Year 8 Cycle 3

Knowledge Organisers

Contents

LO: How do I use a knowledge organiser so that I don't forget what I've learnt?

SUBHEADINGS

1. Look at the subheading.
2. Write down everything you know about that topic without looking at the KO.
3. Check what you've missed; add this to your notes in a different colour.
4. Do something else (e.g. revise something else).
5. Return to this and repeat from the beginning.

'Remains' – Knowledge Organiser

What happens in the poem? The speaker and two other soldiers are sent to tackle some looters who are robbing a bank. They open fire on a looter who is running away. The looter is seriously wounded He is carried away in the back of a lorry. The soldier has to walk past the blood stain left on the ground week after week. He returns home and is haunted by the memory of what he has done, reliving it again and again. He drinks and takes drugs in an attempt to forget what happened. However, he is unable to forget the looter and what he did. The memory remains stuck in his mind.

What is the context of the poem?

- Simon Armitage wrote 'Remains' (and other poems) for a Channel 4 programme called 'The Not Dead'.
- He has never been to war himself and has never been a soldier.
- To write the poems, he interviewed a number of soldiers who have survived war (in Iraq, Afghanistan, the Falklands etc.) i.e. the 'not dead'.
- The poems show the suffering soldiers experience long after wars have finished.
- 'Remains' is heavily based on the experience of Guardsman Tromans who fought in the Iraq war.
- Tromans shot a looter in Iraq and suffers from PTSD.

What is the significance of the title? The poem is about PTSD – in other words, how the traumatic experience of war REMAINS with the soldier. It could also refer to the human REMAINS – the image of the looter – that the soldier obsesses over so much as part of his PTSD.

What is a central idea in this poem? As is implied by the title, the poem explores the trauma experienced by soldiers and the terrible impact of PTSD on survivors long after the battle has ended.

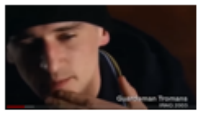
What other ideas are explored in the poem?

- War can cause suffering beyond the battlefield.
- War is damaging.
- Guilt is powerful and can overwhelm us.
- War can result in us dehumanising the enemy.
- War can cause us to act in ways we later regret.
- Memory can have a powerful effect on us.

Key Vocabulary	Definition	Example
Traumatic	Causing severe and lasting emotional shock or pain.	Being involved in war is deeply disturbing and a highly _____ experience.
PTSD (post-traumatic stress disorder)	This is an anxiety **disorder** caused by very stressful, frightening or distressing events. Someone with this often relives the **traumatic** event through nightmares and flashbacks, and may experience feelings of isolation, irritability and guilt.	The soldier in 'Remains' is suffering from _____.
Guilt	A feeling of worry or unhappiness that you have because you have done something wrong.	The soldier struggles to come to terms with the _____ he feels over shooting the looter.
Haunt	To revisit again and again.	The memory of the shooting _____ the soldier.
Dehumanisation	To treat people as less than human.	It can be argued that the soldiers in 'Remains' _____ the looter by treating him with so little respect.
Dramatic monologue	A poem made up of a single *character* speaking (i.e. the poet is very clearly writing as someone else).	'Remains' is a _____ because Armitage is writing as someone else and there is only one speaker in the poem.

Writer's Craft:	Example
Why is the poem written as a dramatic monologue?	To explore a traumatised soldier's thoughts and feelings; because the poem was produced following an interview with a soldier.
Why does Armitage use colloquial language?	To create a convincing voice – an ordinary person/soldier; to contribute to the almost matter-of-fact tone in the first half of the poem.
What does the first/second half focus on? What is the turning point?	First half: the shooting; second half: the emotional impact on the soldier. Turning point = 'End of story, except not really.'
Why is the shooting described with graphic imagery?	To convey the brutality; to show what has traumatised the soldier; because it's so vivid in the soldier's mind.
Why is the blood on the street described as a 'blood shadow'?	Shadow = dark imagery – connotations of death and misery; the shooting has cast a shadow over his life; a shadow follows you around
What does the imagery 'dug in behind enemy lines' suggest?	To the looter, the soldier is the enemy; the soldier's mind is enemy territory. The looter is in the soldier's mind, so this is 'behind enemy lines'. 'Dug in' means well defended and prepared for attack – this suggests that the memory of the looter is difficult to remove; 'dug in' is a military term, suggesting that the war/conflict is still going on for the soldier.
What impression does the final stanza leave us with and what is meant by 'bloody hands'?	It leaves us with the impression that the pain will be ongoing – there seems little hope of an end as the looter is still 'here and now'. 'Bloody' can suggest frustration (swearing), but 'to have blood on your hands' also means to be responsible for an act of violence against someone i.e. to be guilty of something.



VOCABULARY

1. Cover the vocabulary and definition columns. Try to work out what the missing word is in the example. Check. Move to the next word. Repeat until you can do this with all the words you've studied so far.
2. Try the same as above, but this time by looking at just the definition column.
3. Try the same as above, but this time just look at the vocabulary and try to explain what the definition is.

BIG IDEAS

1. Look at the list of big ideas.
2. For each idea, make notes.

MINDMAP

1. Create a mindmap of what you know about the topic *from memory*.
2. Check your mindmap against the KO.
3. Add 5 things that you've missed using a different colour pen.
4. Do something else (e.g. revise something else).
5. Repeat.

PICTURES

1. Look at just the pictures.
2. Explain how each of these pictures is relevant to the topic.

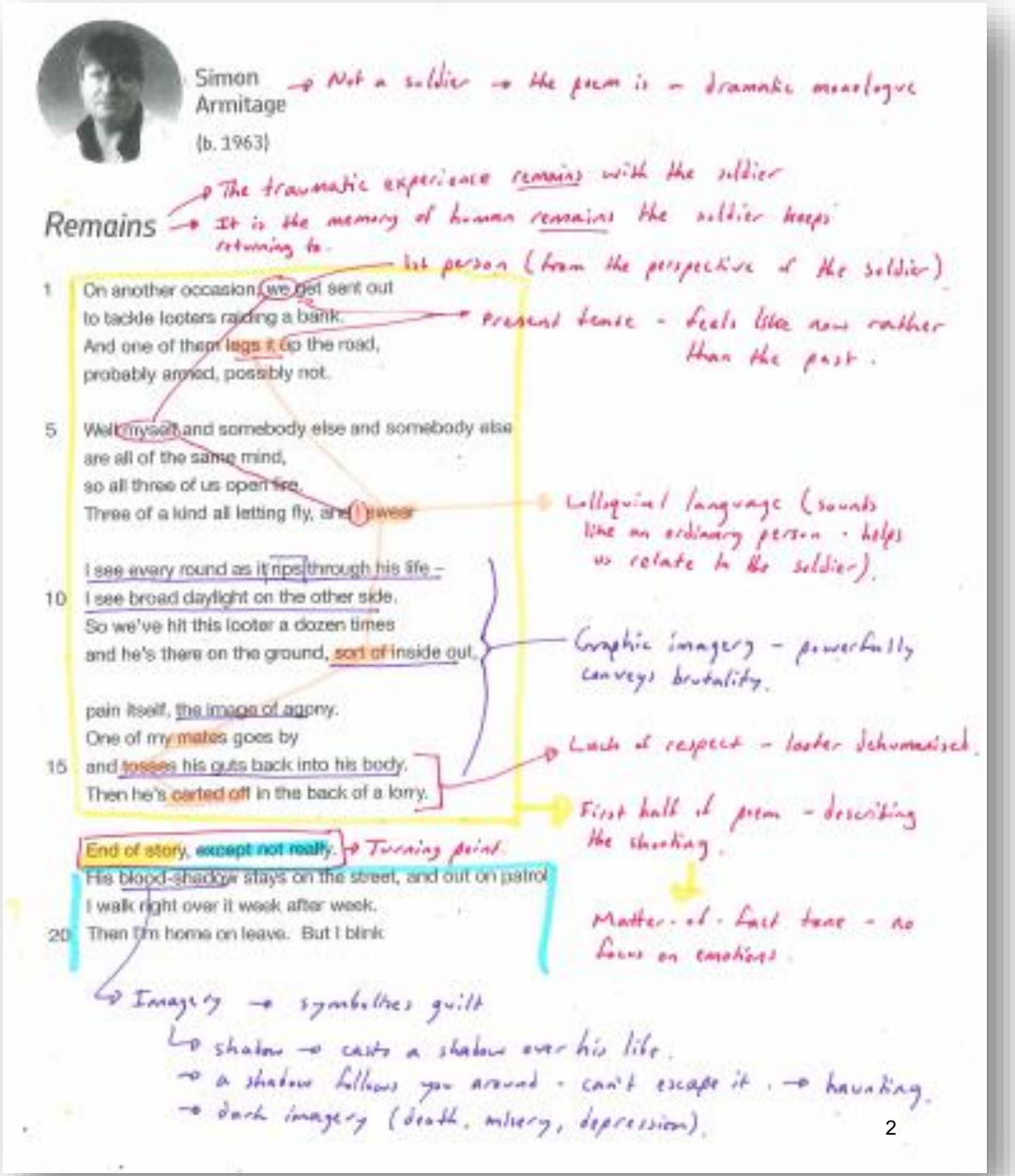
OTHER QUESTIONS

1. Cover the explanation.
2. Answer the questions.
3. Check your answers; add anything you missed; correct anything you got wrong.
4. Do something else (e.g. revise something else).
5. Return to this and repeat from the beginning.

LO: How do I revise (poetry) so that I don't forget what I've learnt?

You also have access to an annotated copy of the poem. This can help us to revise too:

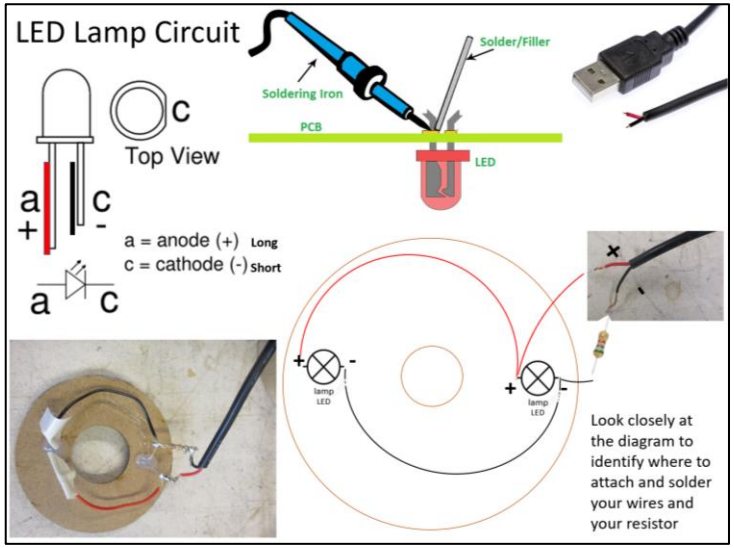
1. Take a blank copy of the poem.
2. Annotate it with everything you can remember about the poem.
3. When you've finished, check it against the annotated version.
4. Add anything you missed using a different colour pen.
5. Do something else.
6. Repeat with another blank copy of the poem.

