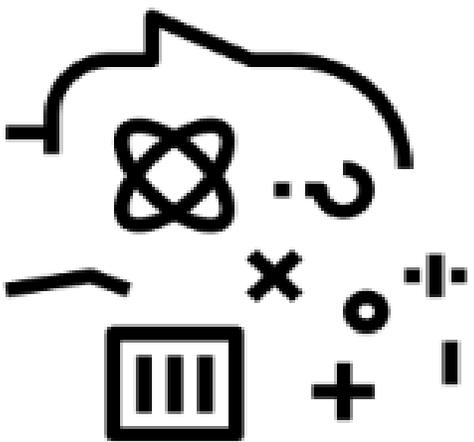
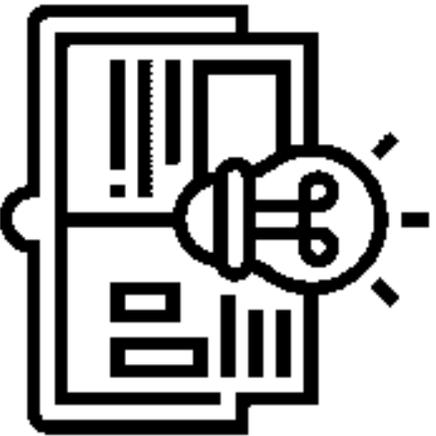




Year 8 Knowledge Organisers

Term 1



Name:.....

Form:.....

Hard Work

Aspiration

Integrity

Respect

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Knowledge Organisers at St. Anne's Academy

What is a Knowledge Organiser?

- A Knowledge Organiser is a tool which sets out exactly what knowledge is vital in the curriculum.
- It clarifies for everyone – pupil, parent and teacher– exactly what is being taught.
- It is not expected to cover the entirety of everything you may possibly cover in a topic – just what is vital.
- A Knowledge Organiser is a distillation of knowledge, not a textbook or step by step revision guide.

Benefits of Knowledge Organisers:

- For pupils they are a revision of ALL the key information the teacher has decided is necessary for the topic.
- Parents know what their children are learning and are able to get involved in supporting their revision through quizzing and testing at home.

The purpose of knowledge organiser at St. Anne's is very clear. They will:

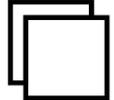
- Support pupils to retain the key knowledge learned in lessons;
- Enable parents to support their children in their learning;
- Promote independence in learning;
- Promote a work ethic which will support success in further education;
- Support wider reading and study to support curriculum learning;
- Encourage practice of examined tasks and questions.

A Guide for Students and Parents

For each topic being taught in each subject a Knowledge Organiser has been produced outlining the key important knowledge required to fully understand a topic.

- Students should set aside time each day/evening dedicated to each subject they study.
- Students should use the knowledge organisers for independent study using the following method.



<p>Look</p> 	<p>Read the specific important knowledge you need to learn for each subject.</p>
<p>Say</p> 	<p>Read aloud the specific important knowledge you need to learn.</p>
<p>Cover</p> 	<p>Cover your knowledge organiser.</p>
<p>Write</p> 	<p>Write out everything you can remember from the specific part of the important knowledge you have been reading on a blank sheet of A4 paper.</p>
<p>Check</p> 	<p>Check that you have all the content needed and it is correct. Any content that is missing or incorrect use another colour pen to illustrate the gaps in your knowledge that you have corrected.</p>
<p>Repeat</p> 	<p>Fold you A4 sheet so that what you have just written is no longer visible. Repeat the steps above until you are 100% correct.</p>



Year 8 Maths – Half Term 1 - Number



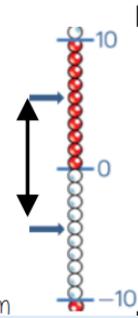
Language for Learning

- Base
- Power
- Indices
- Power
- Standard form
- Ordinary form
- Estimation
- Round
- Integer
- Significant figure
- Negative
- Subtract

Negative Numbers

Find the difference between 6 and -4

From 6 to 0
6
From 0 to -4
4



Tip - Drawing a number line will help you!

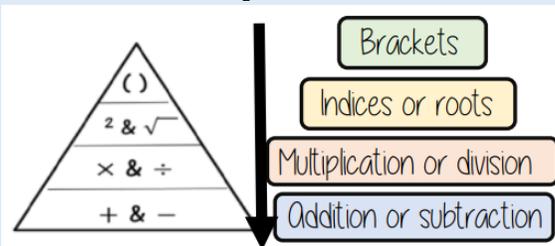
Examples of Adding and Subtracting

- $-2 + 3 = 1$
- $-2 - 3 = -5$
- $2 - -3 = 2 + 3 = 5$
- $-2 - -3 = -2 + 3 = 1$

Examples of Multiplying

- $2 \times 3 = 6$
- $-2 \times 3 = -6$
- $-2 \times -3 = 6$

Order of operations



Standard form

This is a way of writing very large or very small numbers as a power of 10.

Large numbers \rightarrow Positive n.
Small numbers \rightarrow Negative n.

Any number between 1 and less than 10 $\rightarrow A \times 10^n$ \leftarrow Any integer

Example

$$3.2 \times 10^4$$

$$= 3.2 \times 10 \times 10 \times 10 \times 10$$

$$= 32000$$

Non-example

$$0.8 \times 10^4$$

$$5.3 \times 10^{07}$$

Powers of 10

10^2	10^1	10^0	10^{-1}	10^{-2}
100	10	1	0.1	0.01

Examples of standard form to ordinary form

$$4.2 \times 10^5 = 4.2 \times 10 \times 10 \times 10 \times 10 \times 10$$

$$4.2 \times 10^5 = 420000$$

$$2.8 \times 10^{-4}$$

$$= 0.00028$$

Indices

Addition law for indices

$$a^m \times a^n = a^{m+n}$$

$$3^5 \times 3^2 \rightarrow 3^7$$

$$(3 \times 3 \times 3 \times 3 \times 3) \times (3 \times 3)$$

Subtraction law for indices

$$a^m \div a^n = a^{m-n}$$

$$3^5 \div 3^2 \rightarrow 3^3$$

$$\frac{3 \times 3 \times 3 \times \cancel{3} \times \cancel{3}}{\cancel{3} \times \cancel{3}} \rightarrow \frac{3^3}{3^0} \rightarrow \frac{3^3}{1}$$

Important

Anything to the power of 0 is 1.

Estimation

Most estimations round to 1 significant figure

$$210 + 899 < 1200$$

This is true because even if both numbers were rounded up, they would reach 300 + 900.

The correct estimation would be 200 + 900 = 1100.



Year 8 Maths – Half Term 2 - Proportion



Language for Learning

Fraction
 Percentage
 Ratio
 Equal parts
 Proportion
 Equivalent
 Highest common factor
 Conversions
 Recurring
 Increase
 Decrease
 Profit
 Invest
 Growth
 Reduce
 Recurring
 Terminating

Percentages - multipliers

When working out percentages it is very useful to use multipliers:

Find 5% of £40

5% divided by 100 = 0.05
So $0.05 \times £40 = £2$

Increase £40 by 5%

$100\% + 5\% = 105\%$
105% divided by 100 = 1.05
So $1.05 \times £40 = £42$

Decrease £40 by 5%

$100\% - 5\% = 95\%$
95% divided by 100 = 0.95
So $0.95 \times £40 = £38$

Recurring Decimal

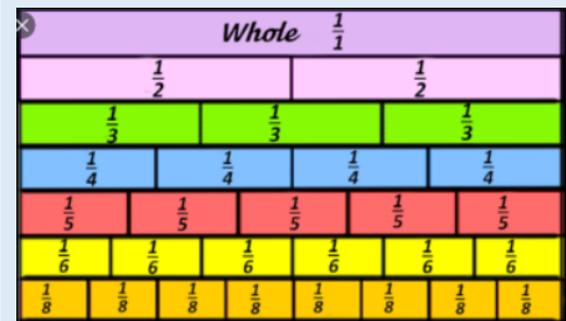
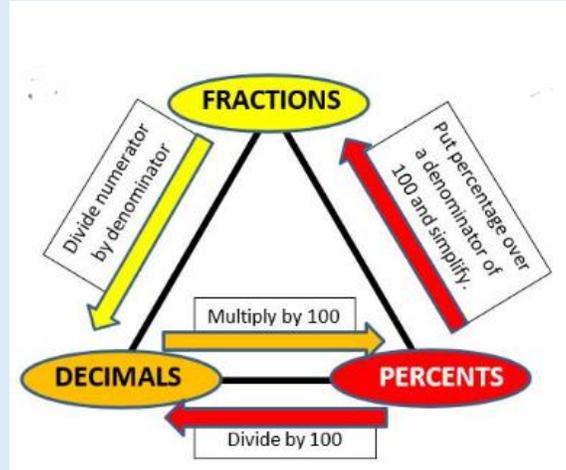
$$\frac{1}{3} = 0.333... = 0.\dot{3}$$

Terminating Decimal

$$0.125 = \frac{1}{8}$$

terminating

FDP Conversions



Ratio

Order is important

"For every dog there are 2 cats"



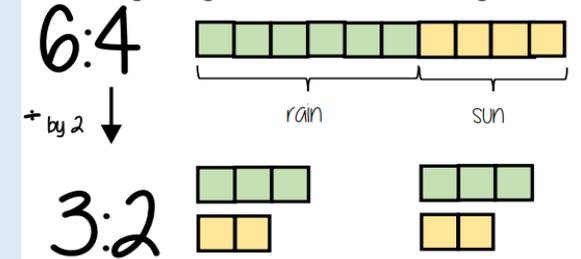
1:2

e.g 2:1 would represent 2 dogs for every 1 cat.

Simplifying a Ratio

Find the largest common factor that goes into all parts of the ratio. In this case 2 is the largest factor that goes into 6 and 4.

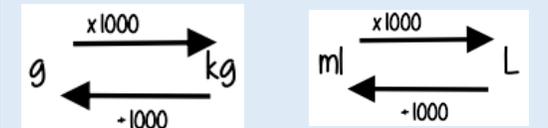
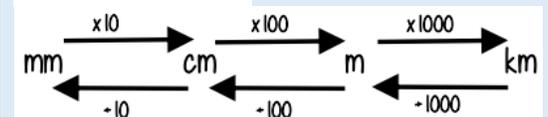
"For every 6 days of rain there are 4 days of sun"



Units are important

When using a ratio – all parts should be in the same units

Useful Conversions



Key themes (big ideas)

Fatherhood & masculinity – Blackman uses the novel to explore ideas about fatherhood and masculinity, such as the expectations that fathers are disciplinarians in families, and the need for men to hide their feelings for fear of appearing weak.

Growing up – in some ways the novel is a ‘coming of age’ novel and reflects many of the complex emotional difficulties facing young people in modern society.

Family – Through the Bridgeman family, Blackman explores many aspects of the modern family; emotional issues such as loss of a parent, conflict over identity and the financial difficulties faced by single parents.

Tolerance – a lack of tolerance leads to expressions of anger and violence throughout the novel. For instance, Dante comes to realise late in the novel that he has tolerated his friend’s casual homophobia by calling it ‘just a word’.

<u>Vocabulary</u>	<u>Definition</u>
beseech	to beg
contempt	dislike or hatred
diabolical	evil
disorientated	confused, bewildered
dual narrative	a story with two different narrators
irate	angry
obligation	duty or responsibility
preposterous	ridiculous
protagonist	leading character
relinquish	give up
resentful	bitter and offended
scathing	extremely critical
volatile	unpredictable

Contexts and concepts

Malorie Blackman - Has been Children’s Laureate since 2013. She was born in London but her parents were originally from Barbados. Until she wrote her best-selling Noughts and Crosses series ethnicity had never been central to her protagonists’ lives. "I wanted to show black children just getting on with their lives, having adventures, and solving their dilemmas, like the characters in all the books I read as a child." In *Boys Don't Cry*, the family’s ethnicity is only casually revealed halfway through.

Race - In the 1970s and 1980s, black people in Britain were the victims of racist violence perpetrated by far-right groups such as the National Front. Racism in Britain in general, including against black people, is considered to have declined over time and any discrimination on the basis of race has been enshrined in British law as an offence since 1976. However, incidents such as the Grenfell fire have brought to the forefront issues of poverty and inequality amongst BAME communities.

