Slavery, The Causes of WWI. (*Empire*)
- **Faith & Ethics:** Justice and Equality: Racism. (*Rene Descartes, Political Philosophy*)
- **Geography:** African Biomes, Urbanisation & Development (*Additional Biomes & Place Studies*)
- **Spanish:** Holidays (*French: Free Time*) (*Latin: Gladiators*)
- **Drama:** Live Theatre Review, Curious Incident Of The Dog In The Night-Time, Theatre Design, Frantic Assembly
- **PE:** Joints for Movement, Diet for Performers
- **Computing:** Python Programming, Abstraction (*Solving Computational Problems*)
- **Music:** Blues Music & Chord Patterns
- **Technology:** Dyeing Techniques, Food Provenance, Construction & Finishing Methods
- **Art:** Linear Perspective, Cubism (*Complex Perspective & Viewpoints, Abstraction*)



“Curiosity is the most powerful thing you own”

James Cameron



## Transcendence

Being able to see the bigger picture allows us to grow at a much deeper level, and enables us to see the whole rather than the sum of our parts. Having excellent attendance ensures we see the bigger picture which promotes our thinking and learning in all lessons giving us a broad and balanced view of the whole. Without excellent attendance we miss out on this, which narrows down our ability to grow. We want all of our students to have at least 97% attendance. Push yourselves, even when it's a little difficult, to be able to see the bigger picture at all times.

Miss Parry (Assistant Head Teacher)

## Striving for success!

Resilience, independence, time management, routine. All key skills that are, at times, hard to instil. In year 8 we have focused on these important skills to enable us to be 'proud' of our community. As a year group they really have risen to the challenge! Form time and assemblies have played a huge role in ensuring the pupils have the necessary tools to succeed. As we move into the second half of the year the pupils should continue with this positive approach and attitude, building upon those foundations enabling them to achieve their individual potential.

Miss Allcock & Mr Sykes (Head of Year 8)

## Learning top tip #2

Year 7 – GREEK (Term 1) 800 BC – 600 AD	The conventions of a play script	Rhetoric (I am a Forester)	Grammar
<p><b>What is the genre?</b></p> <ul style="list-style-type: none"> <li>Tragedy: a story of a hero who falls from grace due to a fatal flaw.</li> <li>Comedy: a story of a hero who falls from grace due to a minor flaw.</li> <li>Farce: a story of a hero who falls from grace due to a ridiculous flaw.</li> </ul>	<p><b>Characterisation</b> – what the character says</p> <p><b>Stage directions</b> – instructions to the writer and director</p> <p><b>Plot</b> – what only we can see – they separate the major acts</p>	<p><b>Adjectives/adverbs</b></p> <p><b>Modal verbs</b></p> <p><b>Conjunctions</b></p> <p><b>Prepositional phrases</b></p> <p><b>Relative clauses</b></p> <p><b>Exclamations</b></p> <p><b>Interjections</b></p> <p><b>Onomatopoeia</b></p> <p><b>Personification</b></p> <p><b>Metaphor/Simile</b></p> <p><b>Hyperbole</b></p> <p><b>Irony</b></p> <p><b>Allegory</b></p> <p><b>Symbolism</b></p> <p><b>Personification</b></p> <p><b>Metaphor/Simile</b></p> <p><b>Hyperbole</b></p> <p><b>Irony</b></p> <p><b>Allegory</b></p> <p><b>Symbolism</b></p>	<p><b>Nouns</b></p> <p><b>Verbs</b></p> <p><b>Adjectives</b></p> <p><b>Adverbs</b></p> <p><b>Prepositions</b></p> <p><b>Conjunctions</b></p> <p><b>Relative clauses</b></p> <p><b>Exclamations</b></p> <p><b>Interjections</b></p> <p><b>Onomatopoeia</b></p> <p><b>Personification</b></p> <p><b>Metaphor/Simile</b></p> <p><b>Hyperbole</b></p> <p><b>Irony</b></p> <p><b>Allegory</b></p> <p><b>Symbolism</b></p>
<p><b>How has Greek Theatre influenced later texts? – From The Trojan Wars to Peter Pan?</b></p> <ul style="list-style-type: none"> <li>The Trojan Wars: a story of a hero who falls from grace due to a fatal flaw.</li> <li>Peter Pan: a story of a hero who falls from grace due to a minor flaw.</li> <li>Farce: a story of a hero who falls from grace due to a ridiculous flaw.</li> </ul>	<p><b>Reading: understanding how evidence strengthens a proposition</b></p> <ul style="list-style-type: none"> <li>Identify the main point of the text.</li> <li>Identify the evidence used to support the main point.</li> <li>Explain how the evidence supports the main point.</li> </ul>	<p><b>Writing: understanding that punctuation helps to clarify and clarify</b></p> <ul style="list-style-type: none"> <li>Use punctuation to clarify your writing.</li> <li>Use punctuation to clarify your writing.</li> <li>Use punctuation to clarify your writing.</li> </ul>	<p><b>Arithmetic: understanding that punctuation helps to clarify and clarify</b></p> <ul style="list-style-type: none"> <li>Use punctuation to clarify your writing.</li> <li>Use punctuation to clarify your writing.</li> <li>Use punctuation to clarify your writing.</li> </ul>
<p><b>Aristotle's rules of the tragic hero</b></p> <ul style="list-style-type: none"> <li>The tragic hero that causes the downfall of hero</li> <li>Hamartia: a flaw or error in judgment</li> <li>Hubris: excessive pride and arrogance</li> <li>Anagnorisis: the moment when the hero realizes an important discovery in the story</li> <li>Nemesis: a fortune that protagonist cannot avoid, usually due to retribution of his hubris</li> <li>Catharsis: the feelings of pity and fear the audience feels for the protagonist after his downfall</li> </ul>	<p><b>Epic Poetry</b></p> <ul style="list-style-type: none"> <li>epic are very long pieces of writing that usually deal with heroic adventures</li> <li>epic are very long pieces of writing that usually deal with heroic adventures</li> <li>epic are very long pieces of writing that usually deal with heroic adventures</li> </ul>	<p><b>Greek Philosophy</b></p> <ul style="list-style-type: none"> <li>Socrates</li> <li>Plato</li> <li>Aristotle</li> </ul>	<p><b>Reading tasks</b></p> <ul style="list-style-type: none"> <li>Write a fiction and a non-fiction article</li> <li>Write a persuasive speech and an article</li> <li>Write an analysis</li> </ul>
<p><b>Writing tasks</b></p> <ul style="list-style-type: none"> <li>Write a persuasive speech and an article</li> <li>Write an analysis</li> </ul>	<p><b>Speech layout</b></p> <ul style="list-style-type: none"> <li>Identify the main point of the text</li> <li>Identify the evidence used to support the main point</li> <li>Explain how the evidence supports the main point</li> </ul>	<p><b>Greek Gods</b></p> <ul style="list-style-type: none"> <li>Zeus</li> <li>Athena</li> <li>Apollo</li> <li>Artemis</li> <li>Dionysus</li> <li>Hermes</li> <li>Aphrodite</li> <li>Hestia</li> <li>Poseidon</li> <li>Demeter</li> <li>Persephone</li> <li>Hades</li> <li>Thanos</li> </ul>	
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Pupils should start to collect their knowledge organisers ready for the end-of-year tests. Ask your teachers for them so you know exactly what to memorise. Then the hard work begins!