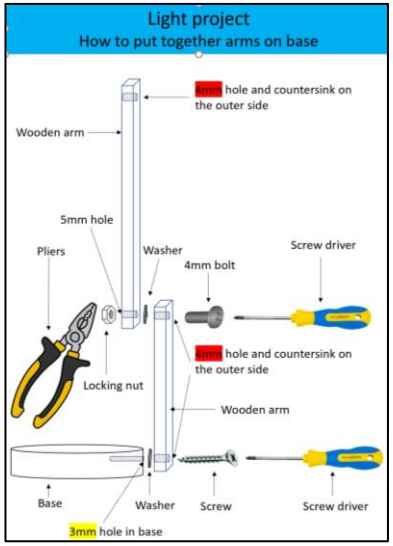


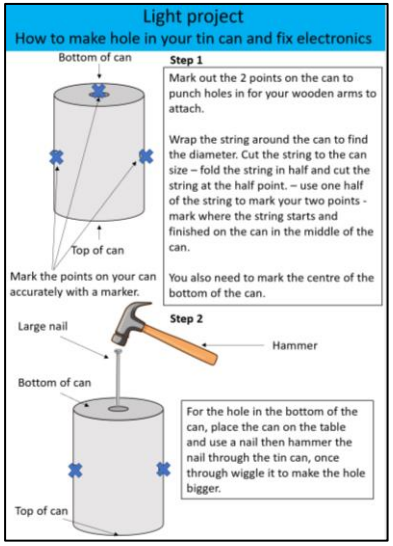
Design & Technology *knowledge organiser* Year 8

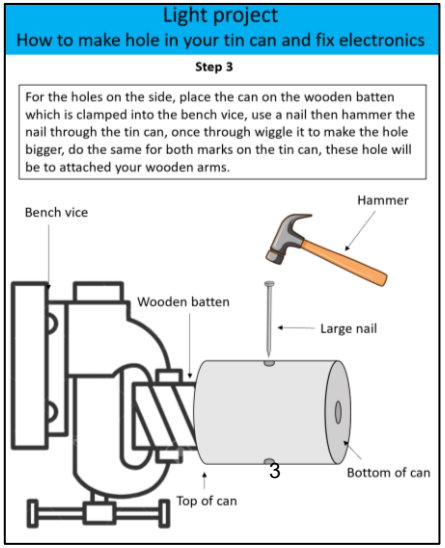
Year	Curriculum Overview	KS3 Curriculum covered	Assessment
YEAR 8 8-10 week rotation	You will make a USB lamp using an upcycled metal can and a range of electrical and joining components. You will work with MDF and a range of softwood/hardwoods. You will be taught how to accurately measure and mark out, to drill, sand and hand finish. You will learn about types of surface decoration, materials, processes, tools & equipment. You will develop your idea following the iterative design process	**Design:** • develop and communicate design ideas using annotated mind-maps and annotated sketches, 3-D modelling, oral and digital presentations **Make:** • select from and use specialist tools, techniques, processes, equipment and machinery, including computer-aided design and manufacture • select from and use a range of electronic and joining components, taking into account their properties **Evaluate:** • test, evaluate and refine their ideas taking into account the intended users and other interested groups **Technical knowledge:** • understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]	**Design:** You will be assessed on the originality of your design idea and how effectively you are able to apply it to your lamp **Make:** You will be assessed on your ability to measure and mark out accurately, to cut materials and finish them skilfully **Evaluate:** You will complete a detailed evaluation of your final product, identifying what went well and even better if **Technical Knowledge:** You will be able to assemble your circuit following step by step instructions. You will understand renewable and non-renewable energy sources

Use www.technologystudent.com to research the meaning of core Key terms: Renewable and non-renewable energy sources, sustainable design, AI, Automation and Robotics, Scales of Production, Properties of materials, CAD/CAM, the iterative design process,









Drama Knowledge 10

The Theatre Royal, Plymouth

The Theatre Royal, Plymouth, is a theatre venue in Devon. It consists of **3** different performance spaces in the same complex.

The main theatre is called the **Lyric** and has 1,315 seats. It has a **proscenium arch stage** and has a unique ability to lower the ceiling of the **auditorium** to create a more **intimate** performance space of 787 seats. The Lyric regularly hosts large-scale musicals, opera and ballet and of course the annual **pantomime.**

The **Drum** Theatre is a flexible performance space with up to 175 seats and several different layouts including **end on**, **traverse**, **thrust** and **in the round**.

The smallest performance space is the **Lab**. It is a 50 seat studio theatre used by **amateurs** and **professionals** to meet, experiment and share their creative ideas.

The theatre Royal complex is guarded by a 7 metre bronze statue called **'The Messenger'.**

The Templer Theatre

Our theatre used to be a sports hall and was converted in 2012. It has an end on stage with 239 **raked** seats. The seating can retract to create a large open space to use for examinations.

Colour Symbolism

Colour can be used in **costumes, set, props and lighting** to communicate a deeper meaning to the audience.

Example:

LUXURY **AMBITION**

PURPLE

DIGNITY **TRUTH**

Front of House — is the part of the theatre that is open to the public. It consists of the **auditorium (seating area), box-office (ticket sales), foyer (Waiting area), refreshments, merchandise shop** and toilets.

Theatre Programme - A booklet or leaflet available to buy at a live theatre performance. It is a souvenir containing photos and information about the show.

Matinee — A matinee is an afternoon performance usually starting around 2pm.

Green Room— is the backstage waiting room for actors in a theatre. This is the room where actors and other performers wait when they are not needed onstage or in their dressing rooms. Strangely they are often **NOT** green.

Interval — Most plays and musicals over 90 minutes long would have an interval. Intervals are a 20 minute break to allow the audience time to go the toilet, buy food and drink and stretch their legs.

KO Year 8 Cycle 2 - Shakespeare's 'Romeo and Juliet' (Reading): Knowledge Organiser

Key Vocabulary

	Word	Example:
	**hierarchy** – things or people being ranked by status	In Elizabethan England all people lived within a strict social **hierarchy**
	**character function** – the purpose of a character	Juliet's **character function** is to challenge expectations of a patriarchal society
	**character development** – how a character develops (changes)	Juliet's **character develops** in Act 1 from innocent to conflicted
	**tragedy –** a genre where things go horribly wrong for the main character(s), and there is lots of death	Shakespeare's play *Romeo and Juliet* is a tragedy involving two star-crossed lovers.
	**Prologue -** an opening to a story that establishes the context and gives background details.	Shakespeare's **prologue** foreshadows the tragic end for Romeo and Juliet

Other key terms

innocent – not having much experience of life	**obedient –** willing to do what you are told to do
conflicted – confused because you have two or more feelings about something that are opposite	**independent –** not controlled or ruled by anyone else

Writer's Craft

dramatic irony	when the **audience** is aware of things that the **characters** don't know
imagery	the use of words to describe ideas or situations and build a picture in the mind
simile	describing one thing as being another, using *like* or *as*: 'It's like an oven'
metaphor	describing one thing by saying it *is* something else: 'This room is an oven'
oxymoron	Where two words with opposing meanings are used next to each other.
sonnet	a poem (typically a love poem) with 14 lines
soliloquy	A character speaking their thoughts aloud, regardless of any hearers
foreshadowing	to warn or indicate about a future event

Academic Writing

	hedging language – words and phrases that are used to present ideas as possible rather than certain.	Shakespeare **could be** presenting Juliet in this way to teach us that… Other words: **may, might, perhaps**
	Introduction – the first paragraph of an essay where you introduce the topic and outline your ideas to answer the essay question.	In 'Romeo and Juliet', Shakespeare explores the topic of… through…

What ideas is the writer exploring?
E.g. Shakespeare presents Romeo as conflicted.

→

How is the writer exploring those ideas?
E.g. Through the use of oxymorons such as …

→

Why are they exploring these ideas in this way?
E.g. Links to Elizabethan era

KO Year 8 Cycle 2 - Shakespeare's 'Romeo and Juliet' (Reading): Knowledge Organiser

Key Context

	Elizabethan society	England under Queen Elizabeth I (1533-1603) with very strict social rules
	Fate	The development of events outside a person's control, usually predetermined by a supernatural power.
	Great Chain of Being	A Christian **hierarchy** of all things on: God at the top; kings lower, commoners then animals lower still…
	patriarchal society	A type of society that is mostly ruled and controlled by men, in which men hold most of the power.
	role of women	In Shakespeare's time, women were expected to be wives, mothers and caregivers.

Characters

	**Romeo** - son and heir of Montague and Lady Montague. A young man aged 16 years old.
	**Juliet** - daughter of Capulet and Lady Capulet. 13 years old.
	**Friar Lawrence -** a member of a religious group within the Catholic church. Friend to both Romeo and Juliet.
	**The Nurse** - Juliet's nurse who has cared for her since she was born.
	**Lord and Lady Capulet** – Juliet's mother and father. Enemy of Montagues.
	**Lord and Lady Montague –** Romeo's mother and father. Enemy of Capulets.

Plot Overview

Act 1	A fight breaks out between members of the Capulet and Montague houses. Prince Escalus demands all fighting stops. Romeo is in love with Rosaline but she does not feel the same. Capulet talks with Paris about his plans to marry Juliet. By the end of the Act, Romeo and Juliet fall in love and kiss.
Act 2	Romeo stands at Juliet's balcony and they profess their love for each other. Romeo asks Friar Lawrence to complete the marriage in an attempt to end the family feud. Romeo and Juliet are married.
Act 3	Tybalt kills Mercutio (Romeo's friend) and Romeo kills Tybalt (Juliet's cousin' in revenge. Prince Escalus exiles Romeo from Verona. The Capulets order that Juliet is to marry Paris.
Act 4	Juliet visits Friar Lawrence and they plan to fake her death so that she can escape with Romeo. The Capulets discover Juliet's 'death', although the audience know this to be fake. Friar Lawrence sends a message to Romeo to tell him about their plan to fake her death.
Act 5	Romeo does not receive the message from Friar Lawrence about Juliet's plans to fake her death. Romeo finds Juliet apparently dead, and he kills Paris in the graveyard, drinks poison and dies. Juliet awakes to find he has died, and stabs herself. The Capulets and Montagues agree to end their feud.

Key Quotations

"star-crossed lovers" (Prologue)	"my child is yet a stranger in the world" (Act 1, Scene 2)	"ripe to be a bride" (Act 1, Scene 2)
"my only love sprung from my only hate" (Act 1, Scene 5)	"thy name is my enemy" (Act 2, Scene 2)	"These violent delights have violent ends" (Act 2, Scene 6)
'O serpent heart hid with a flowering face!" (Act 3, Scene 2)	"I will not marry yet. And when I do, I swear it shall be Romeo" (Act 3, Scene 5)	"Well, Juliet, I will lie with thee tonight" (Act 5, Scene 1)

Homework 1 https://forms.office.com/r/jgEuY4gW8R

What are macronutrients and why do we eat food?

Balanced diet definition:

This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.

The groups of the Eatwell Guide are:

1. Fruit and vegetables -
2. Starchy carbohydrates -
3. Protein -
4. Dairy and alternatives -
5. Oils and spreads -

8 tips for a healthy diet

1. Base your meals on higher fibre starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish, including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt: no more than 6g a day for adults.
6. Get active and be a healthy weight.
7. Do not get thirsty.
8. Do not skip breakfast.

The 3 main macronutrients needed by the body are:

- Carbohydrate = Energy
- Protein = GERM
- Fat = PIE

Questions:

1. What colour is each section of the Eatwell guide?
2. What should we cut down on eating too much of?
3. What do the letters GERM stand for in proteins function in the body?
4. What do the letter PIE stand for in fats functions in the body?

Homework 2 https://forms.office.com/r/RrceUqrV8J

Micronutrients- Vitamins

Macro vs micronutrient:

- Macronutrients are nutrients needed in large amounts in the body
- Micronutrients are nutrients that we need in the diet in smaller amounts

We need macronutrients and micronutrients in the diet. They are equally important the only thing that is different is the amount of each that we need.