Sexuality – there has been a notable increase in the acceptance of homosexuality in the UK in recent years and the LGBTQ movement now holds regular Gay Pride events across the country. Legislation during the latter part of the 20th and the early part of the 21st century made any kind of discrimination on the basis of sexuality illegal and in 2014 legislation was finally passed to allow same sex marriage.

Education – there has been a continued rise in the number of young people going to university; in the 1960s it was 4%, now it is closer to 50%. Young people now have to stay in education or further training until they are over 18, and A Levels are seen as the gateway to further education, rather than an end in themselves.

Single parents – Unlike the early part of the 20th century, single parent families are far more commonly accepted in the 21st century. They make up nearly a quarter of families with dependent children in the UK.

The Welfare State – is a system whereby the state provides support to its citizens, and government expenditure on the welfare state is intended to improve societal areas such as health, education, employment and social security.

Example reading assessment question:
How does the writer use **language** to describe **Melanie's emotions**?

Example Writing Assessment Question:
You have recently read an article about single-parent families, stating that:
"Families come in all shapes and sizes. All that matters is that we love and care for each other."
Write a speech to give to your peers at an assembly in which you persuade them of your point of view.

Example Writing Assessment Response: **Descriptive Hook**

Prompts	Sentence starters
What do we learn about her emotions?	Interestingly, we learn that Melanie feels....
How do we know this? Provide evidence and zoom in on language devices and key words.	The simile "....." highlights how.... Furthermore, the (zoom in on a word) demonstrates how....
Why has the writer presented the character in this way?	Perhaps Blackman has presented Melanie in this way so that we question / understand / infer / feel.....

You may wish to use the following structure when completing this task.

Step 1: Descriptive Hook
Begin by describing a scene that is relevant to the question. Do not express your view, although your view ought to be implied by your description. Ask the reader to imagine the scene.

Step 2: Position
Now, very clearly express your position on the given issue. Provide an overview as to why you think what you and the key issues that are relevant to the debate.

Step 3: Respond To The Other Side
Why would some people have a different viewpoint to you? Can you anticipate the counter-argument?

Step 4: Next Steps
Offer a solution. Include a call to action where you encourage or ask your reader/audience to do something (e.g. Write to your MP).

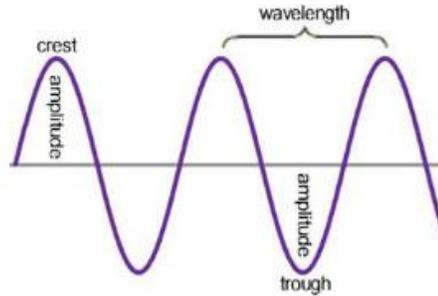
Yesterday evening, as I leisurely lounged on the sofa after a hard day's study, absentmindedly scrolling through social media, I happened to stumble upon a link to a newspaper article (published that day in The Manchester Evening News). I've got to admit to you - my immediate reaction to the headline was a combination of sheer contempt and dismayed curiosity; I felt compelled to open the link and delve deeper into the diabolical drivel before me. To cut a long story short, the article was advocating the viewpoint that society should be comprised solely of traditional nuclear family units. That is to say, households which contain a heterosexual married couple and just their own biological children. With a sinking heart, I read on...

Language for Learning:

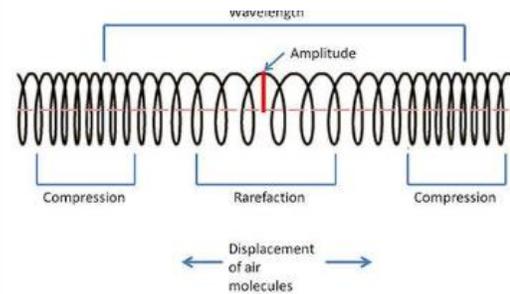
- Amplitude** The size of vibrations, or the distance a particle vibrates when a wave passes.
- Cochlea** The part of the ear that changes vibrations into electrical impulses.
- Decibel** Unit for measuring the loudness of a sound.
- Diffuse reflection** Reflection from a rough surface, where the reflected light is scattered in all directions.
- Frequency** The number of vibrations (or the number of waves) per second.
- Longitudinal wave** A wave where the particles vibrate in the same direction as the wave is travelling.
- Opaque** Material that does not let light through. It is not possible to see through an opaque substance.
- Oscilloscope** An instrument which shows a picture of a wave on a screen.
- Pitch** How high or low a note sounds.
- Refraction** The change in direction when light goes from one transparent material to another.
- Specular reflection** When light is reflected evenly, so that all reflected light goes off in the same direction. Mirrors produce specular reflection.
- Superposition** When two waves meet and their effects add up or cancel out.
- Transverse wave** A wave where the vibrations are at right angles to the direction the wave is travelling.
- Vacuum** A completely empty space, containing no particles.



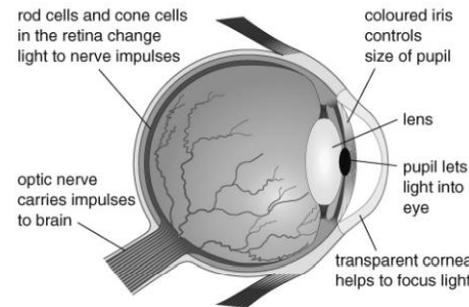
Transverse Waves: E.g. Light Waves



Longitudinal Waves: E.g. Sound Waves

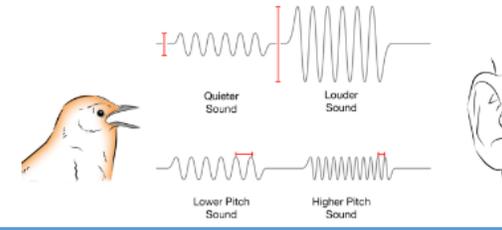


The Eye

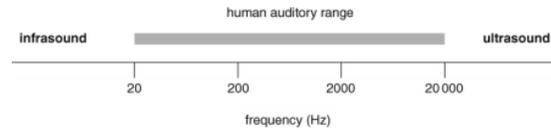
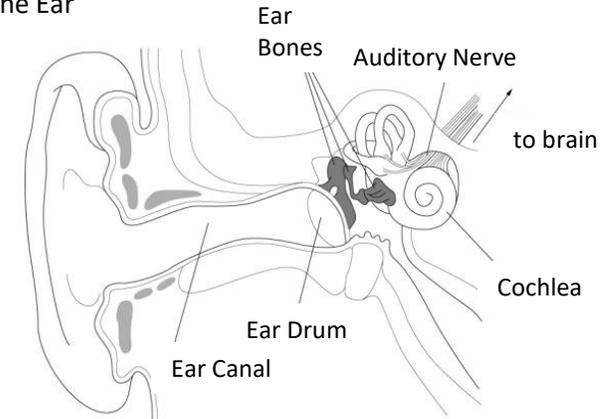


Rod cells in our retinas detect faint light but not colours and cone cells detect the primary colours of red, blue and green. We see combinations of primary colours as secondary colours (magenta, cyan & yellow).

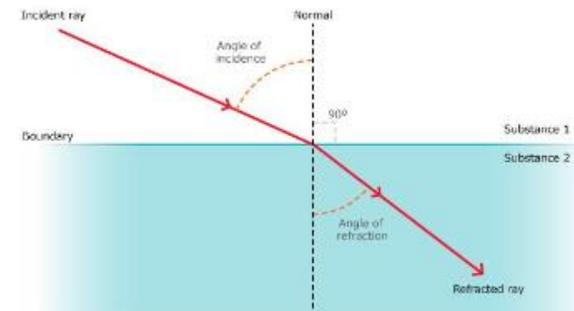
Superheroes: Light and Sound



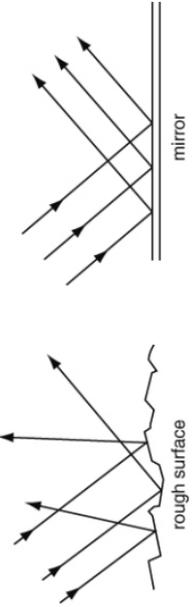
The Ear



Refraction

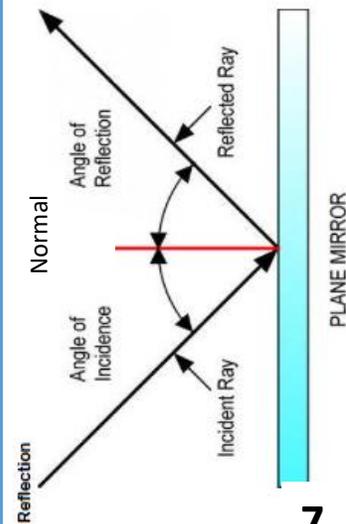


Reflection Light Diagram



Specular Reflection

Diffuse Reflection





Language for Learning:

Absorb: 'to soak up' or 'to take in'.

Anaemia: A deficiency disease caused by a lack of iron. Causes tiredness and shortness of breath.

Carbohydrate: A nutrient that is used as the main source of energy.

Catalyst: A substance that speeds up a chemical reaction, without itself being used up.

Deficiency disease: A disease caused by a lack of a nutrient.

Diffusion: When particles spread and mix with each other without anything moving them.

Digestion: A process that breaks food into soluble substances in our bodies.

Kilojoule (kj): A unit for measuring energy. There are 1000 joules (J) in 1 kilojoule (kj).

Kwashiorkor: Causes a swollen abdomen.

Malnutrition: A problem caused by having too much or too little of a nutrient in the diet. Obesity, starvation and deficiency diseases are all examples.

Obesity: Being very overweight.

Oesophagus: The muscular tube that leads from the mouth to the stomach. Also called the 'gullet'.

Protein: A nutrient used for growth and repair.

Respiration: A process in which energy is released from substances so it can be used by an organism. All organisms respire.

Rickets: It causes weak and poorly shaped bones.

Scurvy: Joints hurt, the gums bleed and cuts take a long time to heal.

Starvation: A form of malnutrition in which people lack many nutrients.

Stomach: An organ containing strong acid that mixes food up and digests proteins.

Villus: A small finger-like part of the small intestine. These increase the surface area so that digested food is absorbed more quickly. Plural is villi.

Vitamin: A nutrient needed in small quantities for health.

Your diet provides **raw materials** for the body which is needed for **growth** and **repair**. Nutrients are raw materials.

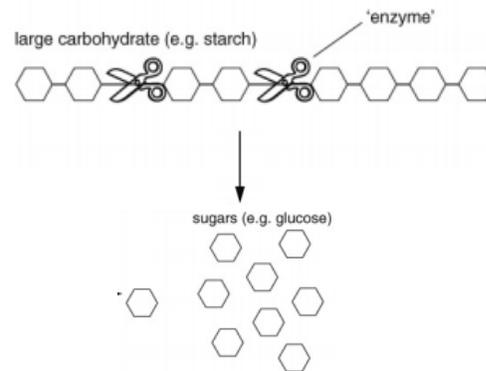
These include:

- Carbohydrates
- Fats
- Proteins
- Fibre
- Vitamins and Minerals.

Water is important because: it acts as a **lubricant**, is a **solvent** (substances can be moved around the body), **cools** you down when you **sweat** and fills cells so they hold their shape.

Enzymes

The organs of the digestive system help us digest food. Many of them produce enzymes (substances that are catalysts and help speed up food digestion). We can use a model to make it easier to think about how enzymes work:



Food Tests

Starch: add iodine solution. If starch present, turns blue-black colour.

Sugar: add Benedict's, heat in water bath, look for a colour change.

Proteins: add biuret solution. If protein present, turns purple colour.