Mrs Lane (Assistant Head Teacher)

## Curiosity Question - Music

I sit on the floor and you sit in a chair. You play with a bow that's made of horse hair. I'm played in an orchestra, a nice wooden fellow. My name is five letters, they call me a \_\_\_\_\_. (Ask your Music teacher for the answer!)

Mr Parkinson (Head of Music)

# Recommends



## Like A Curse – Elle McNicoll

Stuck in Loch Ness while Edinburgh falls under the control of a terrifyingly powerful Siren, Ramya Knox is frustrated. She's supposed to be learning magic from her Aunt Opal, but that isn't going as smoothly as she'd hoped. As she pushes to rescue her hidden folk friends in the city, long-buried secrets come to light and legends come to life. Ramya knows she's different; she knows she's a witch. But now she must learn the true meaning of her powers... before all she loves is lost. **This follow-up to Turton favourite Like a Charm will warm your heart and keep you gripped right until the end.**

## The Book of Stolen Dreams – David Farr

When Rachel and Robert are passed a stolen book by their librarian father, they have to go on the run and protect it at all costs. With their father captured and everyone hunting for the book, they must uncover its secrets and track down the final, missing page. But the cruel and calculating Charles Malstain is on their trail. When the children discover the astonishing, magical truth about the book, they resolve to do everything in their power to stop it falling into his hands. For if it does, he could rule forever. Step inside the pages of an immortal adventure and discover a truly unforgettable journey of wonder, courage and magic... **An exhilarating, awe-inspiring novel will amaze you.**



**Pop into the library and borrow yourself a copy this term.**

**Mrs Taylor (Librarian)**

# Jump in



Just to let you know about some of the marvellous things going on that pupils can be involved in to really make the most of their time at Turton. This term:

**Orchestra** –Thursday 3pm in MU1      **Vocal group** –Monday 3pm in MU2

Following on from the school show, the vocal group are now going to learn new material for the Summer concert. Those going on the Austria tour must attend the vocal group.

# Spotlight: Physical Education

Each term we'll spotlight an A-level course at Turton, just in case pupils are wondering where excellent learning can take them. Information about all courses is available in our prospectus here: <http://www.turtonsixthform.uk.com/>.

Mrs Bali (Head of Sixth Form)



## Physical Education

### Why study Further Physical Education?

#### Have you ever wondered...

- Why some people can run faster than others?
- How your personality affects your performance?
- How you could become an elite sports performer?
- Why people take performance enhancing drugs?
- How technology can help you improve performance?
- How understanding psychology can affect an individual's performance.

### Where does it lead?

- Sports science
- PE teacher
- Physiotherapist
- Professional sports person
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Journalist
- Commentator
- Personal trainer

A Level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

### What does it go well with?

Biology and Psychology

### Requirements

A '6' in PE, Biology and Science Double award.  
You must also be participating in one sport competitively.

## The Course

## A-LEVEL

You will follow the OCR course and study:

Studying A Level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study improve your performance or coaching through application of the theory.

Physical Education is studied through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, and why some people out perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport.

This course is suited to students who have a genuine interest in sporting excellence and the science behind it. The 2 year course covers 7 theoretical units per year and 1 personal sporting performance. Units include Psychology, Anatomy and Physiology, Socio Cultural issues, Exercise Physiology, Biomechanics, and Technology of Sport and Skill Acquisition.

The course is 70% theory and 30% practical over two years. The course is extremely demanding both practically and theoretically; therefore students **MUST** be competitively taking part in a sport/activity outside of college.



Miss Young



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"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." - John F. Kennedy