VITAMINS AND THEIR FUNCTIONS

	Function (what does it do?)	Source (foods found in)
A	• Healthy skin • Helps us see in the dark	• Animals – liver and milk • Plants – carrots and red peppers
B	• Releases energy from food	• Bread, fish, broccoli, liver, milk, peas, rice
C	• Keeps connective tissue healthy • Helps absorb iron	• Oranges, blackcurrants, broccoli, red and green peppers •
D	• Helps the body absorb calcium	• Butter, eggs, milk, oily fish •

Homework 3 https://forms.office.com/r/BKFV6zuUtJ

Micronutrients- Minerals

MINERALS AND THEIR FUNCTIONS

	Function (what does it do?)	Source (foods found in)
Calcium	• Build strong bones and teeth	• Yoghurt, cheese, milk, tofu
Sodium (salt)	• Keeps the correct water balance in the body	• Cheese, ready meals, salted nuts, bacon
Iron	• Keeps red blood cells healthy	• Dark green vegetables, beans, fish, egg yolk, red meat

Questions:

1. Explain the difference between a macronutrient and micronutrient?
2. Are macronutrients more important than micronutrients in the body?
3. Which vitamin helps the body absorb calcium?
4. Which vitamin helps the body absorb iron?

Homework 4 https://forms.office.com/r/iieHYqQhrm

Nutritional needs of different groups

Nutritional needs depend on: Gender, Age, Lifestyle, Activity level, Health condition(s), Weight

People can be classified into:

BABIES

Special diet needs: milk for the 1st 6 months. High energy needs. No added salt or sugar.

Need more: Food high in iron & vitamin C 6 months+

CHILDREN

Special diet needs: regular, smaller meals and snacks. High energy needs. Reduced salt and sugar. Eatwell Guide between 2-5 years

Need more: Calcium and Vitamin D. Iron and Vitamin C

TEENAGERS

Special diet needs: Eatwell Guide. Teenagers have growth spurts and high energy needs. Increased appetites mean larger portions.

Need more: Protein, Calcium & Vitamin D, C & Iron

ADULTS

Special diet needs: Lower energy needs. Eatwell guide. Avoid foods high in sugar and fat.

Need more: Calcium and Vitamin D, Iron and Vitamin C

PREGNANT AND LACTATING WOMEN

Special diet needs: Healthy balanced diet. Plenty of watery drinks. Higher energy needs for last 3 months of pregnancy

Need more: Folic acid, Protein, Calcium and Vitamin D, C & Iron

THE ELDERLY

Special diet needs: Bodies typically slow down, so less energy is needed. Don't absorb nutrients as easily. Plenty of watery drinks

Need more: Fibre, Calcium, Vitamin D & C, Iron

Questions:

1. Why do teenagers need extra protein in their diets?
2. Which foods should adults avoid to prevent weight gain?
3. What type of drinks are suitable for pregnant women?
4. Why do the elderly need less energy than younger adults?

Homework 5 https://forms.office.com/e/kV8DAFWxAY

Allergies

Definitions:

Allergen – a substance or food that may cause an allergic reaction.

Allergic reaction – Where the body reacts suddenly and often seriously to certain foods.

In the worst cases of food allergies, some people suffer severe reactions which can stop them breathing. They will need an injection of adrenaline from an EpiPen to help them recover.

Allergy information should be clearly shown on any ingredients list by highlighting the ingredient in bold.

The 2 main types of intolerance are lactose intolerance (dairy) and coeliac disease (gluten).

- Lactose intolerance = one of the most common. People who cannot digest lactose (natural sugar found in milk and other dairy foods).
- Intolerance to gluten is known as coeliac disease. Symptoms include Diarrhoea, Bloating and Weight loss

Questions:

1. What is the difference between a food allergy and intolerance?
2. Name 5 foods that could cause a food allergy?
3. What can happen to somebody who accidentally eats a food that they are severely allergic to e.g., nuts?
4. Plan a meal for a teenager who is a Coeliac. Explain what you would substitute and for what?

Y8 French LC3 : Sentence Builder 1 : Future plans - jobs - Qu'est-ce que tu veux faire comme travail?

Opinion	Noun	Connective	Time marker	Verb phrase	Noun	Connective	Future tense	Adjective
J'aime (I like) **J'adore (I love)** **Je n'aime pas (I don't like)** **Je déteste (I hate)**	**les** sciences **les** langues (MFL) **les** maths **le** dessin (art) **le** théâtre **l'**anglais (English) **l'**EPS (PE) **l'**histoire (History) **l'**informatique (ICT) **la** technologie **la** géo	**donc (so)** **alors (so)**	**à l'**avenir (**in the** future) **un** jour (one day) **dans le** futur (**in the** future)	**je vais** devenir (**I'm going** to become) **je vais être (I'm going to be)** 	militaire (soldier) journaliste (journalist) vétérinaire (vet) médecin (doctor) architecte (architect) dentiste (dentist) secrétaire (secretary) scientifique (scientist) professeur/professeure (teacher) avocat/avocate (lawyer) écrivain/écrivaine (writer) employé/employée de bureau (office worker) directeur/directrice (manager) acteur/actrice (actor/actress) animateur/animatrice (activity leader) coiffeur/coiffeuse (hairdresser) policier/policière (police officer) mécanicien/mécanicienne (mechanic) informaticien/informaticienne (IT technician)	**parce que (because)**	**ce sera (It will be)**	intéressant (interesting) fascinant (fascinating) génial (great) éducatif (educational) chouette (great)

Y8 French LC3 : Sentence Builder 2 : My ambitions - Quelles sont tes ambitions ?

<table>
<tr><th>Future marker</th><th>verb</th><th>infinitive phrase</th><th>noun</th><th>connective</th><th>adjective</th></tr>
<tr><td rowspan="2">Mon ambition
(My ambition)

Mon rêve
(My dream)

Mon but
(my goal)</td><td rowspan="2">est
(is)</td><td rowspan="2">de travailler dans
(to work in)

de faire carrière dans
(to have a career in)</td><td rowspan="2">les arts et la culture (arts and culture)

les médias (the media)

les sciences (science)

l’hôtellerie (hotels)

l’informatique (computing)

le commerce (business)

le sport et les loisirs (sports and leisure)

la technologie (technology)

la restauration (catering)

la médecine et la santé (medecine and health)

  </td><td rowspan="2">car c’est un
métier
(because as a
job it’s)</td><td>stimulant
(stimulating)

bien payé
(well paid)

enrichissant
(enriching)

créatif

intéressant</td></tr>
<tr><td>Je ne veux pas
(I don’t want)</td><td>travailler dans
(to work in)

faire carrière dans
(to do a career in)</td><td>fatigant
(tiring)

stressant

mal payé
(badly paid)

monotone
(dull)

affreux
(awful)</td></tr>
</table>

Y8 French LC3 : Sentence Builder 3 : Next steps - Qu'est-ce que tu vas faire après avoir fini le collège?

Time phrase	future tense	noun	connective	reason	extra clause
Après avoir fini **mes** examens (after having finished **my** exams) **A l'**avenir (**in the** future) Avant **d'**aller **à l'**université (before going **to** university) 	**je vais** étudier (**I'm going to** study) **je vais faire (I'm going to do)** REMINDER: **je vais** **tu vas** **il/elle/on va** **nous allons** **vous allez** **ils vont** **elles vont**	**au** lycée (**at** sixth form college) **à l'**université (**at** university) **l'**anglais/**les** maths (English/maths) **un** apprentissage (an apprenticeship) **du** bénévolat (some volunteering) **une** année sabbatique (**a** gap year) **un** stage **en** entreprise (work experience)	**car**	**ce sera** fascinant (**it will be** fascinating) **ce sera** important **pour ma** carrière (**it will be** important **for my** career) **ce sera** essentiel **pour moi** (it will be essential **for me**) **je veux** aider **les** gens (**I want to** help people) **je veux** découvrir **le** monde **I want to** discover **the** world) **je veux** travailler **à l'**étranger (**I want to** work abroad) **je veux** voyager (**I want to** travel) **c'est ma** passion (it's **my** passion) **ça m'**intéresse (**it** interests **me**)	**j' ai** hâte de le faire (I can't wait to do it) **je suis très** impatient(e) (**I'm very** excited)

Y8 French LC3 : Sentence Builder 4 : Celebrations : Qu'est-ce que tu fais pour célébrer ton anniversaire ?

Time marker	infinitive	present tense	verb		subordinate clause
Normalement (Normally) **D**'habitude (usually) Tous **les** ans (every year)	**pour** fêter noël (**to** celebrate Christmas) **pour** fêter **mon** anniversaire (**to** celebrate **my** birthday)	**je** reçois **des** cadeaux (**I** receive presents) **je** mange **au** restaurant (**I** eat in **a** restaurant) **je** danse (**I** dance) **je** mange **trop de** chocolat (**I** eat **too much** chocolate) **je** regarde **un** film **au** ciné (**I** watch **a** film **at the** cinema) **je fais du** bowling (**I do** bowling) **on va en** vacances (**we go on** holiday) **on** mange **un** grand repas (**we** eat **a** big meal) **on** célèbre **en** famille (**we** celebrate **with the** family) **on fait la** fête (**we have a** party)	**je** fais la-fête (**I** celebrate) 	**avec (with)**	**mes** parents (**my** parents) **ma** famille (**my** family) **mes** grandparents (**my** grandparents) **mes** amis (**my** friends) **mon** meilleur ami (**my** best friend - m) **ma** meilleure amie (**my** best friend - f)

Y8 French LC3 : Sentence builder 5 : Last year or next year ? Que fais-tu pour les fêtes ?

Time marker	infinitive	past tense	connective	future tense	future	superlative
L'année dernière (last year)	**pour** fêter noël (**to** celebrate Christmas) **pour** fêter **mon** anniversaire (**to** celebrate **my** birthday)	**j'ai** reçu **des** cadeaux (**I** received presents) **j'ai** mangé **au** restaurant (**I** ate **in a** restaurant) **j'ai** mangé **trop de** chocolat (I ate too much chocolate) **j'ai** regardé **un** film **au** ciné (**I** watched **a** film **at the** cinema) **j'ai fait du** bowling (**I did** bowling) **on est** allés **en** vacances (**we** went on holiday) **on a** mangé **un** grand repas (**we** ate **a** big meal) **on a** célébré en famille (**we** celebrated **with the** family) **on a fait la** fête (**we had a** party)	mais **l'**année prochaine (but next year) 	**je vais** recevoir **des** cadeaux (**I'm going to** receive presents) **je vais** manger **au** r**est**aurant (**I'm going to** eat **in a** r**est**aurant) **je vais** manger **trop de** chocolat (**I'm going to** eat **too much** chocolate) **je vais regarder un** film **au** ciné (**I'm going to** watch **a** film **at the** cinema) **je vais faire du** bowling (**I'm going to do** bowling) **on va** aller **en** vacances (**we are going to** go **on** holiday) **on va** manger **un** grand repas (**we're going to** eat **a** big meal) **on va** célébrer **en** famille (**we're going to** celebrate **as a** family) **on va faire la** fête (**we're going to** have **a** party)	**ce sera (it will be)**	mieux (better) pire (worse)

Geography Knowledge Organiser

https://quizlet.com/notes/48be25f3-f857-4b80-a37e-09210ff32920?i=24ilg4&x=13qt

Ready to test your knowledge? Scan this QR code to access Quizlet

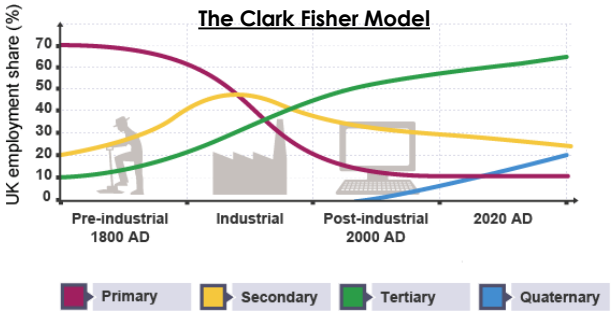
Year	8	Cycle	3	Topic	Industry & Urbanisation