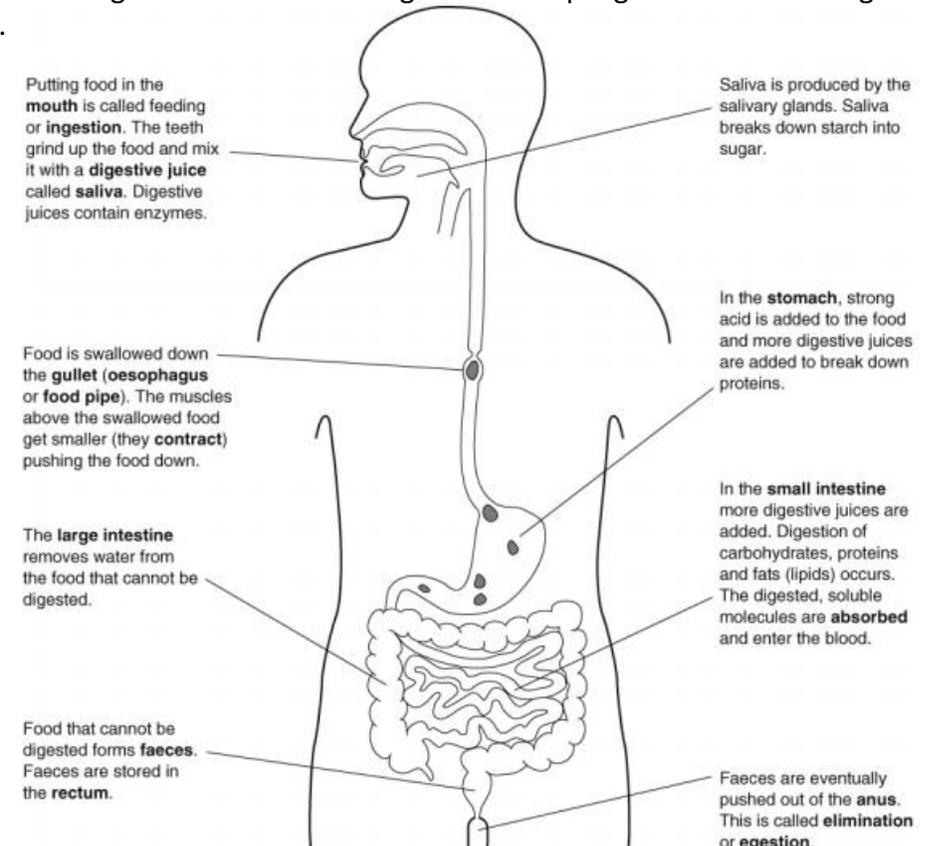
Fats: Rub dry sample on white paper. Grease marks means it is a fat.

Deficiency

People who lack a nutrient for a long time suffer from a deficiency disease.

- Lack of protein causes **kwashiorkor**.
- Lack of Vitamin A causes **night blindness**.
- Lack of Vitamin C causes **scurvy**.
- Lack of Calcium and Vitamin D causes **rickets**.

Digestion: Process of turning large, insoluble molecules to smaller, soluble molecules. The gut and some other organs that help digestion form the digestive system.





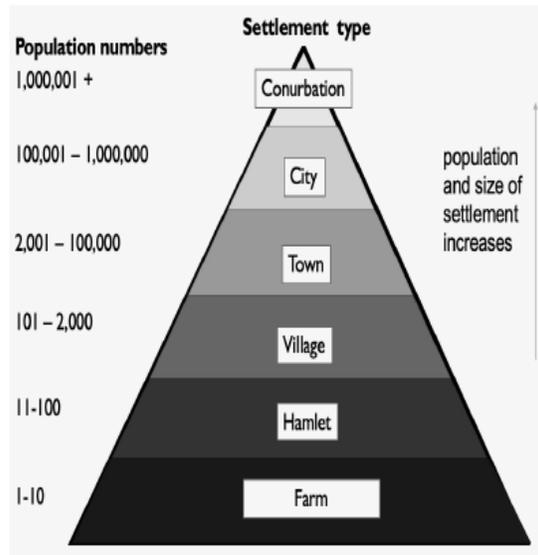
Language for learning:



- Settlement
- Site
- Nuclear
- Linear
- Dispersed
- CBD
- Inner city
- Inner suburbs
- Outer suburbs
- Rural-urban fringe
- Urban
- Rural
- Dry point
- Defense point
- Wet point
- Conurbation
- Town
- City
- Tourist
- Retail
- Greenfield
- Brownfield
- Favelas
- Slums
- Megacity

What is a settlement?

A settlement is a place where people live. The settlement hierarchy is a way of ordering settlements from largest to smallest.



Site and situation:

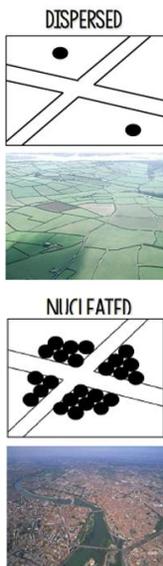
Site= land on which the settlement is built. Situation= where a settlement is located in relation to other surrounding features.

Settlement advantages:

- Near to a river for water.
- Raised land to avoid flooding.
- Defensive areas to protect from attack.

Settlement patterns:

A settlement is a place where people live. The settlement hierarchy is a way of ordering settlements from largest to smallest.



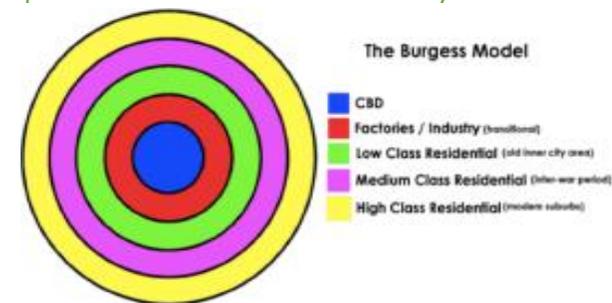
Dispersed settlements are usually isolated dwellings or small hamlets. They are usually found in rural areas and are connected to farming.

Nucleated settlements are dwellings that are located around a central point. Larger settlements, such as cities are usually nucleated.

Linear settlements occur when housing follows a linear pattern, usually along a road, railway line, river or canal. This is done for trade and the settlement's economy.

The Burgess model:

- CBD (Central Business District) is at the centre of the city and contains shops, businesses and entertainment.
- Inner city has mixed land use of industrial and high-density residential (housing).
- Inner suburbs is mainly residential areas. Houses are semi detached.
- Outer suburbs are newer residential areas, with semi-detached/ detached housing.
- Rural-urban fringe is right on the edge of a town/city, at the point where it meets the countryside.



Settlement functions:





Language for learning:

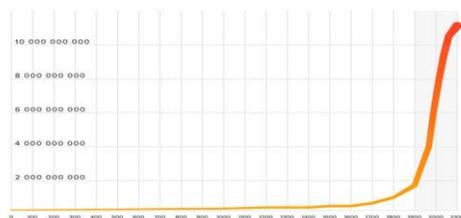


- Population
- Distribution
- Birth rate
- Death rate
- Natural increase
- Natural decrease
- Underpopulated
- Overpopulated
- Migrant
- Immigrant
- Refugee
- Push factor
- Pull factor
- Urbanisation
- Rural-urban migration
- Counter urbanisation

World population:

The world's population has seen a dramatic increase since the industrial revolution. Major growth was initially seen in Europe and North America and is continuing in Asia, particularly in China and India.

WORLD POPULATION
Past, Present and Future

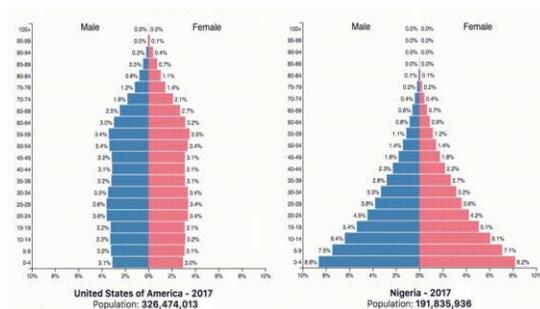


Uneven population distribution:

Settlements have built up in areas with natural resources that can support a population, such as water, soil, the ability to grow food and job opportunities. Areas that are often sparsely populated tend to have fewer resources and be harder to live in, such as mountainous areas, deserts or isolated places. For example, Manchester is densely populated because of its industrial past and connection to other major cities, whereas the Lake District is sparsely populated because of its landscape and lack of resources

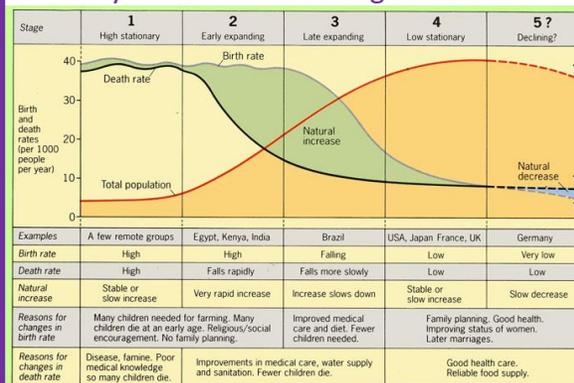
Population pyramids:

Population pyramids are used to analyse the structure of populations. They show the age and gender distribution of a given population. The shape of the pyramid depends both on the number of people in each age group and the proportion of males to females.



Demographic Transition Model (DTM):

The demographic transition model shows how the birth and death rate in a country affect the rate of population growth. Each country is at a different stage of the DTM.



China's one child policy:



- In 1970 China's population exceeded 800 million, the world's largest population was growing too quickly.
- In 1979 the government introduced the one child policy. Couples were offered incentives – free education, better pensions, free childcare and family benefits for one child.
- Problems with the policy included a high rate of abortion and forced female sterilisations.
- The policy reduced the population by 400 million. The policy has been successful, but the population pyramid has completely changed.
- In 2014, the policy was abandoned with the intention to balance population development and address the challenges of an aging population.



The migration of Mexicans to The USA:

The migration of Mexican-born immigrants living in the USA soared between the years of 1970 and 2007 including many entering the country illegally, this is very dangerous and migrants are at risk of being caught and deported. Reasons for their migration however, are easy to understand. The USA is a rich and attractive nation. Mexico has problems with crime rates, drug use and corruption as well as poor education. The Mexicans that have migrated have filled jobs as farm labourers at harvest time, in factories or as cleaners. These are dirty low paid jobs that Americans don't want to do however, the migrants are happy to do any available work.



History Knowledge Organizer: Slavery

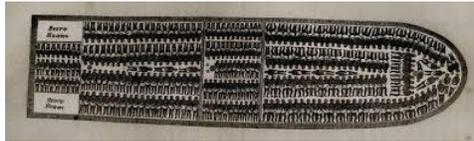


Key Terms

Empire	Scramble sales
Slavery	Plantation
Slave Triangle	Punishments
Middle Passage	Abolition
Auctions	

The Middle Passage

The middle passage was the journey that slaves took from Africa to the Americas.



- The slaves were packed below the decks of the ship. The men were separated from their wives and children and usually shackled together in pairs using leg irons, or shackles.
- People were packed so close that they could not get to the toilet buckets, and so lay in their own filth. Seasickness, heat and lack of air all contributed to the terrible smell.
- The voyage usually took six to eight weeks, but bad weather could increase this to 13 weeks or more.
- Altogether, more than 1.5 million slaves died on-board the middle passage

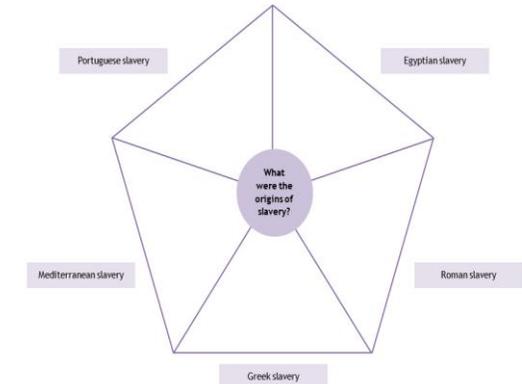


The origins of Slavery

Egyptians employed huge numbers of slaves including Jews, Europeans and Ethiopians.

The Romans would use as domestic servants. This could involve looking after children, washing, cleaning and cooking. If they were the slaves of people who lived in the countryside, they would be made to work in the fields as well.

Greek slaves would often be prisoners of war, taken hostage during wars with other tribes. Within their own tribes, they would also have other types of slaves that would be made to do forced labour.



