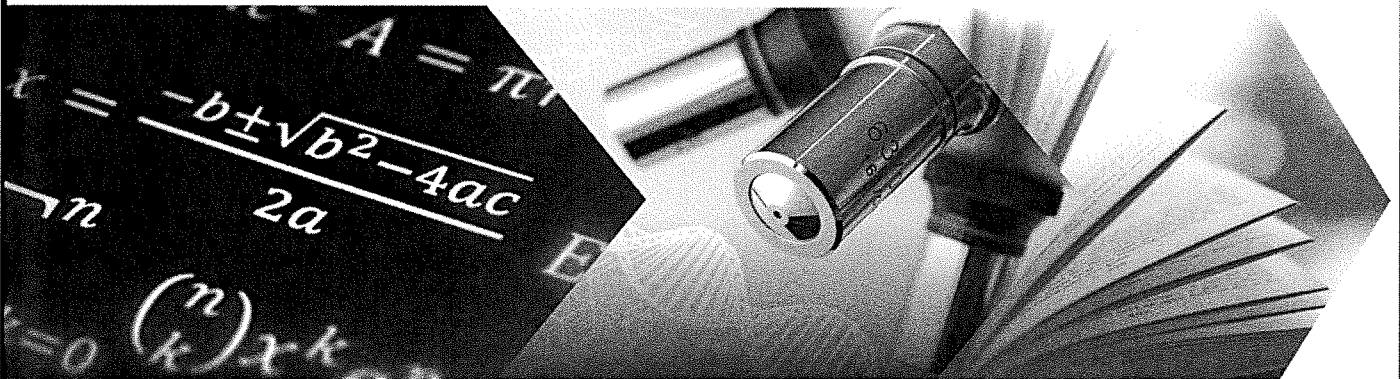


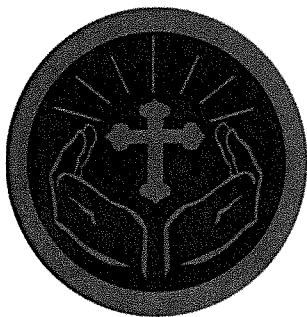
ALL SAINTS'

CATHOLIC VOLUNTARY ACADEMY

Year 8 Absolutes



Opportunity . Achievement . Success



Term 1

NAME:

FORM:

Devising

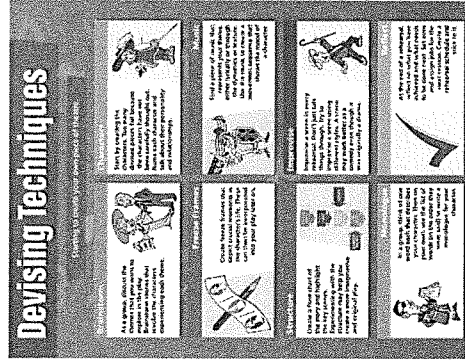
Year 8 – Term 1

A. Devising and Stimulus

Devising is a skill that needs to be developed in order to be come accomplished performers.

It means: “to create and develop a piece of drama from a Stimulus to present meaning for an audience from your imagination.”

A Stimulus is a starting point to build ideas from.



B. Key Skills for this unit

Cross-Cutting

Cross-cutting is what you do after you've created a series of scenes, and you **re-order** them to create a piece of drama that goes forwards and backwards in time.

Mark the Moment

Marking the moment is a dramatic technique used to highlight a key moment in a scene or improvisation. The moment is 'highlighted' or marked to the audience by using an explorative strategy.

Flashbacks

A flashback is a sequence of events. A flashback interrupts that chronological sequence, the front-line action or “present” line of the story, to show the audience a scene that unfolded in the past.

Proxemics

Proxemics looks at relationships of characters or objects on stage through the distance between them. E.g. if two characters were stood close together, it shows the audience that they like each other. It could also show that there is a conflict if they are stood in another's personal space. If the characters are facing away from each other or are stood far apart, it could show the audience that they do not like each other or they could be intimidated by the other

C. Vocal and Physical Skills

Vocal Skills:

Pitch
Pause
Pace

Physical Skills:

Body Language
Gestures
Facial Expressions

D. Extra Key Skills for research

Physical Theatre
Characterisation
Multi-rolling
Vocal expression
Physical expression
Dialogue
Epic Theatre
Learning lines
Note-making