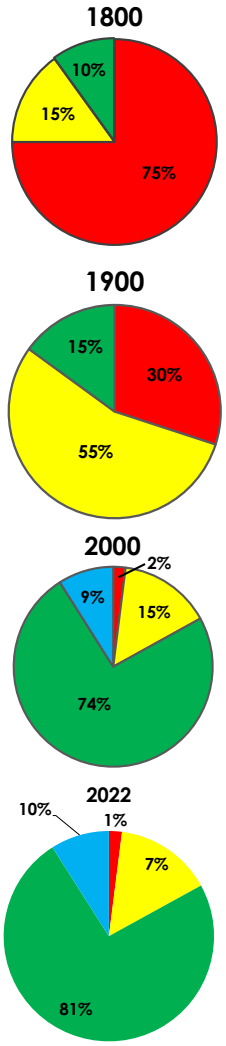
Subject vocabulary

Industry	A particular form or branch of economic or commercial activity.
Economy	The range of human activities concerned with the production, distribution and consumption of goods and services.
Employment structure	The proportion of people employed in different industries in a country. Sometimes referred to as 'industrial structure'.
Primary industry	This sector is concerned with the extraction of raw materials or natural resources from the land or sea.
Secondary industry	This sector involves the manufacturing of raw materials (primary products) into a product. This adds value to the final product.
Tertiary industry	This sector is sometimes called the service sector as it is concerned with providing a service.
Quaternary industry	This sector involves jobs working in Research and Development and other hi-tech industries. These people are highly skilled. It is sometimes referred to as 'The knowledge economy'.
The Clark-Fisher Model	Shows how countries move through three phases: pre-industrial, industrial and post-industrial. Primary, secondary, tertiary and quaternary shares of employment change through these phases. Technology and wealth are major components causing industrial change.
Mechanisation	The introduction of machines or automatic devices into a process, activity, or place.
Globalisation	The lengthening and deepening of links between countries.
Agriculture	The science or practice of farming, including cultivation of the soil for the growing of crops (arable) and the rearing of animals to provide food, wool, and other products (pastoral).
Tourism	The industry based on people visiting places of interest for relaxation and enjoyment.
Science park	A collection of scientific and technical knowledge-based businesses located on one site.
Consumerism	The preoccupation of society with the acquisition of consumer goods.
Global shift	An increase in the proportion of global manufacturing carried out in NEEs and LICs.
TNC	A transnational corporation: A global company; often having its headquarters in HICs and factories in LICs and NEEs.
Derelict	Abandoned; disused (usually used in the context of buildings).
Settlement	A place where people live. **Site**: The land the settlement is built on.
Function	A place's reason, job or purpose for being. In urban areas this relates to the purpose of a land use for residential areas, recreation, industry etc.
Urbanisation	The increase in the proportion of people living in urban areas.
Migration	Movement of people from one place to another. An example would be rural- urban migration.
Push & pull factors	**Push**: Something that makes someone want to leave an area. **Pull**: Something that attracts someone to an area.
CBD (Central business district)	This is where a mixed land use of retail/ shops/ offices. It is the commercial and business use of the city.
Suburbs	The suburbs are an area where people live, which is away from the centre of a town or city, typically made up of private, semi-detached housing.
Rural- urban fringe	The rural- urban fringe contains a mixture of land use. this includes residential areas, recreational facilities such as golf courses and farming.
Megacity	A city with over 10 million residents.
Informal jobs	Jobs that are not secure, well paid or pay any tax, sick pay or pension contributions.
Squatter settlement	A run-down area of a city with substandard housing. They are found in cities in LICs and NEEs all around the world. They can also be called informal settlements, shanty towns/ slums. In Brazil they are called 'Favelas'.

Lesson content

1. Employment structures and industrial change in the UK	We start this unit by identifying what the term economy means, followed by employment structure. We identify and give examples of employment in primary, secondary, tertiary and quaternary sectors. The Clark Fisher Model identifies increases and decreases in these sectors in line with a country's level of development. The UK is in a 'post-industrial' phase, whereby primary and secondary industries have declined and tertiary ans quaternary industries are increasing.
2. Primary industries in the UK	The UK hasn't got huge amounts of primary industry left, due to it often being cheaper to import resources from other countries. Agriculture is still an important part of British heritage and employment; Farmland accounts for over 70% of the UK's land area, but less than 1% of jobs in the UK, due to mechanisation. The type of farming is often dictated by the physical environment (soil, slopes, drainage, climate). We identify landscape features from OS maps that dictate the most effective type farming. Farms are also important economic systems; their inputs, outputs, processes and feedback must be delicately balances in order to make a profit, and not a loss.
3. Modern Industries in the UK	Manufacturing is declining in the UK, shifting to other areas in the world where production is cheaper. Manufacturing still exists in the UK, such as the car industry. Nissan's manufacturing plant in Sunderland helped fill a void left over from steel, textile, iron and shipbuilding industries moving abroad. With UK governmental support, a skilled workforce, good transport links and room to expand, Sunderland was a good location for Nissan's investment. Location is extremely important for any successful business; using business consultation advice, students complete a decision-making exercise to identify the perfect site for a manufacturing business.
4. The tertiary economy in the UK	The tertiary economy is the largest sector in the UK currently. However, considering universal access to internet, urban areas are witnessing a decline in retail (shopping) in town/ city centres. This will result in job losses, but other jobs opening in other sectors. Disused primary and secondary settings are now being utilised in the 'experience economy' through tourism. This is restoring 'function' to abandoned places. The Eden Project is a good example of how a disused clay quarry has been re-used to attract tourists and promote conservation.
5. The quaternary economy in the UK	Due to investment in technology, medical research and IT, the quaternary sector is growing in the UK. Evidence from this growth can be seen with the increasing number of science parks developing on growth corridors. The features and benefits of the location of science parks is that they are often located near transport infrastructure, on the edges of cities (so they have room to expand) and are near colleges and universities to access the best graduates for employment. Cambridge Science Park is a good example of these features.





Key concepts

These are '**big ideas**' in Geography. They help us link different areas of the subject together through a common thread.

Processes — A sequence of actions, natural and/or cultural, that shape and change environments, places and societies. Processes are the driving forces (cogs) behind natural and human change.

Risk — The probability of an event causing harmful consequences (loss of life, injuries damage) to humans and the environment. Humans can become resilient towards risk.

Adaptation — The process of change. This can be how humans alter their behaviour in order to become more resilient, or can refer to organisms adapting in order to suit their environment better.

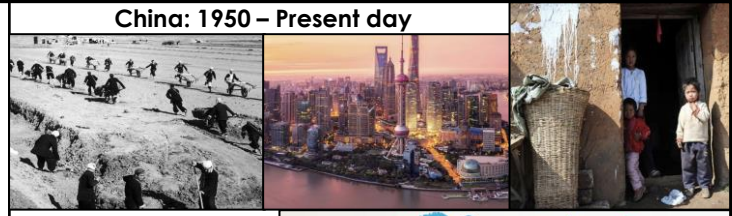
Sustainability — Meeting our needs today without compromising future generations to meet their own needs. It is all about being caring and considerate of the Present and the future.

Interdependence — When two or more components rely on each other. Often referred to as a web of connections.

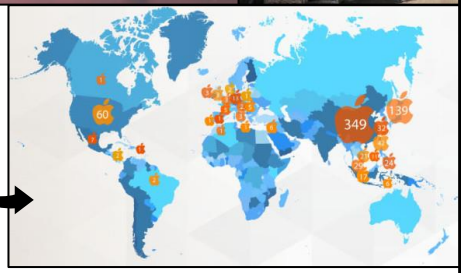
Causality — The relationship between cause and effect. Think of the domino effect; how toppling one domino leads to a chain reaction of them all falling over.

6. The growth of China	China was stricken with poverty until China's government created an 'open door policy', which enabled foreign companies to move their production to China. Industry shifted from primary to secondary because of global shift. This transformed China into a NEE. The effects of this were 700 million lifted out of poverty, massive rural to urban migration, and subsequent urban growth. However, environmental pollution is also a legacy of this growth. China is now embracing the tertiary sector; as people are becoming more affluent, there is a new wave of consumerism in China.
7. Apple: A TNC case study	Transnational corporations (TNCs) have become very influential and wealthy in our globalised world. Their headquarters/ design centres are usually in HICs, and their manufacturing often takes place in NEEs/ LICs. They can help poorer countries develop through providing jobs and upgrading services and infrastructure. However, they may exploit the workers and pollute the environment.
8. Impacts of industry	Changes in industry can have positive and negative effects on different places. People and the environment face significant changes when industry shifts; people may face job losses and/ or new opportunities. The environment may become more or less polluted due to shifting industry. The fashion industry is the 2nd largest polluter in the world; we examine how the growing of cotton can have negative social and environmental effects. One being the shrinking of The Aral sea!
9. Site, settlement & function	After defining what 'settlement' means; we start to analyse different places 'functions' based on historic characteristics. Settlements were chosen based on an array of factors, ranging from; being high ground to defend, near water to trade, in natural harbours to provide safe anchorage and fishing, and on flood plains for fertile soil. Lastly, we consider local areas (Newton Abbot, Kingsteignton, Totnes & Dartmouth) to analyse what factors led to growth of these settlements.
10. Urbanisation & land use	Urbanisation is increasing in LIC & NICs, but slowing, and sometimes reversing in HICs. The growth of industry, particularly in the 19th Century in the UK caused the growth of many towns and cities (urbanisation). Because of this growth we can see a distinct pattern of land use in our urban areas. London is represented by the Hoyt sector land use model, to show how physical/ human features influenced the layout of cities
11. Urbanisation in London	Urban areas undergo massive change when populations increase and industrial sectors shift. OS maps of London over hundreds of years show these changes. Rapid migration and urbanisation in London is said to be one of the contributing factors as to why it took so long to catch 'Jack the Ripper'. Designing out crime is one of the new features facing planners, architects and police forces in urban areas.
12. Sustainability in Cities	With urban growth comes problems with housing, pollution, congestion and waste. Applying principles of sustainability can make urban areas more 'liveable' and resilient in the face of change. Beddington Zero Emission Housing (BedZED, South London) is a good example of applying these sustainable principles to urban areas. Creating a sustainable city helps students materialise these principles.
13. Lagos- growth & sustainability	Lagos, Nigeria, is one of the fastest growing cities in Africa. As a megacity, there are many pull factors fuelling rural- urban migration; better services, transport infrastructure and employment prospects have been major contributors to this growth. Urbanisation in Lagos has created challenges to the environment and shortage of housing. The Makoko 'floating' slum presents some challenges of urban growth, but also offers opportunities for sustainable living through urban planning, such as the Makoko floating school!

China: 1950 – Present day



While the iPhone is mostly designed by the Apple team in the US, its components are provided by many countries around the world.



The Hoyt Land Use Model:

BedZED, South London:

Makoko floating slum, Lagos

Lessons:

(If you cannot access the QR code, ask your teacher to share the folder with your school email)

History Knowledge organiser - Cycle 3 – Transatlantic Trade in Enslaved People

Timeline of key events

Date	Event
1560s onward	Start of British involvement in the **Transatlantic trade** in enslaved people. Remember that slavery has existed in many cultures throughout history.
1700-1800	6 million Africans **enslaved** and taken to Americas
1787	**Thomas Clarkson** launches campaign against slavery
1804	Successful fight for independence by **enslaved people** in Haiti. Haiti becomes an independent country.
1807	The trade in **enslaved people** in the British empire is banned.
1833	Slavery **Abolition** Act – A law that banned **slavery** in the British empire.
1861-65	American Civil War – The Union (Northern states) win and slavery is **abolished** in USA

Key people

Thomas Clarkson		English **abolitionist** who helped campaign against the slave trade in the British Empire.
Olaudah Equiano		Ex-slave turned **abolitionist**, worked closely with other anti-slavery **campaigners** who had escaped.
Toussaint Louverture		**Freedom fighter** who helped lead the successful revolution in and free **the enslaved people** in Haiti, the former French colony.
Mary Prince		**Campaigner**. First woman to present an anti slavery petition to parliament. She wrote a book which detailed her experiences.