The Slave Triangle

The slave triangle began with Portuguese, and some Spanish, traders taking African slaves to the American colonies they had conquered in the 15th century. British sailors became involved in the slave trade in the 16th century.

The process was simple:

- Goods from Britain were sent to the west coast of Africa. They tended to be items such as pots, pans, cloth, guns, as well as spirits and tobacco.
- In return for these items, places such as Senegal, Gambia and the Gold Coast (Ghana) sold their slaves. The ships with their new cargo set sail for America (including the West Indies and parts of South America).
- Once there, the slaves were sold (usually at auction) and paid for in goods as cotton, sugar and tobacco.





History Knowledge Organiser: Slavery

Life on a Plantation



Clothing

Slaves would be given one pair of shoes and three items of underwear a year. Although these and other clothing would be provided by their owner, they were often ill-fitting and made of rough material

Free Time

Most slaves had to work from sunrise to sunset. Some owners made their slaves work every day, others allowed slaves one day a month off and some allowed their slaves to have Sundays as a rest-day.

Slaves would spend their free time mending their huts, making pots and pans and relaxing. Some plantation owners allowed their slaves a small plot of land to grow things to supplement their diet.

Slaves were not allowed to read or write, but some were allowed to go to church

Housing

Slaves were allocated an area of the plantation for their living quarters. On some plantations the owners would provide the slaves with housing, on others the slaves had to build their own homes.

Food

Sometimes they were given pots and pans for cooking, but more often they had to make their own.

Most plantation owners did not spend more money on food for their slaves than they had to and so the slaves lived on a diet of fatty meat and cornbread.

Slave Auctions

- When a slave ship docked in America, the slaves were taken to a holding block and cleaned up ready for auction.
- Male slaves were worth the most because they could be used for physical labour.
- Female slaves were bought for breeding future slaves.
- Children were bought as a future investment and because they were cheaper.



Reasons for the Abolition of Slavery

An influential economist, Adam Smith, argued that it was better to pay wages as these could then be spent on goods and help the economy to grow.	William Wilberforce believed that he had been called by God to end the Slave Trade. Other campaigners such as Granville Sharp and Thomas Clarkson also believed that they had divine instructions to end slavery.	The law gradually turned against the idea of slavery as individual slaves in Britain went to court to get their freedom. By the early 1800s most judges set these slaves free.	Thomas Clarkson collected evidence against slavery. He spread his message all over the country by publishing posters, pamphlets and making public speeches.	A slave rebellion led by Toussaint L'Ouverture on the French island of St Dominique in 1790s was successful. In 1794 the revolutionary French government declared slavery illegal in all its territories.
A lawyer, Granville Sharp, used the courts to try and give slaves their freedom. He fought many court cases, most famously arguing instead of 'loss of cargo' the deaths of slaves on-board the ship Zong should be treated as murder.	The Abolition Society encouraged creative ways to spread the anti-slavery message. Hannah More wrote poems and books about the horrors of the slave trade and convinced many of the need to ban it.	An ex-slave, Olaudah Equiano wrote the story of his life as a slave. His book dispelled many misconceptions about the perceived inferiority of black people and convinced many that slavery was wrong.	Christian groups, such as the Methodists and the Quakers believed that everyone was 'equal in the sight of God' and that therefore slavery was immoral. They wrote books and articles supporting abolition.	The anti-slavery campaign developed its own striking logo designed by Josiah Wedgwood. His design appeared on his pottery but also bookplates, coat buttons, wax seals, jewellery.
Increased competition from cheap sugar from countries like Brazil and Cuba meant that sugar plantations were closing. People argued that the enslaved workers would work harder if they were freed and paid.	William Wilberforce became the leader against the slave trade in Parliament. Even though he lost the first debate by 163 votes to 88, he never gave up and the final vote in 1807 was won with only 16 MPs voting against.	On the plantations, many enslaved Africans tried to slow down the pace of work by pretending to be ill, causing fires or 'accidentally' breaking tools. Whenever possible, enslaved Africans ran away. This made slavery less profitable.	There were two nationwide anti-slavery petitioning campaigns: in 1788 over 100 petitions were presented to the Commons. In 1792 an even bigger campaign led to 519 petitions being handed to Parliament demanding the abolition of the slave trade, representing every single county in England.	During the late 18th and early 19th century, slave revolts grew bigger. Slaves made it clear that, if they were not set free, they would soon free themselves. There were hundreds of slave revolts. In the Caribbean they averaged at least two per year during the period 1789-1815.



History Knowledge Organizer: The French Revolution

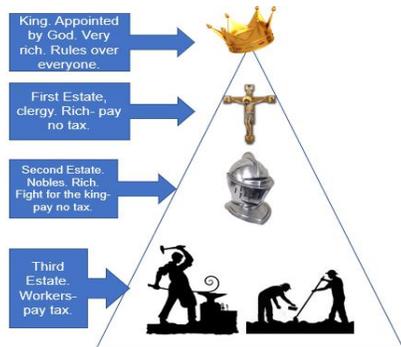
Key Terms

Estates System	Napoleon Bonaparte
Bastille	Legion of Honor
Treason	Protestant Censorship
Execution	



Why was France unequal?

In France society was structured into the estate system which many argued was unfair.



If the king wanted to raise taxes, a vote had to be taken by the Estates General

Each estate had ONE vote, therefore the First and Second Estate outnumbered the Third Estate 2 to 1!. Even though they only make up 2% of the country.

This meant that the Third Estate were the ones that had to pay tax and had no say in it. This caused a lot of anger.



The Storming of the Bastille (A prison in Paris and a symbol of power)



Why the Bastille?

It was where the King and Queen put people who had criticised them. Many of the prisoners were there without being put on trial first.

Why were people angry?

- The storming of the Bastille followed months of anger towards the King and Queen and the way they were ruling France.
- An economic crisis in Paris caused riots as violent protests about the lack of bread and falling living standards created a lot of anger.

What did the king do?

The people had demanded that they should have a say in how the country is run. As a consequence of this, since the beginning of June 1789, King Louis XVI had put troops around Paris. People were terrified by this so they began to march.



Execution of Louis XVI

Louis became king of France in 1774 and inherited a lot of debt from his grandfather, King Louis XV. He then made things worse by living a life of luxury.

By June 1791, opposition to the king had become fierce. Louis had had enough and decided that he wanted to escape out of Paris. He headed for Holland where his wife's brother ruled. However, he was recognised and the royal couple was arrested and imprisoned.

In January 1793, Louis was convicted and condemned to death for treason. On January 21st, he walked to the guillotine and was executed.

Nine months later, Marie Antoinette was also convicted of treason and on October 16th she followed her husband to the guillotine.



History Knowledge Organiser: The French Revolution

Did Maximillian Robespierre deserve to be executed? (Leader of the Jacobins and responsible for the reign of Terror.)

He did deserve to be executed:

In Nantes, 1800 were killed by being tied to barges which were then sunk in the river. In Lyon it was decided that cannon fire was used to kill as many people as possible.

Robespierre became more radical and was looking for "scapegoats." Each time he finds a traitor closer to home.

He didn't deserve to be executed:

Robespierre helped to abolish the monarchy and became the first champion of democracy.

He actually only ordered the execution of 75 people during the reign of Terror.

Robespierre was a French Lawyer and politician and one of the most influential figures during the French Revolution.

Did Maximillian Robespierre deserve to be executed? (Leader of the Jacobins and responsible for the reign of Terror.)

The Reign of Terror was a 10-month period in which suspected enemies of the Revolution were guillotined by the thousands. During the Reign of Terror, at least 300,000 suspects were arrested; 17,000 were officially executed, and perhaps 10,000 died in prison or without trial.

So Why did it happen?

Paranoia

- All over France, everyone suspected of being an enemy of the Revolution was either imprisoned, deported or executed.
- The leaders of the Revolution felt threatened by royalists (supporters of the king) who could overthrow them.
- Many started to believe the real enemies were not abroad but within and that they need to be dealt with.
- When France lost some battles, people wanted an explanation. They blamed the enemies within the country.
- There was fighting in France for those who supported the Catholic Church.

Maximilien Robespierre

- During Robespierre's time in power, over 14,000 people were executed.
- Maximilien Robespierre was the leader of the Jacobins who led a revolt and took control of France. They wanted change to happen quicker than it already was.
- On June 10, 1794, they passed a law which suspended the right to a public trial. Juries were given two choices: acquittal or death. As a result, some 1,300 people were executed in June 1794 alone.
- Robespierre believed that a Reign of Terror was needed in order to save the revolution from its enemies

Foreign powers

- Early in 1793, France was fighting a war against six European countries including Spain, Prussia (Germany), Britain and Holland. They had all joined to fight France because their monarchs were terrified that it may happen to them.
- When the war started going badly, the people were looking for someone to blame, and this is when the accusations started.
- There was a fear that the inmates of the city's prisons would be freed and join the foreign countries.
- Leaders in France believed that by using terror they could achieve victory over the foreign countries.

Why was Napoleon defeated?

The British

Battle of Trafalgar – 21st October 1805
The British wiped out Napoleon's fleet. It confirmed England's dominance of the seas and meant that Napoleon could never invade Britain.

Battle of Waterloo: 18th June 1815

Napoleon was defeated and had no choice but to accept being exiled. He lived quietly on St. Helena for six years. In May 1821, he died, most likely of stomach cancer.

The Spanish

The years of fighting in Spain were a heavy burden on France's army. Their communications and supplies were severely tested. This drain on French resources led Napoleon to call the conflict the "Spanish Ulcer". By 1814 the French had been driven out of Spain.

Russia

He made the first mistake of deciding to attack the Russians during winter with supplies for only three week's fighting. Rather than fight the French, the Russians adopted a strategy of retreating whenever Napoleon's forces attempted to attack. As a result, hundreds of thousands of Napoleon's soldiers died from injury, starvation, cold and disease.



Language for Learning:

Ethics: the philosophy of right and wrong



Morality: decisions between right and wrong.

Absolute morality: the morality of an action does not change.

Relative morality: circumstances determine if an action is right or wrong

Situation ethics

Agape: unconditional love.

Utilitarianism

Hedonic calculus: a way to calculate pleasure and pain

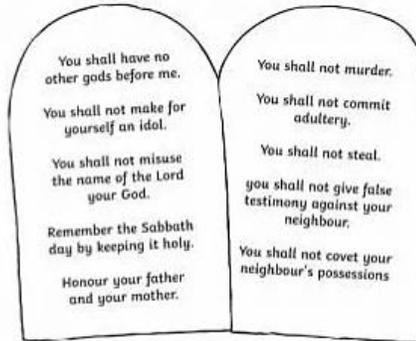
Logic: using reason/evidence to determine what to do.

Empathy: 'putting yourself in someone else's shoes.'

Absolute morality

This is where the moral principle never alters and is applied in ALL situations, no matter the context or circumstance.

One example of absolute morality is the concept of rules or laws. These are very specific about which actions are right and which are wrong. They are seen as an authority and we are expected to obey them.



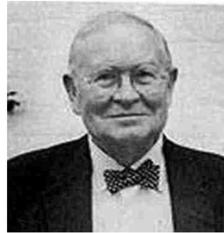
One example of this is the **10 Commandments** which were given to Moses by God after the Exodus from Israel.

Positives	Negatives
1. Very clear understanding of right/wrong.	1. Does not allow for exceptional circumstances.
2. The rules are given by an 'authority' for all to follow.	2. Sometimes it is the law that is wrong and we have to break the law to do what is right. (eg Rosa Parks, Martin Luther King Jr)
3. There could be anarchy without a clear set of rules.	

Relative morality

Relative morality: a person holds a moral principle but is prepared to adapt or adjust it in certain circumstances.

Situation ethics, developed by **Joseph Fletcher** states that each moral decision is unique as the circumstances are ALWAYS different. His guiding principle is that you must '**apply love to all individuals in every unique situation**', following the concept of agape.



Utilitarianism, developed by **Jeremy Bentham** God did not decide what was good/bad; humans were simple creatures who generally avoided pain and sought pleasure,. Utilitarianism states that **the right action is the one that creates the greatest good/happiness/pleasure for the greatest number.**



The ratio of pleasure/pain can be calculated on the **hedonic calculus**. The more pleasure an action creates with the least pain the more useful it is.

Positives	Negatives
1. Allows for compassion in difficult situations.	1. Too subjective – we have different ideas of what is loving etc.
2. Acknowledges that the 'authorities can be wrong.'	2. Could potentially allow actions such as murder

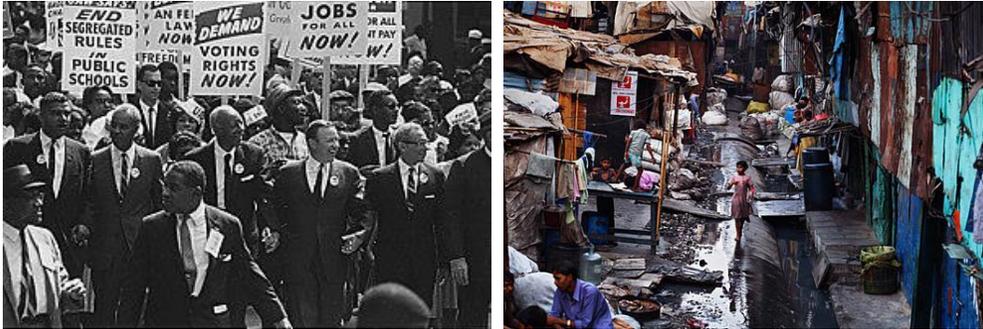


Language for Learning:



- Justice:** what is right and fair
- Social injustice:** Unequal opportunities for different groups of people
- Social justice:** equal opportunities for all.
- Human rights:** entitlements we all have because we are human.
- Equality:** we are all treated with fairness
- Prejudice:** Pre-judging someone.
- Discrimination:** acting on prejudice
- Sexism:** Discrimination based on gender.
- Racism:** discrimination based on race or nationality
- Religious freedom:** being able to choose your religion.
- Poverty:** Unable to provide the necessities of life
- Agape:** unconditional love
- Ummah:** global community of Muslims
- Sewa:** selfless service

NO social justice in the world



Social injustice is where a person is denied equal access to provisions, opportunities and rights. This is often based on poverty or discrimination such as sexism, racism or religious discrimination. If this is embedded within a society then serious human rights violations can occur. There have also been instances where some religious practitioners have denied equal rights to others based on types of discrimination



Fighting for social justice

In 1948, the **United Nations** put together the **Declaration of Human Rights** to try and ensure that the atrocities of World War Two did not happen again. Many countries signed up to the declaration but it is NOT legally enforceable so many of these countries violate human rights in different ways.

Christianity, Islam and Sikhism all support the fight for human rights as they all believe that **humanity was created by God as equals and should be treated as such**. There are many religious and non-religious organisations working around the world to fight against human rights violations (**Toybox, Christian Aid, Khala Aid, Islamic Relief, Amnesty International**).

The following teachings show believers that they should fight for what is just and help others:

- The Ummah
- The Exodus of the Israelites
- The Good Samaritan
- The Oneness of humanity
- Sewa

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



KS3 YEAR 8— TERM 1: Drama / Ernie's Incredible Illucinations Knowledge Organiser

This unit explores the skills needed for students to learn how to perform a scripted piece of drama. In order to do this they will learn the basic skills to understand a script. Students will learn the plot of Ernie's Incredible Illucinations by Alan Ayckbourn. They will be introduced to super-objective, status and blocking and will apply these skills to their performance of the script. Each lesson will build on previous knowledge ending with students being able to write their own brief script and perform this to an audience.

Language for Learning:



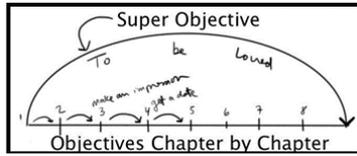
Drama
Performance
Rehearsal
Feedback
Evaluation

Alan Ayckbourn
Ernie
Status
Blocking
Super Objective
Improvisation

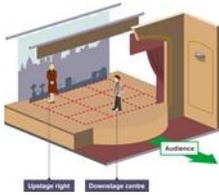
Gesture
Role-Play
Still Image
Facial Expression
Body Language

Skills

Super Objective



The super-objective is an overarching objective, probably linked to the overall outcome in the play. We use the word super-objective to characterise the essential idea, the core, which provided the impetus for the writing of the play. A character's objectives are likely to be stages in the journey towards the super-objective. If that journey is perceived as a clear path to the super objective, then you have your through line.



Status and levels

Status is how much power and importance the character has. (High or low). Levels however can affect the audience's perception of the status or importance of a character in the scene. This is known as status placement. If a weaker character is sitting in a chair while a stronger character stands above them, their relationship is mirrored in the levels they use.



Blocking

Blocking is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play, ballet, film or opera. The term derives from the practice of 19th-century theatre directors such as Sir W. S. Gilbert who worked out the staging of a scene on a miniature stage using blocks to represent each of the actors.



Improvisation

Improvisation, or improv, is a form of live theatre in which the plot, characters and dialogue of a game, scene or story are made up in the moment. Often improvisers will take a suggestion from the audience, or draw on some other source of inspiration to get started.

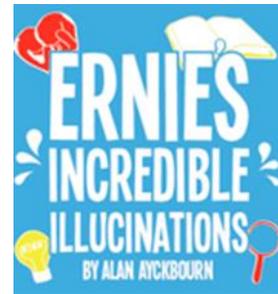
Questions to consider...

How	Do staging choices impact a performance ?
Explain why	Characters need a super objective >
Why	Did Alan Ayckbourn use a split stage?
What	Drama techniques have you used in this topic?

Independent Learning:

There is Homework for this unit, but should a student want to research further then here are some start points.
Watch a video performance of Ernie's incredible illucinations on YouTube.

Below is a website that explains the production in more depth
<http://ernies.alanayckbourn.net/style/d/>





Language for Learning



- Medicinal drugs
- Recreational drugs
- Legal
- Illegal
- Prescription drugs
- Social norms
- Habit
- Dependence
- Peer pressure
- Career
- Employment
- Self-employment
- Voluntary work
- LMI
- Labour laws
- Parliament
- Government
- House of commons
- House of lords
- Democracy
- Devolution
- Equal opportunities
- Stereotypes
- Discrimination



Created by Design Council
Source: The Design Council

Drugs A drug is a substance that has an effect on the body:

- medicines are drugs that help people suffering from pain or disease.
- recreational drugs are taken by people because they like the effects they have on their bodies.

Some recreational drugs are legal, such as tobacco and alcohol, although there are restrictions on who can buy them. Caffeine, found in coffee, is another recreational drug. Most other recreational drugs are illegal, and these include cannabis, ecstasy and heroin. Recreational drugs can be classified as a depressant or a stimulant. Most recreational drugs can be addictive.



Types of drugs use

- Experimental drug use – trying drugs for the first few times.
- Recreational drug use – use regularly, but not all the time. Usually when you are out with socialising – out for a meal, clubbing, pub, etc.
- Binge drug use – taking a large quantity of drugs in one go and getting very drunk or intoxicated.
- Dependent drug use – sometimes called ADDICTION- using drugs nearly all the time and finding it difficult to stop. Some people become physically dependent on them.

UK Parliament

The UK Parliament is made up of three parts, the House of Commons, the House of Lords and the Monarch. Parliament represents our interests and makes sure they are considered by the Government.

What is democracy?

The UK, like many other countries, is a democracy. This means we can vote for who makes the laws and runs the country. The House of Commons is made up of the MPs we vote for in general elections, which usually take place every five years. MPs represent their constituents – the people in the area where they were elected – in the UK Parliament.



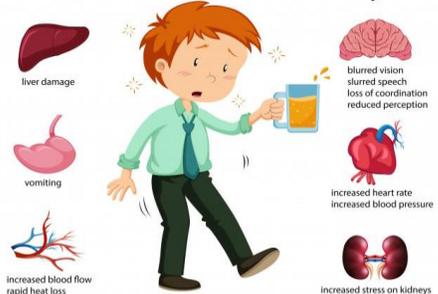
Labour Market Information (LMI)
Labour Market Information - What is it?

LMI includes reports, studies, statistics and other information about:

- labour supply and demand
- employment rates
- the local economy
- future labour trends
- business growth and decline
- information on jobs and sectors
- skills and qualifications



Effects of Alcohol on the Body



Anti bullying week - November: Theme 'One kind word'

Bullying behaviour is defined as repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Year 8 Knowledge Organiser – Netball

Key terms & Glossary

Passing

- Chest pass
- Bounce pass
- Shoulder pass
- Overhead pass

Footwork

- Pivot
- Turning in the air

Marking

- Man to man
- Zone

Dodging

- Interception
- Rules
- Positions

Passing: 'The only way the ball can travel'

There are four kinds of pass: **chest, shoulder, overhead** and **bounce** pass.

To pass the ball the player must step with their **dominant foot** to get enough power behind the ball in order for it to travel over the distance.

The shorter passes are chest pass and bounce pass.

The longer passes (over a longer distance) are shoulder pass and overhead pass

Key Questions – How and why are certain passes used in game situations?

Intercepting:

This is the ability to catch/take the ball away from the other team, usually when it is passed between team players of the opposing team.

Key Questions – Which players on the team may need to be the most effective interceptors of the ball and why?



Positions per team: C, WA, WD, GA, GD, GK, GS

Footwork:

When a player receives the ball they are only allowed to take 2 steps as they catch the ball.

If they take any more steps the ball will be given to the other team.

They can also **pivot**, which is turning but keeping one foot stuck to the ground.

Running footwork allows the player to catch the ball and take 2 steps before passing the ball as they are still moving.

Key Questions – Why does good footwork allow the ball to be moved more quickly in game situations?

Dodging:

Dodging is performed by moving away from a marker.

Usually attempting to go in one direction but going in another. This outwits/outsmarts your opponent leaving the player free to receive the ball.

Key Questions – How does dodging allow an attacker to create space in attacking play when receiving the ball?

Marking:

Every player on the court has an opponent to mark.

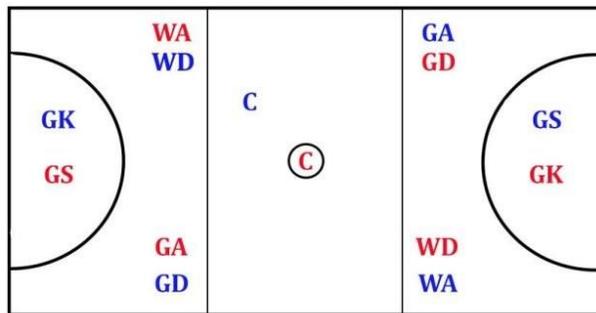
Marking is usually performed by following the opponent on the court and attempting to **stop them from receiving the ball**.

If their opponent receives the ball then they can be marked (usually by putting their hands over the ball) to try to stop the ball from being passed.

The defender will mark from a **defensive position** in front of the attacker to try and stop them receiving the ball.

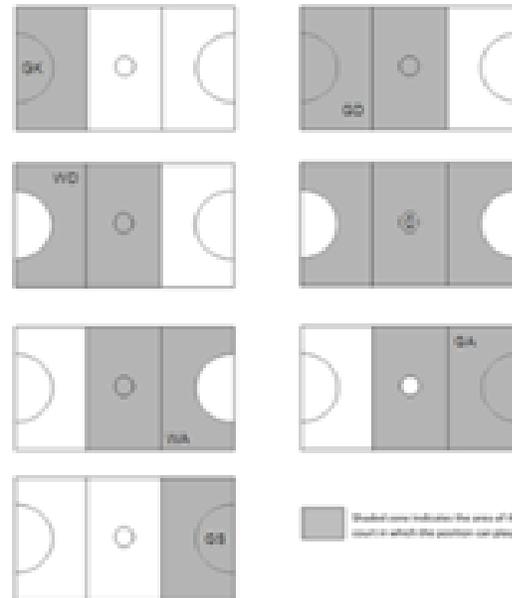
Key Questions – What position must the defender put themselves in to stop an opponent receiving the ball whilst watching the passing player?