Key terms

Note: Language is **very important** in this unit for two reasons.

1. You will come across language in sources that was commonly used at the time that is highly offensive and must not be used today.
2. The words and terms used to describe this topic often come from the people who enslaved people and are therefore offensive. We need to make sure we use language that is specific and emphasises that terrible nature of slavery.

Key Word	Definition
slavery	The state of being **enslaved** (not free)
enslaved person	A person that has no freedom, is forced to work without pay and treated with no respect. We use this term rather than 'slave' to show that they were people who had been forced into this way of life, it was not, and is not, normal for anyone to be enslaved.
Transatlantic slavery	Transatlantic = across the Atlantic, i.e. between the west coast of Africa and the Americas. This phrase is used to describe the trade in **enslaved people** 1500s-1900. It was at its height in the 1700s
triangular trade	The three part trading journey between Europe, Africa and America.
middle passage	The journey from Africa to the Americas on which enslaved people were transported in terrible conditions.
plantations	Huge farms, growing a single crop, that used enslaved people to complete the work. Main crops = cotton, sugar, tobacco
resistance	Fighting back - refusing to accept or obey. **Enslaved people** used many forms of resistance, from actually fighting to purposely working slowly, or running away.
freedom fighters	Enslaved people that fought for their freedom. They are often referred to as rebels, but shouldn't be as this makes what they did sound like a bad thing.
Maroons	Enslaved people who became **freedom fighters** e.g. in the British colony Jamaica where they successfully fought for their freedom.
campaign	Organised course of action to achieve a goal
abolition	To formally bring something to an end. This is known as being abolished

Key Question: Why did slavery end?

Resistance

Freedom fighters fought back. There were revolutions in places like Haiti. Individual people Equiano and Prince campaigned and wrote books. There were every day acts of resistance like running away, working slowly and breaking tools

Economy

Enslavement is used because it is a way to make money. As crops that used to be only grown in the Americas became available from Europe it was cheaper to get them from there. Freedom fighters' resistance also cost a lot of money to try and deal with

Moral

Due to the campaigning of **abolitionists** like **Equiano**, **Prince** and **Clarkson**, people were forced to acknowledge the terrible living and working conditions that **enslaved people** had and began to realise it was wrong.

History Knowledge organiser - Cycle 3 – WW1

Timeline of key events

Date	Event
28th June 1914	Assassination of Arch-Duke Franz Ferdinand in Sarajevo
28th July 1914	Start of WW1, Britain joins 4th August
December 1914	On Christmas Day 1914, troops put down their weapons and met in No Man's Land.
January 1916	Britain introduces conscription
July-September 1916	Battle of Somme- over half a million casualties
11 Nov 1918	The armistice is signed (ceasefire). The

Key people

Field Marshal Douglas Haig		**Commander** of British Army during WW1
General Ludendorff		Commander of the German Army during WW1
Toussaint Louverture		**Freedom fighter** who helped lead the successful revolution in and free **the enslaved people** in Haiti, the former French colony.
Mary Prince		**Campaigner**. First woman to present an anti slavery petition to parliament. She wrote a book which detailed her experiences.

Key terms

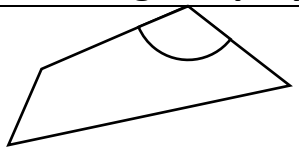
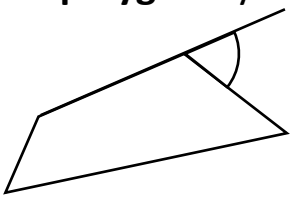
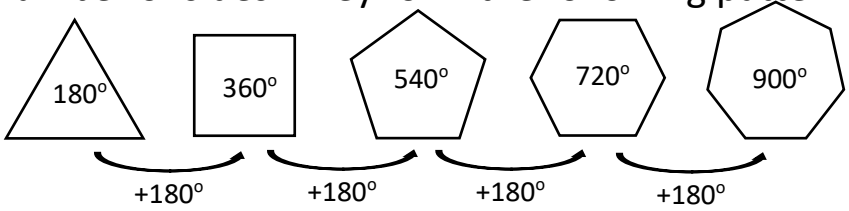
Key Word	Definition
militarism	the belief that a country should maintain a strong military and be prepared to use it aggressively.
nationalism	Having pride in and love for your country, willing to defend it (patriotism)
alliances	Agreements that if one country in the alliance was attacked, the others in the alliance would help them.
imperialism	The belief that you need to have or grow an Empire to succeed as a country
Triple Alliance	Alliance formed in 1882 between Germany, Austria-Hungary and Italy
Triple Entente	Alliance made in 1907 between Britain, France and Russia in response to
propaganda	Propaganda is exaggerated or even false information that is published in order to influence people.
conscription	All men aged 18-41 required to register for Military service
trenches	name given to the series of ditches soldiers fought and lived in on the front line during WW1.
morale	How good or bad a person feels about a situation
patriotism	Love of your country and

Key Question: Why have historians changed their views about General Haig?

1920s: Britain had just won the war and people felt very patriotic. People looked on Haig as a hero who had helped that happen. His leadership helping to win major battles like the Somme and the Hundred Days Offensive. Historians writing at this time tended to focus on the lives of 'great leaders' - the people in charge. This meant that less importance was placed on the lives of the ordinary people whose lives were lost or affected by the tactics that Haig used to help win the war so were more likely to see him as a hero.

1960s: Britain was in the

Y8C3 Maths Key knowledge

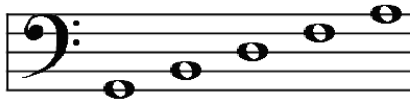
Item	Description
Average	The **mean**, **median** or **mode**. They **represent** the centre of a group of data.
Range	**Represents** how **spread** out a group of data is.
Mode	Most common value
Median	The **middle** value of an **ordered** list
Mean	**sum** of values ÷ number of values
Polygon	A **closed flat** shape with **straight** sides. Triangles, rectangles, pentagons etc. are all polygons.
Regular	The angles and side lengths of a **regular polygon** are equal.
Interior angle	An angle inside a **polygon** 
Exterior angle	An angle formed outside a **polygon** by extending a side. 
The interior angle sum of a polygon	The interior angle sum for a polygon depends on the number of sides. They form the following pattern: 
The exterior angle sum of a polygon	Exterior angles always add up to 360°
Certain	Represented by a probability of 100% or 1
Impossible	Represented by a probability of 0% or 0

Y8 C1 - C3 End of Year KO C1 Variations & Ground Bass, C2 - Film Music, C3 - All About the Bass

BASS CLEF & BASS CLEF NOTATION

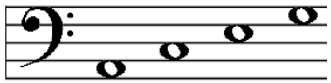
BASS CLEF is a symbol used to show **low**-pitched notes on the stave. It is used by low instruments that play the **BASS LINE**

Notes on the **LINES** of the **BASS CLEF**: **G, B, D, F, A**
Green **B**uses **D**rive **F**ast **A**lways



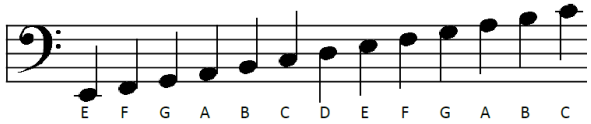
G B D F A

Notes in the **SPACES** of the **BASS CLEF: A, C, E, G**
All **C**ows **E**at **G**rass



A C E G

Bass Clef **STAFF NOTATION**:



E F G A B C D E F G A B C

COMMON INSTRUMENTS USED IN BLUES/JAZZ/REGGAE (BC = USES BASS CLEF)

Voice

Guitar

Drum Kit

Trumpet

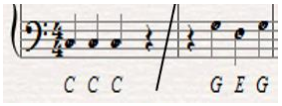
Trombone (BC)

Piano (LH uses BC)

Double Bass/Bass Guitar (BC)

Reggae Features & Key Words

REGGAE BASS RIFFS



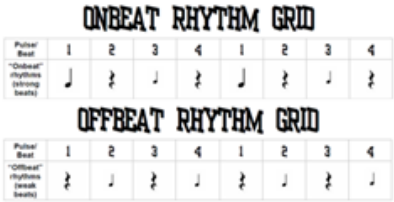
C C C G E G

Bass lines play an important role in Reggae. They help to underpin the **OFF BEAT** rhythms of the riffs used in the RH keyboard, lead guitar or vocal parts.

OFFBEAT RHYTHMS – Rhythms that emphasise or stress the **WEAK BEATS OF A BAR(2 & 4)**

SLOW, RELAXED (‘chilled!’) **TEMPO**

4/4 METRE/TIME SIGNATURE



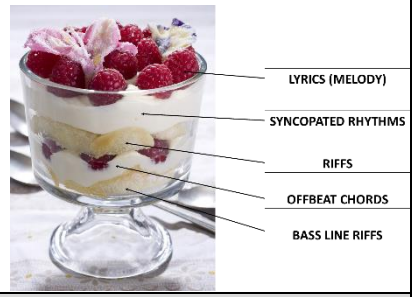
Most Reggae songs are structured in **VERSE AND CHORUS/POPULAR SONG FORM**.

SIMPLE HARMONIES (2 or 3 chords)

CALL AND RESPONSE – Similar to a “Question and Answer” often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.

BRASS INSTRUMENTS and **SAXOPHONES, ELECTRIC GUITARS, BASS GUITAR, KEYBOARDS, DRUMS AND PERCUSSION INSTRUMENTS.**

Bob Marley – famous Reggae singer from Jamaica



MORE COMMON KEY WORDS

RIFF/OSTINATO – Short, repeated musical patterns
IMPROVISATION – music created ‘on the spot’
CHORD – 3 or more notes played together
TRIAD- 3 note chord (root(1), third and fifth). **C** = C , E, G (triad) *play one, miss one, play on*
REGGAE – a genre of music from Jamaica. Key features are prominent bassline, off beat chords (on beats 2 & 4). Like Blues iit has its roots in African music.

How to build a chord

ALWAYS START AT THE BOTTOM (root) & BUILD UP

The **root** of the chord is shown by the **chord name**. e.g. the **Chord C** has the root note **C** and the **chord G** has the root note G etc.
Once you know the root you can build your chord like this -
Use this phrase to build from the root

Play 1, Miss 1, Play 1, Miss 1, Play1

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C2 - FILM MUSIC

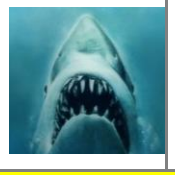
The Role of Music in Film

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**. Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see below)
- To emphasise a gesture (**MICKEY-MOUSING –** when the music mimics actions on screen e.g. cartoons – Roadrunner falling off a cliff)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Linking scenes providing continuity
- Influence the pace of a scene making it appear faster/slower
- Make extra income/money (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- To set the geographic location (using instruments associated with a particular country) or historical era (using music 'of the time').

Film Composer

John Williams
Star Wars, Jaws
Harry Potter
Indiana Jones
Superman, E.T.



How the Elements of Music are used in Film Music

PITCH AND MELODY – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. **Q&A PHRASES** can represent good versus evil.
DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'.
HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT CHORDS** for "good" and **DISSONANT CHORDS** for "evil".
DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes.
PEDAL NOTES – long held notes in the **BASS LINE** used to create tension and suspense.
TEXTURE – **THIN/SPARSE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.
ARTICULATION – LEGATO for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes.
OSTINATO - rhythms for repeated sounds *e.g. horses.* Repetative motifs to hold suspense.