NETBALL POSITIONS



● = BLUE TEAM

● = RED TEAM



Shooting:

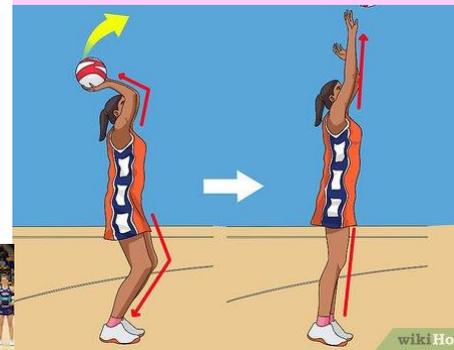
Bend / Balance

Elbow

Extend

Flick / Follow Through

Shooting is the key skill performed by the **Goal Attack** and **Goal Shooter** which allows points to be scored.



Key Questions:

1. When shooting how do we generate power and accuracy in the shot?
2. When marking the ball what is the distance you have to be away from your opponent?
3. How can you foul in netball?



Year 8 Knowledge Organiser - Football



Key terms & Glossary

Dribbling

Passing

- Varied distances, long short

- Lofted pass

Creating space

- Through movement with the ball

- Without the ball

Use of width

Heading

Shooting

Tackling

Defending

Attacking

Accuracy

Weight

Control

Balance

Precision

Co-ordination



Dribbling:

Is used in various ways in football to get past an opponent.

When dribbling you can use different parts of your feet such as your inside and outside to **change direction** and keep the ball under control to prevent an opponent from taking the ball away from you.

The skill is used most effectively to attack space behind defenders

Key Questions; How can an attacker change speed and direction to outwit and dribble beyond a defender?

Heading:

There are different types of headers used in football.

If you are **defending** you are aiming to head the ball high and wide away from your goal.

If an **attacker** heads the ball they are aiming to head it with power in a downwards direction to try and make it more difficult for the goalkeeper to save.

Very often players will be required to head the ball after it is crossed from a wide area or if the ball is cleared to another area of the pitch in the air.

Key Questions; How can a player use their arms to gain height when jumping and why may this height give them an advantage?

Use of width:

Width is used to make the pitch as big as possible resulting in the opposition team having to run more to attempt to get the ball.

When you create width it allows for **wide players** to be able to cross the ball in to provide team-mates with a goal scoring chance.

It can also create more space in central areas of the pitch as defensive players are forced to mark players positioned in wider areas of the pitch

Shooting:

Is used in football to try and score a goal.

When shooting you need to consider the distance you are away from the goal. If you are far away from the net you would need to shoot the ball with power to try and beat the goalkeeper to score a goal.

When close to the goal a side footed controlled shot may be required with less power and more accuracy.

Creativity and imagination can be used when shooting to outwit the goalkeeper.

Key Questions; How may an attacker outwit the goalkeeper when attempting to score a goal?

Creating space:

Space is important in football to make it difficult for an opponent to get the ball.

If you don't create space it makes the pitch smaller so this makes it easier for the opponent to try to get the ball.

By moving into space this can create an opportunity for a team mate to run through on goal

Space is created by movement with and without the ball and creates time for the player in possession to improve their decision making

Passing:

Is used to move the ball quickly to team mates to help create a goal scoring chance.

There are a number of different passes used in football such as passing with the instep over varied distances along the floor, use of a lofted pass to gain height on the ball to get it over an opponent and passing with the outside of the foot.



Tackling:

Is used in football to prevent the opposing team from scoring.

When tackling you need to time your tackle in order not to foul your opponent.

The **slide tackle** is used when you would go to ground to make the tackle. You can do a **stand tackle** which is most commonly used in football.

Defending:

The more structured your team is when it comes to defending makes it more difficult for the attacking team to score.

Defenders are required to communicate with each other to inform each other where they need to be on the pitch



Language for Learning: Computer Engineer

Key Terms:

- Hardware
- Software
- Input
- Output
- Device
- Internal
- External
- Tower
- CPU – Central Processing Unit
- RAM – Random Access Memory
- ROM – Read Only Memory
- Motherboard
- Sound Card
- Hard drive
- Solid State Drive
- VGA
- Power Supply
- Data
- Fetch
- Instruction
- Decode
- Execute



Key Definitions for Computer Engineer:

Hardware: Physical components (parts you can touch) of the computer

Software: The programs and other operating information used by a computer.

There are key pieces of Hardware that run your computer, without those, your computer wouldn't run.

There are devices which input and output information from your computer.

Input – Data (information) into your computer

Output – Data (Information) out of your computer

There are internal and external hardware devices for your computer:

Internal – hardware devices inside your computer tower

External – hardware devices outside of your computer tower

Examples of hardware devices:

CPU - the part of a computer in which operations are controlled and executed.

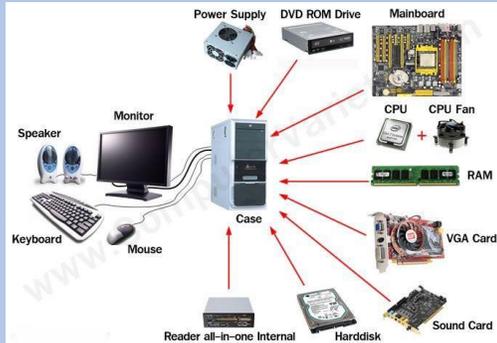
RAM – Random Access Memory. It stores all the open programs and files currently in use by the user, for quicker access. – RAM is volatile meaning data is lost when there is no power.

ROM – Read-Only Memory. It stores the boot up program used to switch the PC on.

Motherboard – The mainboard makes everything below work together

ALU – Arithmetic Logic Unit – performs the arithmetic (maths) and logic operations.

CU – Control Unit – Controls the flow of data



Motherboard



Read-Only Memory



Random Access Memory



Central Processing Unit

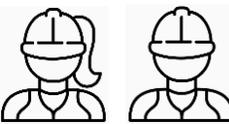
Questions to consider.....



State	Name 3 input devices
Explain	The difference between RAM and ROM
True/False	RAM retains all of its data when the computer turns off
Define	What the term volatile means in computer science
State	Two internal pieces of hardware
Explain	The difference between software and hardware

Potential job opportunities:	Hardware Engineer
Salary:	43-54K annually





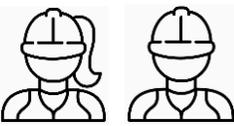
SENTENCE BUILDER: Mis vacaciones [My holidays] ----- In the past

<p>El verano pasado [Last summer]</p> <p>El año pasado [Last year]</p> <p>El fin de semana pasado [Last weekend]</p> <p>Hace un año [A year ago]</p> <p>Hace dos años [Two years ago]</p> <p>Hace dos semanas [Two weeks ago]</p> <p>El mes pasado [Last month]</p> <p>La semana pasada [Last week]</p> <p>En Semana Santa [At Easter]</p> <p>Durante las Navidades [During the xmas holidays]</p>	<p>fui a [I went to]</p> <p>fui al [I went to the]</p>	<p>España/Francia [Spain/France]</p> <p>Gales/Escocia [Wales/Scotland]</p> <p>Irlanda/Grecia [Ireland/Greece]</p> <p>Alemania/Italia [Germany/Italy]</p> <p>Estados Unidos [EEUU]</p> <p>Turquía/China [Turkey/China]</p> <p>sur de Inglaterra [south of England]</p> <p>norte [north]</p> <p>este [east]</p> <p>oeste [west]</p>	<p>Fui en [I went by]</p> <p>Viajé en [I travelled by]</p> <p>Fui con [I went with]</p> <p>Me alojé en [I stayed in]</p> <p>Me quedé en [I stayed in]</p>	<p>coche/avión [car/plane]</p> <p>tren/barco [train/boat]</p> <p>autocar/bicicleta [coach/bicycle]</p> <p>mi familia [my family]</p> <p>mis padres [my parents]</p> <p>mi clase [my class]</p> <p>mis amigos [my friends]</p> <p>mi mejor amigo [my best friend]</p> <p>un albergue juvenil (a youth hostel)</p> <p>un apartamento (an apartment)</p> <p>un camping (a campsite)</p> <p>un hostel (a guest house)</p> <p>un hotel barato (a cheap hotel)</p> <p>un hotel de lujo (a luxury hotel)</p> <p>una granja (a farm)</p>	<p>en la costa [on the coast]</p> <p>en el campo [in the countryside]</p> <p>en la ciudad [in the city]</p> <p>en la montaña [in the mountains]</p> <p>en el centro [in the centre]</p>	<p>Un día [One day]</p> <p>Otro día [Another day]</p> <p>El primer día [On the 1st day]</p> <p>El último día [On the last day]</p> <p>El segundo día [On the 2nd day]</p> <p>El tercer día [On the 3rd day]</p> <p>El cuarto día [On the 4th day]</p> <p>El quinto día [On the 5th day]</p> <p>El sexto día [On the 6th day]</p>	<p>por la mañana [in the morning]</p> <p>por la tarde [in the afternoon]</p>	<p>bailé en la discoteca [I danced in the nightclub]</p> <p>cené en un restaurante [I had dinner in a restaurant]</p> <p>comí paella [I ate paella]</p> <p>probé la comida local [I tried the local food]</p> <p>compré regalos/ropa [I bought gifts/clothes]</p> <p>conocí a un chico/a guapo/a [I met a cute boy/girl]</p> <p>descansé [I rested]</p> <p>fui de compras [I went shopping]</p> <p>fui a la playa [I went to the beach]</p> <p>fui de excursión [I went on a trip]</p> <p>monté en bicicleta [I rode my bike]</p> <p>nadé en el mar [I swam in the sea]</p> <p>salí con mis amigos [I went out with friends]</p> <p>saqué fotos [I took photos]</p> <p>tomé el sol [I sunbathed]</p> <p>visité muchos lugares interesantes [I visited many interesting places]</p> <p>visité un museo/castillo [I visited a museum/castle]</p> <p>hizo buen tiempo [the weather was good]</p> <p>comí algo malo y vomité [I ate something bad and vomited]</p> <p>perdí mi pasaporte/móvil [I lost my passport/phone]</p> <p>me quemé en la playa [I got sunburnt at the beach]</p>
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KS3 Spanish Y8 – HT2 – Todo sobre mi vida [All about my life]

(V2)



SENTENCE BUILDER: Todo sobre mi vida [All about my life]

Por la mañana [In the morning]	normalmente [normally]	uso [I use]	mi móvil/mi portátil/mi ordenador [my phone/my laptop/my computer] las redes sociales por ejemplo <u>Instagram</u> para... [social media, for example <u>Instagram</u> to...]		porque [because]	emocionante [exciting] divertido/a [funny/amusing] interesante [interesting] informativo/a [informative] genial [great] guay [cool] entretenido/a [entertaining] estimulante [stimulating] relajante [relaxing] increíble [incredible] impresionante [impressive] útil [useful] sensacional [sensational]	
		saco [I take]	fotos [photos]				
Por la tarde [In the afternoon/evening]	generalmente [generally]	mando [I send]	mensajes [messages]		porque [because]	es [it is]	
		hablo [I speak]	por <u>Skype</u> [on <u>Skype</u>]	con mi familia [with my family] con mis amigos [with my friends] con mi novio/a [with my boyfriend/girlfriend]			
Por la noche [At night]	siempre [always]	chateo [I chat]	juego [I play]	juegos [games]		son [they are]	
		leo [I read]	un libro electrónico/una novela/una revista/el periódico [an electronic book/a novel/a magazine/the newspaper]				
Durante la semana [During the week]	a menudo [often]	comparto [I share] cuelgo [I upload]	fotos [photos] vídeos [videos]	en <u>Instagram</u> [on <u>Instagram</u>] en línea [online]		ya que [because]	
		escucho [I listen]	música pop/rock/clásica/electrónica [pop/rock/classic/electronic music] mis canciones favoritas [my favourite songs]				
El fin de semana [At the weekend]	de vez en cuando [from time to time]	descargo [I download]	vídeos/mi programa favorito/la televisión [videos/my favourite programme/TV]				
		Los fines de semana [At the weekends]	nunca [never]	películas [films]	románticas/de acción/de terror [romantic/action/horror]		
raramente [hardly ever]	veo [I watch/see]			un programa de música/deportes [a music/sports programme]			
	un concurso/documental/reality [a game show/documentary/a reality show]						
	una comedia/telenovela/serie policíaca [a comedy/soap opera/police series]						
El <u>sábado</u> [On <u>Saturday</u>]	casi nunca [hardly ever]						
Los <u>sábados</u> [On <u>Saturdays</u>]							

Connectives to add more sentences

- y [and]
- además [furthermore]
- también [also]
- sin embargo [however]



Key verbs

Regular verbs

- Chatear to chat
- Hablar to speak
- Leer to read
- Mandar/Enviar to send
- Compartir to share
- Descargar to download
- Subir to upload
- Navegar to surf (internet)
- Usar to use
- Escuchar to listen to

Irregular verbs

- Jugar to play
- Hacer to do/make
- Ir to go
- Ver to watch
- Colgar to upload
- Sacar to take (photos)





Language for Learning:

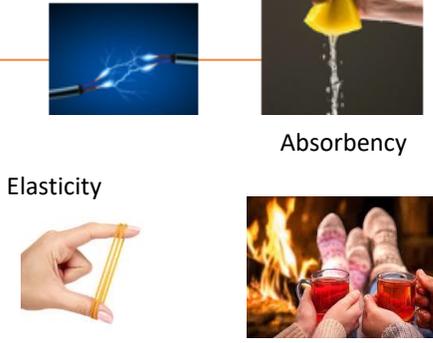
- Physical Properties
- Working Properties
- Metals
- Paper
- Conductor
- Hardwoods
- Softwoods
- Beech
- Oak
- Ash
- Teak
- Pine
- Spruce
- Cedar
- Fir
- Manufactured Boards
- Natural Timber
- Thermoset Plastics
- Thermoplastics
- Woven Fabrics
- Fibre
- Knitted Fabrics
- Weft
- Warp
- Strength
- Hardness
- Elasticity
- Drape
- Absorbency
- Insulation
- Recycling
- Lifecycle



Material Properties

Physical Properties

- A physical property is something that the material will do.
- For Example:
 - Metals are good conductors of electricity.
 - Paper is absorbent



Working Properties

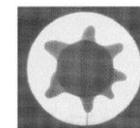
- Working properties describe how the material responds when being used.
- For example
 - Steel can be shaped when heated.
 - Rubber will stretch when pulled.



Strength



Drape



Hardwoods

Comes from **deciduous** trees

This is a broad-leaved tree which loses its leaves in the winter.

- Beech
- Oak
- Ash
- Teak

Softwoods

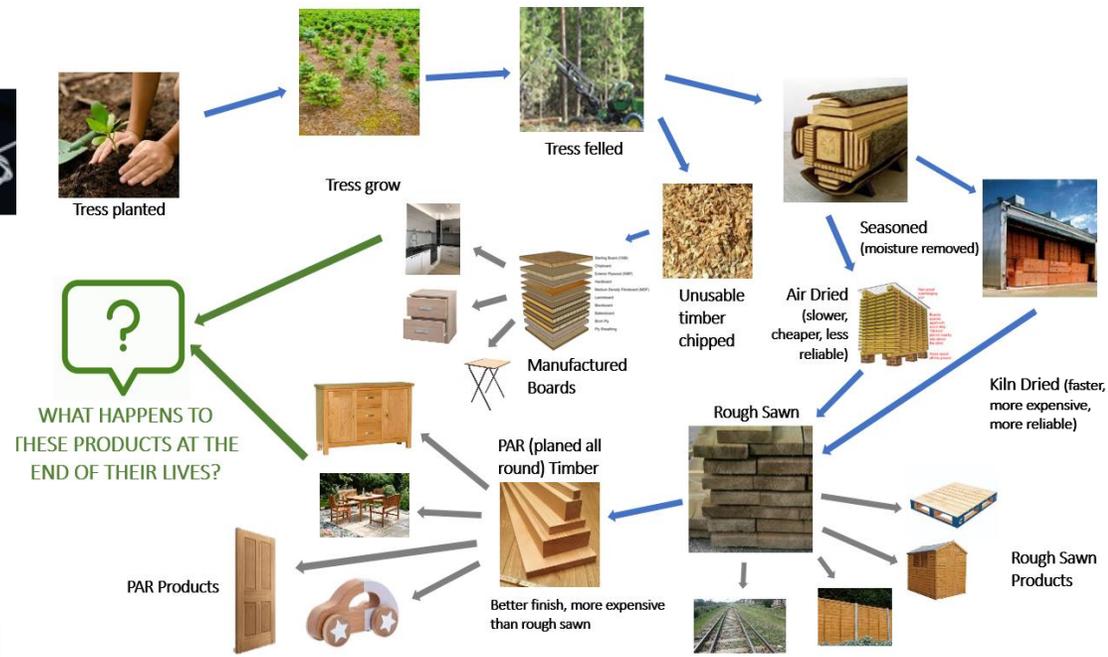
Comes from **coniferous** trees

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

- Pine
- Spruce
- Cedar
- Fir

Natural timbers – taken from the trunk of a tree

Life Cycle Of A Wooden Product



Manufactured Boards – made from the left overs from trees that can't be made into natural timbers.



KS3 Design & Technology: Materials Investigation Knowledge Organiser

Thermoset plastics

These contain polymers that cross-link together during the curing process to form an irreversible chemical bond. The cross-linking process eliminates the risk of the product remelting when heat is applied, making thermosets ideal for high-heat applications such as electronics and appliances.

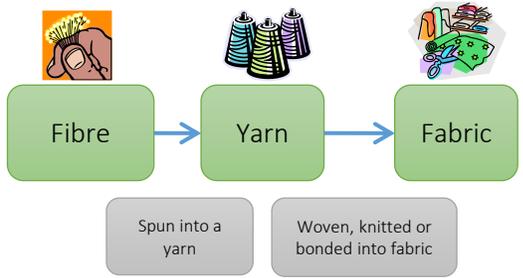


Thermoplastics

Thermoplastics pellets soften when heated and become more fluid as additional heat is applied. The curing process is completely reversible as no chemical bonding takes place. This characteristic allows thermoplastics to be remoulded and recycled without negatively affecting the material's physical properties.



Strength
The ability of a material to withstand a force such as pressure, tension or shear. A material might possess one type of strength and not another, therefore it might be better to justify the type of strength it possesses rather than simply say strong.
Hardness
The ability to resist abrasive wear and indentation through impact. Very hard materials can become brittle and crack, snap or shatter.
Elasticity
The ability to return to its original shape after being compressed or stretched
Drape
How a material falls.
Absorbency
The tendency to attract or take on an element, usually a liquid such as water or moisture, but could include light and heat.
Insulation
The ability to retain heat and keep something warm.



Woven Fabrics

- Woven fabrics are made from two threads which cross over and under each other.
- They are firm fabrics which only stretch diagonally.
- They fray when they are cut.
- There are different types of woven fabrics:



Knitted fabrics

There are two types of knitted fabrics. Both processes work by forming interlocking loops of yarn.

Weft knitting is when the loops run across the fabric. Weft knitting can be constructed by hand and will **unravel** if the yarn is broken. The most common example of weft knitting is **jersey**.

Warp knitting is when the loops run vertically. This is constructed using a machine and produces a sturdier fabric. This method hardly ever ladders and keeps its shape.



Non Woven Fabrics

- Advantages :**
- Cheap to produce.
 - Easy to sew
 - Don't crease easily
 - Don't fray

- Disadvantages :**
- They are not very strong



Non woven fabrics are made up of lots of fibres that are bonded or matted together using heat or adhesives or water. The skip the yarn stage and go straight from being a fibre to a fabric.

Key Questions

- Why are all products not made from the same materials?
- Explain what physical and working properties are.
- What does it mean to test the strength of a material?
- How do you test the hardness of a material?
- What property is elasticity and what does it mean?
- What does drape mean and how can we test it?
- What does absorbency mean? How can this be tested?
- Explain what insulation of a material means



Year 8 – Food safety and nutrition. The new chef

Language for learning



- Hazard
- Risk assessment
- Risk
- Prevent
- Cooking
- Cleaning
- Chilling
- Cross contamination
- Contaminated
- Microbes
- Physical
- Chemicals
- Allergies
- Bacteria
- Time
- Food
- Moisture
- Warmth
- Food poisoning
- High risk food
- Vomiting
- Nausea
- Salmonella
- Listeria
- E.Coli
- Equipment
- Claw grip
- Bridge hold

Risk Assessment

What **hazards** can you spot in the image, right?

What are the **risks**? How might you **prevent** them?



A risk assessment involves looking **closely** at something and **deciding** if there are any **hazards** that may cause a **risk** to **people**. A risk assessment is used to figure out **what needs to be done** to **prevent** the risk from happening.

Equipment and knife safety.



Claw grip



Bridge hold



Chopping onions

Types of contamination:

Food can be **contaminated** by:

Microbes – bacteria, pathogens, ‘germs’

Physical – pests, glass, packaging, rodent droppings

Chemicals – cleaning products such as disinfectants and bleach

Allergies – such as peanuts



The 4 c's of kitchen safety:

Cooking

Cross contamination

Cleaning

Chilling

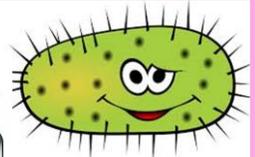
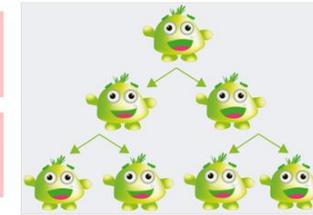


Food poisoning:

High Risk Foods

These foods **support** the **multiplication** of harmful **bacteria**.

These foods are usually **high** in **protein** and **moisture**.



Chicken



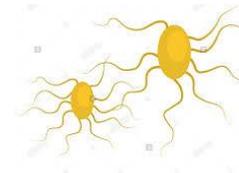
Milk



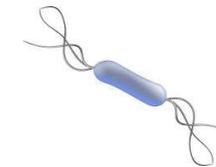
Cooked Rice



Eggs



Salmonella



Listeria



E COLI VIRUS



Year 8 – Food safety and nutrition. The new chef

Language for learning 

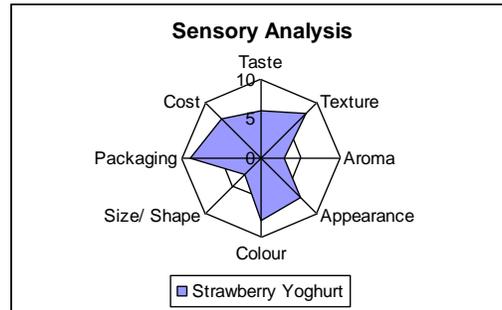
- Eat well guide
- Carbohydrate
- Protein
- Fat
- Vitamins
- Minerals
- Calcium
- Iron
- Product analysis
- Disassembly
- Package analysis
- Sensory analysis
- Commodities
- Fish
- Oily
- White
- Shell fish
- Gills
- Smell of the sea
- Battery hens
- Free range
- Barn
- Organic
- Salmonella
- Red lion mark
- Yolk

Product analysis:

Disassembly – this means literally taking a product apart and measuring/ weighing all components.

Package Analysis – gives info on ingredients, nutritional values, instructions, warnings, cost, clues on target market...

Sensory Analysis – tasting the food.



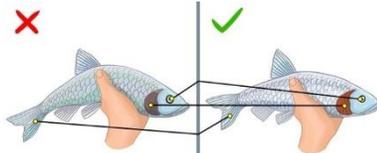
By carrying out a sensory analysis, it can tell you the taste, texture and appearance of the food you are analysing.

Commodities - Fish.