Film Music Key Words

LEITMOTIF – short motif used to identify a character/object or mood.

MICKEY MOUSING – Where music mimics an action on screen

DIEGETIC MUSIC – Music that appears to originate from something on screen. It can be heard by the characters
e.g. a car radio, a band in a nightclub or sound effects.

NON-DIEGETIC FILM MUSIC – Music which has been composed to accompany events on screen but which visibly is not part of the action. It can NOT be heard by the characters only by the audience – also known as **UNDERSCORE**.

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.

STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.

CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.

C1 - Variations & Ground Bass

MELODY – A tune or succession of notes, varying in pitch, that have an organised and recognizable shape. Often called the main **TUNE** or **THEME** of a piece of music or song and easily remembered.
VARIATION – Where a **THEME** is altered or changed musically, while retaining some of the primary elements, notes and structure of the original. **VARIATION FORM**

A (Theme) A1 (Variation) A2 (Variation) A3 (Variation) A4 (Variation)

Ground Bass – A sequence of bass notes played throughout a piece
Ostinato - A short repeated musical phrase
Major Tonality – sounds light and happy
Minor Tonality – sounds dark and sad
Variation – different versions of the same melody
Retrograde - played backwards
Drone - 2 notes played in the bass 5 notes apart (C & G)

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RPE Inequality Knowledge Organiser

Inequality

Inequality – lack of equality. The unfair situation in society when some people have more opportunities, money, etc. than others.
Rich - having a great deal of money.
Poor - lacking sufficient money to live at a standard considered comfortable in a society.

Poverty

Poverty - the state of being extremely poor.
Absolute - the complete lack of basic personal needs, such as food, clothing, and shelter.
Relative - poverty defined in comparison to other people's standing in the economy.

The Lotto

- **Lotto** - a game of chance where you or a machine select numbers and you win a prize if the numbers are picked in a random draw.

Religious Quotes

Islam - "Charities shall go to the poor, the needy, …… to free the slaves, to those burdened by sudden expenses, in the cause of Allah."
Christianity - "It is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!"

Charity

Charity - an organization set up to provide help and raise money for those in need.
Examples of charities:

- **Save the Children** - They run world-class programmes to save children's lives and challenge world leaders to keep to their promises to give children a brighter future.
- **Comic Relief** – They try to tackle the root causes of poverty and social injustice through the power of entertainment.
- **Oxfam** – They understand what people need to tackle poverty head on - seeds, tools, business training - whatever it takes.

Examples of religious charities:

- **Christian Aid** – helps people, regardless of their religion, to improve their lives & tackle poverty & injustice.
- **Muslim Aid** - tackles the root causes of poverty by funding long term development projects.

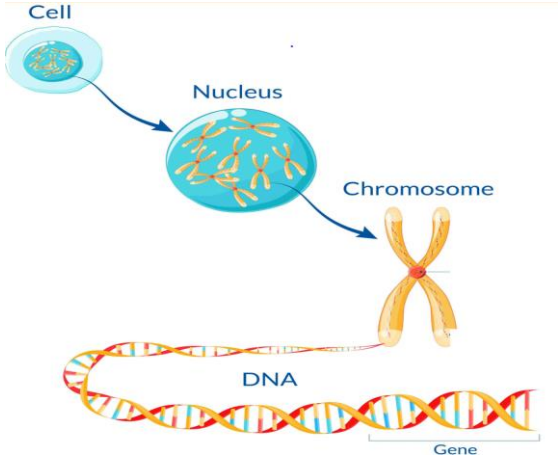
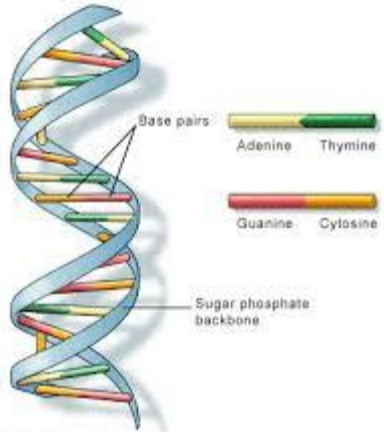
"Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith"

Fair Trade

Fair Trade – an organisation whose aim is to put a stop to the unfairness in the world and ensure the grower of crops receives what they rightly deserve!
Benefits of Fair Trade include:

- Regular income
- Fair pay and working conditions
- Cleaner environment
- New housing
- Improved health and sanitation
- Increased efficiency

FAIRTRADE

Lesson 1 Inheritance	Lesson 2 Discovering DNA	Lesson 3 Extracting DNA
The genetic information of all organisms is contained in the nucleus of cells, in chromosomes, made of DNA. Keywords in order of size (biggest to smallest): Cell, nucleus, chromosome, DNA, gene  **Gene**: A section of DNA which codes for a particular characteristic.	**DNA** – **D**eoxyribo**n**ucleic **A**cid DNA contains coded information that determines inherited characteristics. DNA is found in the nucleus of cells. The shape of DNA is a double helix (a spiral made of two strands).  There are 4 DNA bases which hold the two strands together A (adenine), T (Thymine), C (cytosine) and G (guanine). A always pairs with T, C always pairs with G.	In the practical you will extract DNA from bananas. **Method**  1. Put the banana into the plastic bag, seal it and crush for about 2 minutes. 2. Add 10 cm^3 of the buffer solution to the bag with the banana and mix together for 1 minute. 3. Filter the banana mixture. 4. Pour 10 cm^3 of ice-cold 90% ethanol down the side of the beaker into the banana mixture, do not mix or stir. 5. Within a few seconds you should see a white cloudy substance form in the clear layer above the banana mixture. 6. Use a wooden splint to pull strands of this out of the top layer. This is the banana DNA.

Lesson 4
The Human Genome

Chromosomes:

Chromosomes are arranged in pairs; in humans we have 46 chromosomes arranged in 23 pairs.

The Genome: The complete set of genes in an organism.

<u>The Human Genome Project</u>

Scientists have sequenced the order of bases in all of the 30,000 genes of human DNA.
The project started in 1990 and was completed in 2001.

Advantages of the project:

- People's genes can be analysed for any mutations which may cause disease.
- The gene that causes breast cancer was found.
- Improves understanding of how medicines work in the body.
- Helps us to understand evolution of organisms.

Disadvantages of the project:

- May lead to 'designer babies.
- People may be under pressure not to have children or terminate pregnancies.
- Could affect insurance (life, car, medical etc.)
- Personal information is stored on databases.

Lessons 5, 6 & 7
Variation

Variation: The differences which occur between different species and within species.

The differences are inherited through **genes**.

Half an organism's DNA comes from the father, half from the mother.

Each chromosome may have a different version of a gene. E.g. a gene for blue eyes, a gene for brown eyes.

Alleles: Different versions of a gene, that code for different versions of a characteristic.

Identical twins are the only organisms which have identical DNA so no variation.

Inherited variation:

Variation in characteristics that is a result of genetic information from parents. Examples include:

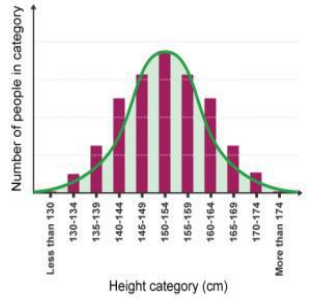
- Eye colour
- Hair colour
- Lobed or lobe less ears
- Ability to roll your tongue.

Environmental variation:

Characteristics of animal and plant species can be affected by factors such as climate, diet, accidents, culture and lifestyle.
If you eat too much food then you will become heavier. Variation caused by the surroundings is called environmental variation. Examples include your language and religion**.**

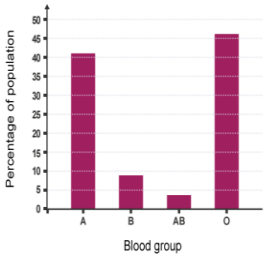
Continuous variation:

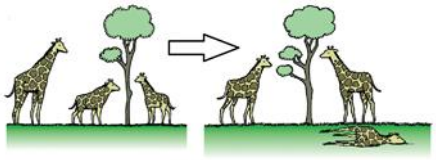
Human height is an example.
It ranges from the smallest person on Earth to the tallest. Continuous variation shows characteristics that change gradually over time.
Data is plotted on a **line graph**.



Discontinuous variation:

A characteristic of any species with only a limited number of possible values. Eye colour and blood group are examples.
Data is plotted on a **bar graph**.



Lesson 8 Natural Selection	Lesson 9 Extinction	Lessons 10 and 11 Biodiversity
Scientists believe that the organisms which we see on Earth today have gradually developed over millions of years, this is known as **evolution.** Charles Darwin came up with the concept of **natural selection**, he said that only the best adapted animals will survive to pass on their **genes**, weaker animals will die out. Organisms show variation in characteristics caused by their genes → Organisms with the best adaptations survive and reproduce, weaker organisms die out and do not pass on their genes → Genes from the successful organisms are passed onto the next generation, passing on their successful characteristics → Over a long period of time the best adaptations continue to be passed on which can lead to a new species being formed One example of natural selection can be seen in giraffes. Only the giraffes with the longest necks would be able to eat from trees The ones with shorter necks would not be able to eat and die out. This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks 	A species will become extinct when all of a species die out. The fossil record shows us that animals have existed in the past which have now become extinct  Extinction can be caused by: • Changes to the environment • Destruction of habitat • New diseases • Introduction of new predators • Increased competition 	Biodiversity is the range of different living things in an ecosystem or on Earth. The greater the biodiversity the more stable the ecosystem. The more diverse a population is, the more likely they are to survive environmental changes When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in biodiversity Scientists try to prevent extinction by: 1. Conservation 2. Gene banks 3. Captive breeding 

Lesson 1
Rates of Reaction – Surface Area

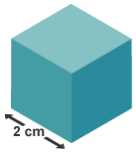
Surface Area: The total area of an object.

For a given mass of a solid:

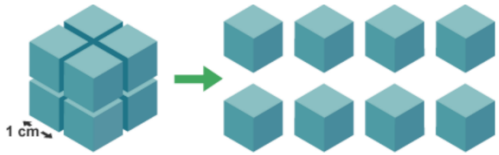
- large lumps have smaller surface area to volume ratios than smaller lumps or powders.

If a large lump is divided or ground into a powder:

- its total volume stays the same
- the area of exposed surface increases
- the surface area to volume ratio increases



- The area of one face of the cube will be:
  2 x 2 = 4 cm^2.
- The cube has six faces, so the total surface area is:
  4 cm^2 x 6 = 24 cm^2.



- Each of the small cubes has a face area of:
  1 cm x 1 cm = 1 cm^2.
- The six faces give a total surface area for each smaller cube of:
  6cm^2.
- There are eight cubes so the total surface area is:
  6 cm^2 x 8 = 48cm^2.

The larger the surface area the faster the rate of reaction.

Lesson 2
Rates of Reaction – Temperature

The temperature of an object can be measured using a thermometer.

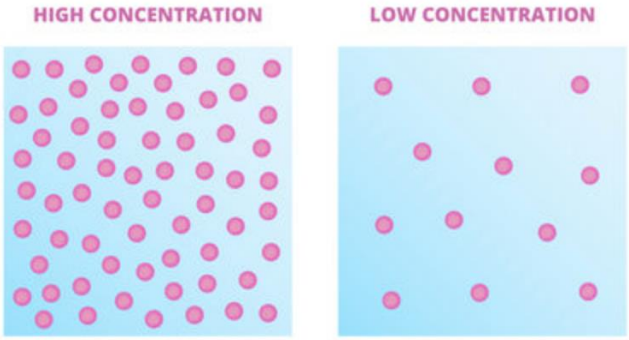
At higher temperatures, particles have more energy and move more.