Look for:

- Stiff body
- Tight scales
- Firm flesh
- Bright and bulging eyes
- No indentation when a finger is pressed into the flesh
- Fresh smell!!!
- Odour indicates spoilage
- Gills are red in colour

Type of fish	Example of the fish
Oily	
White	
Shellfish	

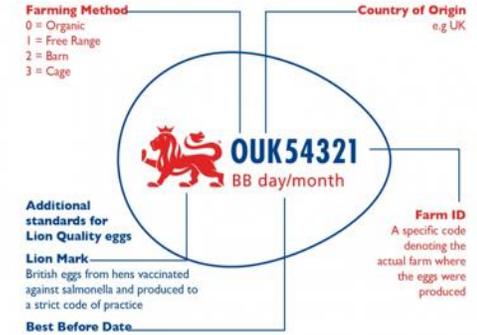


Commodities – Chicken and eggs:

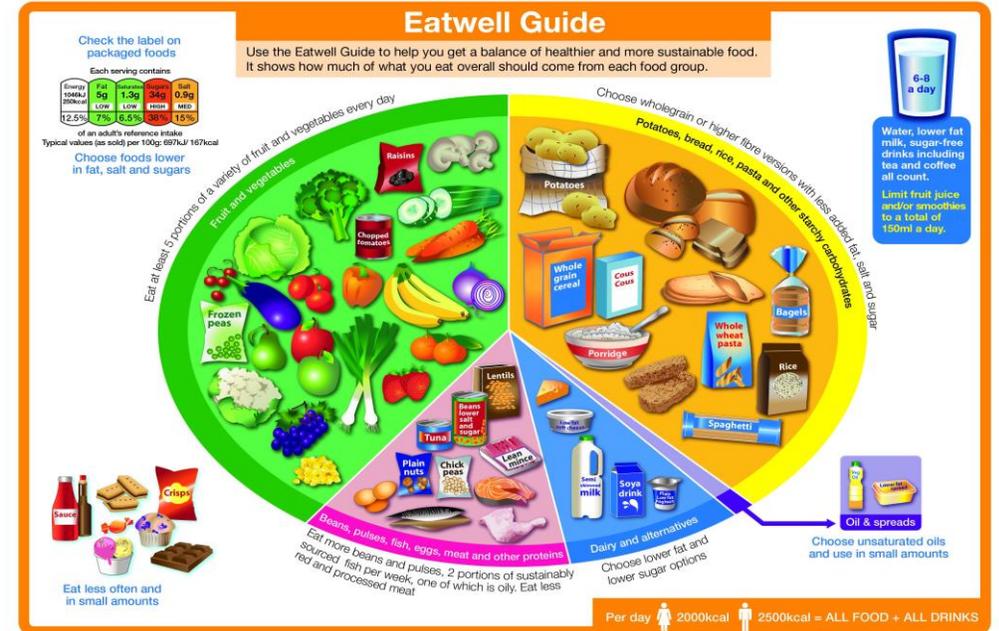


Battery hens are kept in small cages the size of an A4 piece of paper. They have no room to move around.

Eggs – Red Lion Mark meaning



Eat well guide:



The Eat well guide explains the foods we should be eating and how much we should be having.



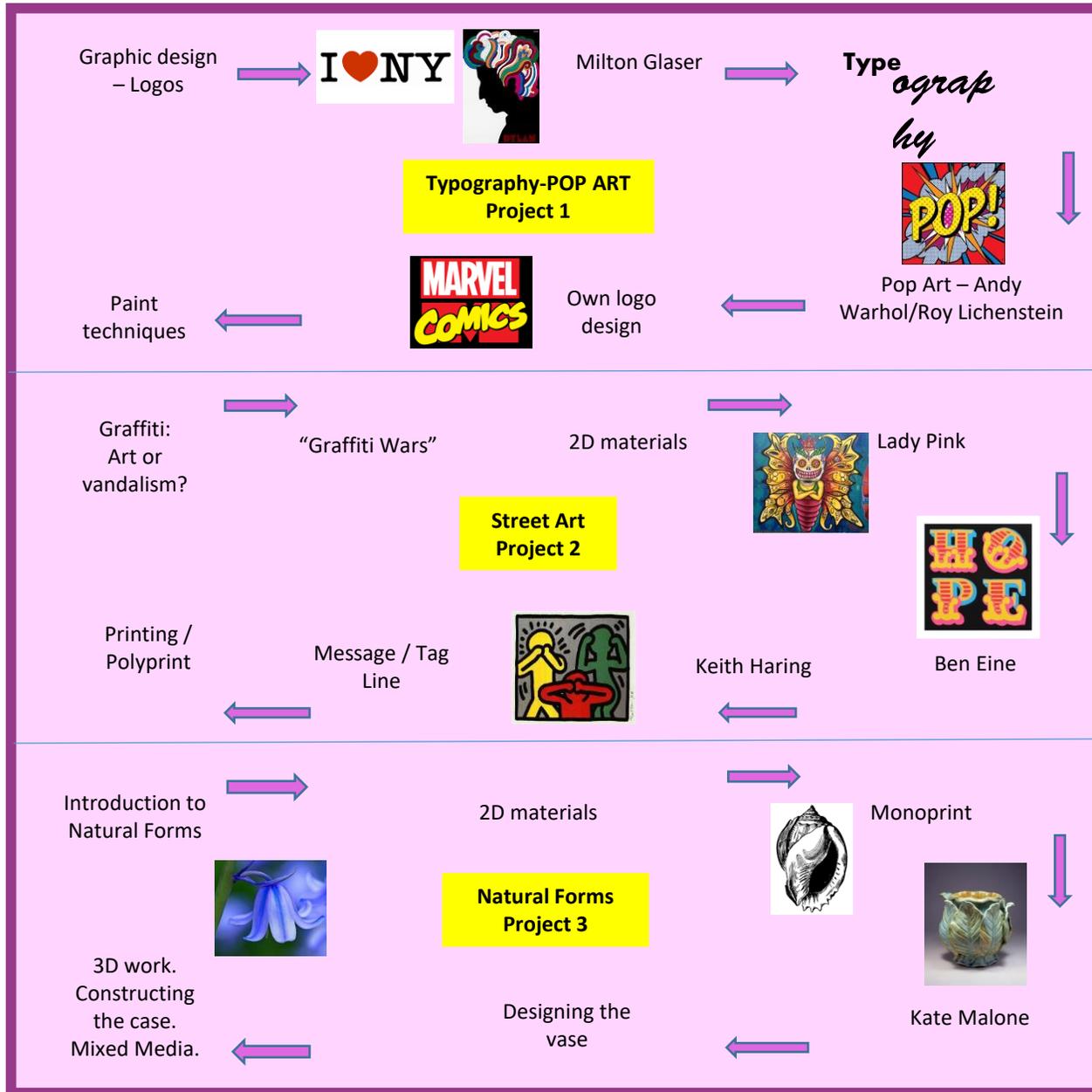
Language for Learning:

- 2 dimensional
- 3 dimensional
- Acrylic Paint
- Ceramics
- Design
- Graffiti
- Mark Making
- Message
- Mixed Media
- Monoprint
- Nature
- Observation
- Organic
- Opinions
- Pencil Crayon
- Polyprint
- Refine
- Street Art
- Tag Line
- Tone
- Typography
- Vandalism
- Vase



Key Artists

- Milton Glaser
- Andy Warhol
- Roy Lichtenstein
- Keth Haring
- Lady Pink
- Kate Malone



Questions to consider.....



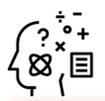
How	Will artists and cultures influence your work?
Explain how	You will refine and develop your work at different stages of a project.
What	Have been your strengths and areas for development in Year 7?
Which	Have been the most influential artists to you and why?
Explain	How your view of art and artists has changed over the course of Year 7.
Why	Are some materials more suitable for certain tasks than others?
What	Are the main characteristics of each artists work?

Which factors link to today's learning?
Social / historic/ political / artistic influence/ technical skills...

Who are the key artists?

How does this learning link to the big picture?





Beginner- Pupils explore ideas in different ways, collecting information and practical resources in order to make informed choices about their work. They investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings. They describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.

Foundation- Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.

Developing- Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.

Secure- Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions. They analyse and comment on their own, others' work, appreciating how codes, and conventions are used to express ideas in different genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.

Exceptional- Pupils develop, express and realise ideas in often-original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes. They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions. They analyse, engage with, and question critically aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared. They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.

Questions for artist analysis:

- How many words can you think of to describe the artists' work?
- What has inspired the artist?
- How will the artist influence your work?
- Compare the work of _____ to _____.
- What do you think of the work and why?
- How does the work make you feel?
- Do you believe there is a message or meaning behind the work?
- How do you think it has been made?

EXTENDED LEARNING - Taking it all in.....

Look around you and you will see art and design all around. Anything you see that appeals to you visually can be used as stimulus for art (drawings & ideas).

For example, if you use Pinterest and you see an image or project that appeals to you then have a go. There are many online exhibitions you can view and galleries you can follow which may also inspire you!

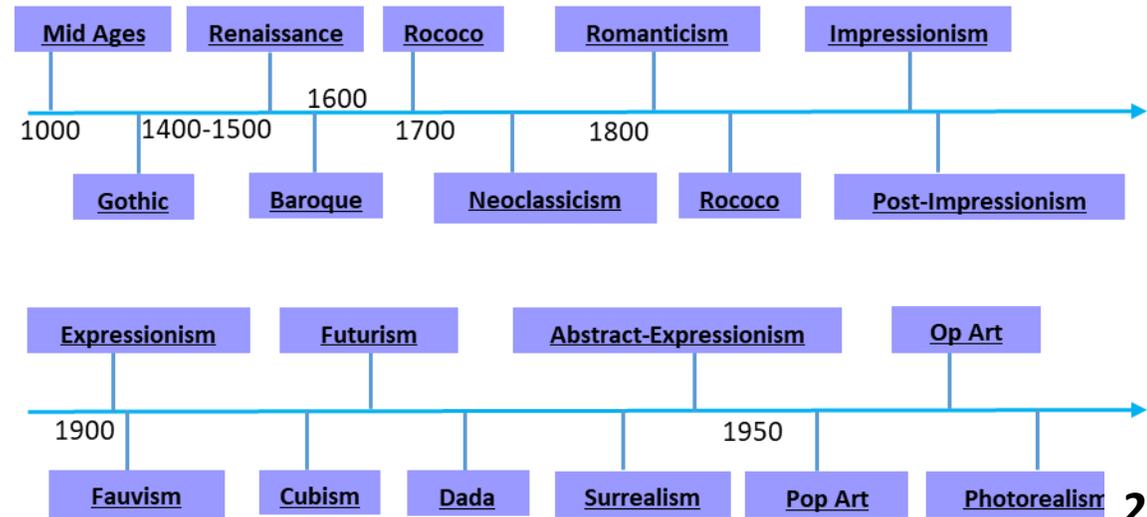
Here is a list of galleries and exhibitions you may want to look at.....

[freeartfridaymcr](#)
[manchestercraft](#)
[thelowry](#)
[Homemcr](#)
[mcrartgalery](#)
[Whitworthart](#)
[yspsculpture](#)

[frieze_magazine](#)
[friezeartfair](#)
[artnet](#)
[saachi_gallery](#)
[artforum](#)
[tate](#)
[Themuseumofmodernart](#)



TIMELINE



VALUES

ASPIRATION I believe that having high aspirations can motivate me to work hard and achieve my goals without excuses. I have high expectations in everything I do. Aspiration is valuable because it allows me to look beyond my current experiences and to understand, interpret and change the world for the better. *“For I know the plans I have for you, declares the Lord, plans to prosper and not to harm you, to give you hope and a future”* Jeremiah 29:11

INTEGRITY I believe that living my life by high moral standards and values is important. I understand how values are grounded in faith and biblical teaching. I commit to doing the right thing in all circumstances, even if this makes things more difficult for me and when no one is watching. I take responsibility for myself and my community to help it improve for everyone. *“Whoever walks in integrity walks securely”* Proverbs 10:9a

RESPECT I believe that mutual respect is the most important element in a kind and cohesive community. Respect, and self-respect, means that I take things seriously. I care about myself and others and aim to do good as I go. Respect is valuable because it allows me to understand the differences in our community and to know how to behave in the best interests of that community. *“Love your neighbour as you love yourself”* Matthew 22:39

HARD WORK I believe that through hard work I can overcome challenges as I meet them. I am resilient and want to complete every task to the best of my ability. Hard work is valuable because it enables me to be the best I can be and the best I am meant to be. It builds the foundation of experience and learning for my future. *“With God all things are possible”* Matthew 19:26