At lower temperatures, particles have less energy and move less.

The higher the temperature the faster the rate of reaction.

Lesson 3
Rates of Reaction – Concentration

The higher the concentration, the more particles of the substance are present.



A higher concentration solution can be created by dissolving more solute in a certain volume of solvent.

Or

A higher concentration solution can be created by dissolving a certain amount of solute in a smaller volume of solvent.

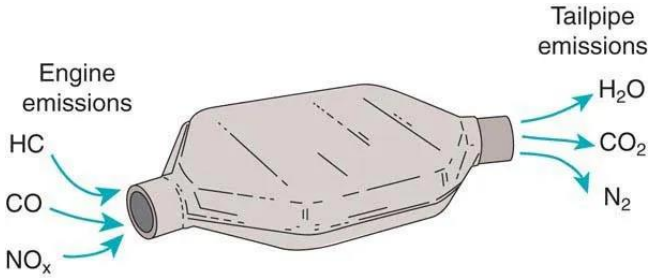
The higher the concentration the faster the rate of reaction.

Lesson 4
Catalyst

A catalyst:

- increases the rate of a reaction
- does not alter the products of the reaction
- is not chemically changed or used up at the end of the reaction

Catalysts are useful because they can allow reactions to happen at lower temperatures.



The exhaust systems of cars are fitted with catalytic converters.
These help reduce the release of toxic gases from the exhaust pipe. They contain platinum and rhodium, which act as catalysts.

Enzymes are biological catalysts.
They occur naturally in the body and help with digestion.

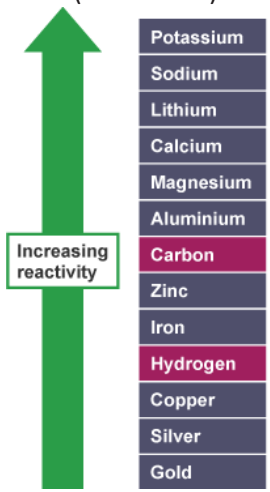
Lesson 5
Extracting Iron with Carbon

Iron is found as a compound within rocks. Iron is generally found bonded to oxygen as a called iron oxide.

Iron is extracted using carbon in a displacement reaction. This is because carbon is cheap and readily available.

iron oxide + carbon → iron + carbon dioxide

This is a type of displacement reaction.
The more reactive element (carbon) is displacing the less reactive element (in this iron) from its compound.



A chemical reaction where oxygen is removed from a compound is called reduction.

This method is called reduction with carbon.

Lesson 6 &
Ceramics & Polymers

Ceramics:
Materials formed from a soft substance which are heated to become hard and durable.

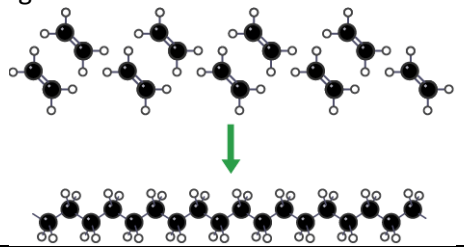
Ceramics are baked in a very hot oven called a kiln. The temperature of kilns can reach temperatures of over 1300 °C.

The starting materials are soft and malleable, meaning they can be shaped.

These new hard ceramic materials have a fixed shape and cannot be bent.

A **polymer** is a very long molecule. Polymers are made up of many repeating units.

Synthetic polymers are manufactured using chemical reactions that join lots of small molecules together to make long molecules.



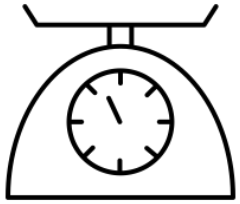
Lesson 7
Polymers investigation

Independent Variable:
The one thing you **change** in an experiment.

Dependent Variable:
The thing you **measure** in an experiment.

Control Variable:
All of the things you **keep the same** in an experiment.

Mass is measured with a top pan balance and its units are grams (g) or kilograms (kg)



Length is measured with a ruler and its units are centimetres (cm) or meters (m)

Lesson 8
Recycling

Lots of the resources that humans use are **finite**.

This means their supply is limited and they will eventually run out.

Recycling is one way that we can reduce the amount of finite resources being extracted from the Earth.

Recycling an aluminium can into usable aluminium is **much simpler** and uses **less energy** (in the form of electricity) than extracting more aluminium.

Recycling is even more important for materials that are scarce.

Scarce: Not enough to go around.

Lesson 9
Composites: Making Concrete

Composite
A material that is made from two or more different types of material

The materials for a composite material are chosen because they have different properties that combine to make a more useful material.

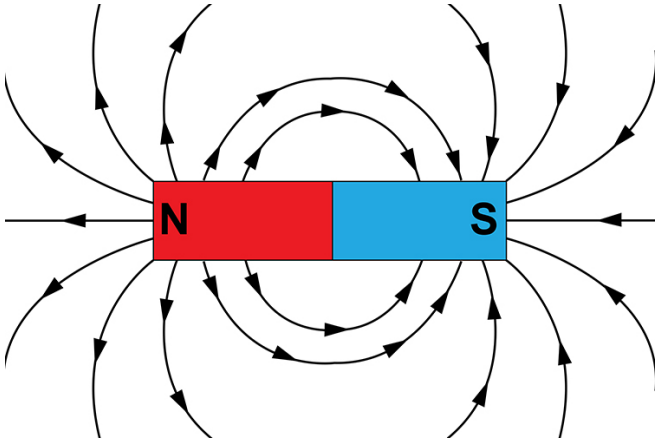
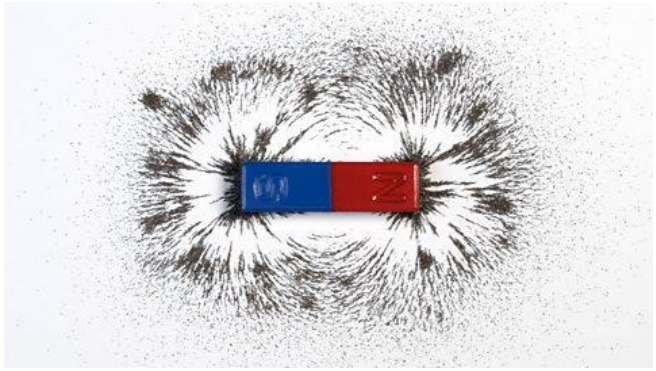
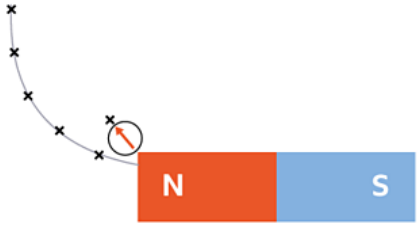
The properties of each material in the composite are described as complementing each other.

Reinforced concrete
Reinforced concrete is a composite material. It is made by pouring concrete around a mesh of steel cables.

- strong when stretched (because of the steel)
- strong when squashed (because of the concrete)

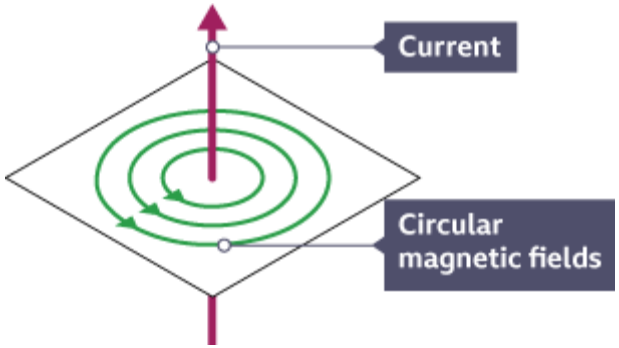
Fibreglass
Fibreglass is made from a mesh of glass fibres set in a tough polymer.
Strong (glass fibres)
Lightweight (polymer)

Many kayaks are made from fibreglass.

Lesson 1 Magnetic Fields	Lesson 2 Experimenting with Magnets	Lesson 3 Interacting Magnets
Magnetism is a non-contact force that can act at a distance A magnetic field is the region around a magnet where a force may be felt Every magnet has a North and South pole  A magnetic field is shown by drawing lines showing the direction the magnetic force would act in Magnetic field lines are drawn going from North to South	Iron filings can be used to show the shape of a magnetic field  We can also use small compasses called plotting compasses to find the direction of the magnetic field at different points around a magnet  	Magnetic materials like Iron, Nickel and Cobalt are always attracted towards a magnet A magnet may be either attracted or repelled by another magnet  Poles of the same type (North-North or South-South) will repel Poles of the opposite type (North-South or South-North) will attract 

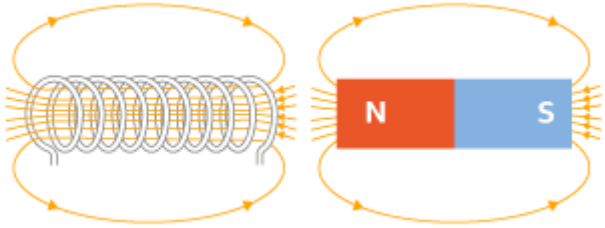
Lesson 4 Electromagnets

An electric current flowing in a wire creates a magnetic field:



The magnetic field gets weaker as you get further from the wire.

If we coil the wire up into a solenoid, the shape of the magnetic field around it is very similar to a bar magnet:



Lesson 5 & 6 Investigating the Strength of an Electromagnet

Hypothesis:
An idea that can be tested by experiment

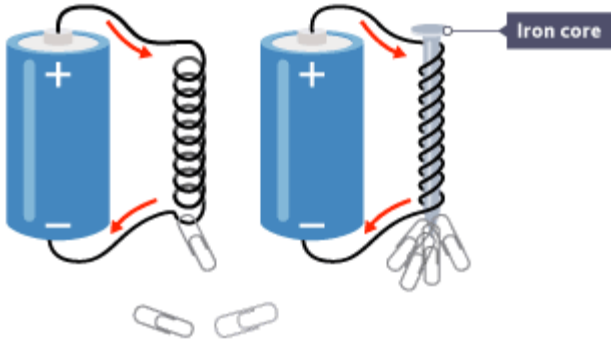
Independent Variable:
The one thing you **change** in an experiment.

Dependent Variable:
The thing you **measure** in an experiment.

Control Variable:
All of the things you **keep the same** in an experiment.

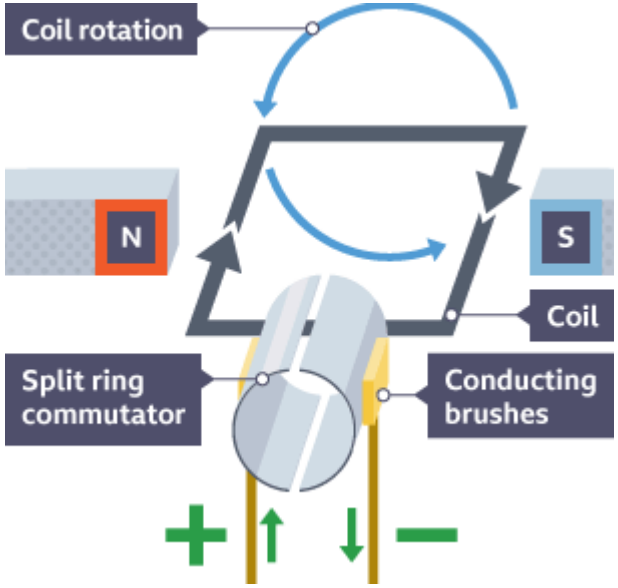
3 main factors affect the strength of an electromagnet:

- The number of turns of wire
- The size of the current
- Adding an iron core



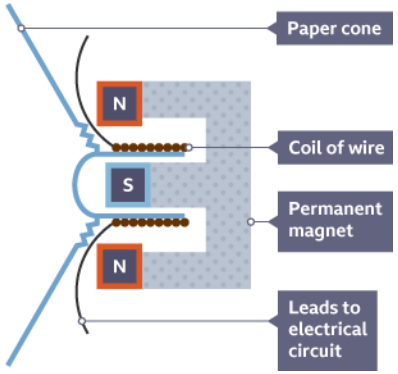
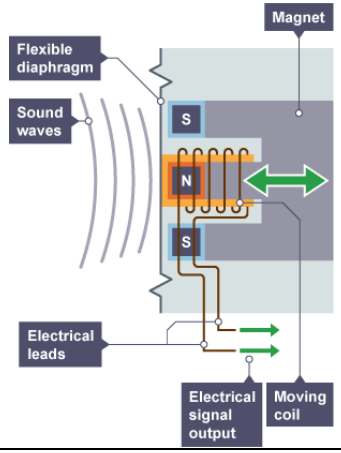
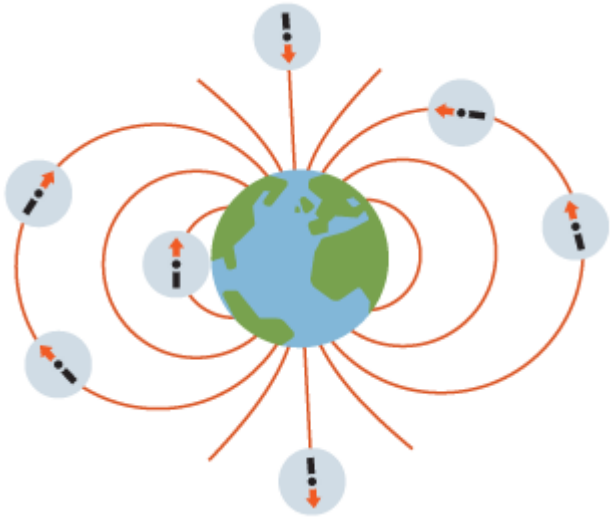
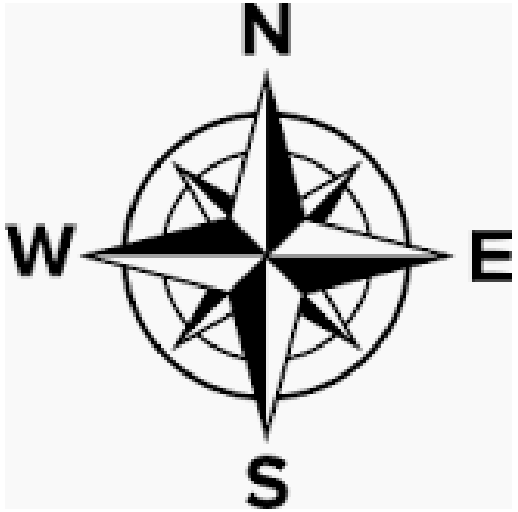
Lesson 7 The Motor Effect

If a current carrying wire is in a magnetic field, it experiences a force. This is called the **motor effect**.



We can use this effect to make an electric motor:

- The current flows in the coil giving it a magnetic field
- The magnetic field of the coil interacts with the magnetic field of the permanent magnet
- This causes the coil to feel a force and rotate
- The rotation is the output of the electric motor

Lesson 8 Uses of Electromagnets	Lesson 9 The Earth's Magnetic Field	Lesson 10 Making a Magnetic Compass
The motor effect is used in speakers and headphones to generate movement and sound waves from electrical current  In a microphone, the soundwaves move a magnet in a coil of wire inducing a current  	The Earth has a magnetic field caused by the movement of liquid iron in its core  The Earth's magnetic field causes the aurorae and protects us from the charged particles from the Sun that cause them Without the Earth's magnetic field, we wouldn't have an atmosphere	A magnetised needle that is free to move will follow the lines of the Earth's magnetic field We can make a compass by floating a magnetised needle on a piece of cork so it is free to move The compass will align along a line from North to South Even with GPS, magnetic compasses are still used today for navigation by ships and planes 

Year 8 Spanish Learning Cycle 3 Sentence Builder 1: ordering food in a café

¿Cuánto cuesta una pizza por favor? – How much does a pizza cost please?

<table>
<tr><th>Verb</th><th>Article</th><th>Noun</th><th>Manners</th><th>Question</th><th>Answer</th><th>Manners</th></tr>
<tr><td rowspan="4">quisiera = I would like
tomo= I take</td><td>un = a
el = the</td><td>bocadillo de queso = cheese sandwich
bocadillo de jamón = ham sandwich
refresco = fizzy drink
zumo de naranja = orange juice
zumo de manzana = apple juice
plátano = banana
pastel = cake
helado de chocolate = chocolate icecream
helado de fresa = strawberry icecream</td><td rowspan="4">por favor = please</td><td rowspan="2">¿Cuánto cuesta?
=
How much is it?</td><td rowspan="2">Cuesta…euros
=
it costs … euros</td><td rowspan="4">gracias = thank you</td></tr>
<tr><td>una = a
la = the</td><td>hamburguesa = hamburger
pizza = pizza
ensalada = salad
sopa de tomate = tomato soup
paella = paella</td></tr>
<tr><td>unos = some
los = the</td><td>caramelos = sweets</td><td rowspan="2">¿Cuánto cuestan?
=
How much are they?</td><td rowspan="2">Cuestan… euros
=
they cost … euros</td></tr>
<tr><td>unas = some
las = the</td><td>patatas fritas = chips
tapas = tapas
 
</td></tr>
</table>

Year 8 Spanish Learning Cycle 3 Sentence Builder 2: Describing Healthy and Unhealthy Diets

¿Por qué comes este? – Why do you eat this?

Time Phrase	Verb	Demonstrative	Noun	Con	Verb	Adjective
Normalmente = normally	como = I eat bebo = I drink evito = I avoid	**este/esta/estos/estas = this (thing/stuff)** **ese/esa/esos/esas = that (thing/stuff)**	fruta = fruit verdura = veg pescado = fish carne = meat hidratos de carbono = carbs agua = water carne roja = red meat comida basura = junk food comida rápida = fast food postres = puddings patatas fritas = chips refrescos = fizzy drinks caramelos = sweets grasa = fat azúcar =sugar sal = salt vitaminas = vitamins	**porque = because**	**(no) es= it is(n't)** **(n) son = they are(n't)**	san@ = healthy malsan@ = unhealthy delicio@ = delicious sabros@ = tasty
Ayer = yesterday	comí = I ate bebí = I drank evité = I avoided					
En el futuro = **In the** future	voy a comer = I am going to eat voy a beber = I am going to drink voy a evitar = I am going to avoid					

Year 8 Spanish Learning Cycle 3 Sentence Builder 3:

¿Con qué frecuencia lo comes? – How often do you eat it?

Direct Object Pronoun	Verb	Time Phrase	Connective	Indirect Object Pronoun	Verb
lo = it (masc sing) **la = it (fem sing)** **los = them (masc pl)** **las = them (fem pl)**	como = I eat bebo = I drink tomo = I take evito = I avoid comí = I ate bebí = I drank tomé = I took evité = I avoided voy a comer = I am going to eat voy a beber = I am going to drink voy a tomar = I am going to take voy a evitar = I am going to avoid	**todos** los días = **every** day **cada** día = **each** day dos **veces** a la semana = two **times** a week tres **veces** al mes = three **times** a month a menudo = often a **veces** = sometimes de vez en cuando = now and again **casi nunca = almost never** **nunca = never** **normalmente = normally** **ayer = yesterday** **en el** futuro = **in the** future	**porque =** **because**	**me = (to/for) me** **te = (to/for) you (s)** **le = (to/for) him** **nos = (to/for) us** **os= (to/for) you (pl)** **les = (to/for) them**	ayuda = he/she/it helps daña = he/she/it damages

Year 8 Spanish Learning Cycle 3 Sentence Builder 4:

¿Cómo es tu rutina diaria? – What is your daily routine like?

<table>
<tr><th>Time Phrase</th><th>Verb</th><th>Time Phrase</th><th>Verb</th><th>Time Phrase</th></tr>
<tr><td rowspan="2">Todos los días
= every day
Normalmente
= normally</td><td rowspan="2">me despierto = I wake myself up
me levanto = I get myself up
me ducho = I shower myself
me visto = I dress myself
me lavo = I wash myself
me acuesto = I put myself to bed
desayuno = I breakfast
ceno = I dine</td><td rowspan="3"></td><td rowspan="3">Despertarse = to wake self
Levantarse = to get self up
Ducharse = to shower self
Vestirse = to dress self
Lavarse = to wash self
Acostarse = to put self to bed

Desayunar = to breakfast
Cenar = to dine

  </td><td rowspan="3">luego = then
más tarde = later
a la una =
at one o’clock
a las dos =
a two o’clock
a las tres =
at three o’clock
a las cuatro =
at four o’clock
a las cinco =
at five o’clock
a las seis =
at six o’clock
a las siete =
at seven o’clock
a las ocho =
at eight o’clock
a las nueve =
at nine o’clock
a las diez =
at ten o’clock
a las once =
at eleven o’clock
a mediodía =
at midday
a medianoche =
at midnight</td></tr>
<tr><td>Ayer
= Yesterday</td><td>me desperté = I woke myself up
me levanté = I got myself up
me duché = I showered myself
me vestí = I got myself dressed
me lavé = I washed myself
me acosté = I put myself to bed
desayuné = I had breakfast
cené = I had dinner</td></tr>
<tr><td>Mañana
= Tomorrow
En el futuro
= In the
future</td><td>voy a despertarme = I am going to wake myself up
voy a levantarme = I am going to get myself up
voy a ducharme = I am going to shower myself
voy a vestirme = I am going to dress myself
voy a lavarme = I am going to wash myself
voy a acostarme = I am going to put myself to bed
voy a desayunar = I am going to breakfast
voy a cenar = I am going to dine</td><td>Antes de =
Before

Después de =
After</td></tr>
</table>

Year 8 Spanish Learning Cycle 3 Sentence Builder 5:

¿Cuáles deportes haces? – What sports do you do?

Time Phrase	Verb	Noun	Location	People
todos los días = **every** day **cada** día = **each** day dos **veces** a la semana = two **times** a week tres **veces** al mes = three **times** a month a menudo = often a **veces** = sometimes de vez en cuando = now and again **casi nunca = almost never** **nunca = never** **normalmente = normally** **ayer = yesterday** **mañana = tomorrow** **en el futuro = in the future**	juego = I play jugué = I played voy a jugar = I am going to play	**al** fútbol = **at** football **al** tenis = **at** tennis **al** golf = **at** golf **al** béisbol = **at** baseball **al** b**al**oncesto = **at** basketball **al** rugby = **at** rugby **al** críquet = **at** cricket **al** voleibol = **at** volleyball	**en el** instituto = **in the** school **en el** parque = in the park **en la** playa = **on the** beach **en la** piscina = **in the** swimming pool **en la** pista de patinaje = **in the** skatepark **en el** polideportivo = **in the** sports centre	**con mis** amigos = **with my** friends **con mi** equipo = **with my** team **con mi** escuela = **with my** school **con mi** familia = **with my** family
	hago = I do **hice = I did** **voy a hacer = I am going to do**	deporte = sport natación = swimming equitación = horse-riding surf = surfing ciclismo = cycling esquí = skiing escalada = climbing senderismo = hiking atletismo = athletics boxeo = boxing buceo = diving remo = rowing skate = skateboarding patinaje (sobre hielo) = (ice) skating artes marciales = martial arts