Creation and development of ideas
Research
Sound/music design

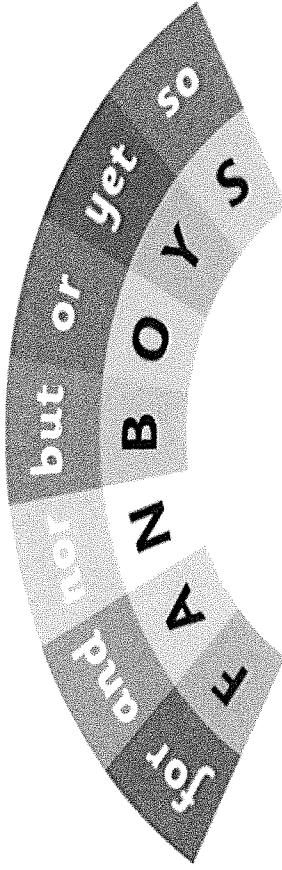
SPAG Absolute

Word Classes		Punctuation
Proper noun	A naming word - Chris, East Anglia, Nimbus3000 - needs a capital initial letter.	An upper case letter used after a full stop to begin a sentence or to indicate a proper noun.
Concrete Noun	A thing you can see - you can put 'the' or 'a' before a noun e.g. 'the table'.	. Used to mark the end of a sentence.
Abstract Noun	The name of something you can't see e.g. hate/love/creativity/passion. Again, can put 'the' or 'a' in front: The <u>love</u> I feel...	- lists e.g. I bought several things from the shop: books, pens and pencils. -before a FANBOYS conjunction to join two independent clauses in a compound sentence. The cat sat on the mat and the dog barked. - sentences which start with a fronted adverbial (SPACED) starts Because it was raining, we ran for cover. - embedded clauses where the clause could be removed The boy, who I disliked intensely, pulled my hair.
Adjective	A word that is used to describe a noun e.g. 'The <u>tall</u> teacher talked to the class.'	: Used to precede lists, expansions or explanations e.g. I bought several things from the shop: books, pens and pencils.
Verb	A word used to describe an action, state or occurrence. What is being done? E.g: hit/jump/feel/believe	; Used to join two related independent clauses e.g: I ate too much pizza; I felt very sick. Also to separate longer items in a list.
Modal verb	Verbs used to express possibility or certainty (may/might/must/will/shall).	Used after an independent clause or parenthetically, instead of commas for an embedded clause. Used to emphasise the clause after the dash. You are late – this is the third time!
Adverb	A word that is used to modify a verb e.g. 'He ran <u>quickly</u> .'	() Used to indicate an afterthought/sarcasm in a lower tone, like an 'aside' to the reader which can be taken out to leave a grammatically complete sentence. The old man (who smelled like cheese) sat next to me on the bus.
Pronoun	A word that can replace a noun: I, you, he, she, it, they, them, we.	! Used at the end of an exclamatory sentence to show strong emotion.
Preposition	A preposition is a word that tells you where or when something is in relation to something else. (at, in, on, after, before, under, inside and outside).	? Used to indicate an interrogative sentence or rhetorical question.
Determiner	A determiner comes before a noun and helps to define it. E.g. a boy (a, an/the/those/these)	' Used to show ownership (Sam's bag) or missing letters 'They're late'.
		... Can be used to create suspense e.g: I couldn't believe my eyes... or to show the trailing off of a sentence e.g: 'I wonder...' she said.
Sentences		
Main clause	A clause that can stand alone as a sentence. Contains a subject (the person or thing doing the action) and a verb (the action). e.g. 'The cat sat on the mat'.	
Subordinate clause	A clause that depends on an independent clause to make sense e.g. 'The cat sat on the mat <u>without turning around</u> '. Often uses a subordinating ISAWAWABUB conjunction (if, since, as, when, although, while, after, before, until and because.)	
Fronted subordinate clause	As above – but the subordinate clause comes at the front of the sentence: e.g. <u>Without turning around</u> , the cat sat on the mat.' Also can be called a 'fronted adverbial'.	
Relative clause	Relative clauses use a relative pronoun or relative adverb to give us more information, usually about a specific word or phrase (that, which, who, whom, whose when, where, why). Relative clauses that contain non essential information need parenthetical commas and can also be called embedded clauses: e.g: The boy, <u>who I disliked intensely</u> , pulled my hair. The sentence should make sense if the clause was removed and the meaning should be intact.	
Simple sentence	Contains just one main clause. Makes complete sense.	
Compound sentence	Two main clauses joined together with a co-ordinating FANBOYS conjunction (for/and/nor/but/or/yes/so). The cat sat on the mat <u>and</u> the dog barked.	
Complex sentence	A main clause plus a subordinate clause. The subordinate clause <u>ay come after</u> the main clause or <u>before</u> (when it would be a <u>fronted subordinate clause</u>). 'The cat sat on the mat <u>without turning around</u> '.	
Fronted adverbial	Words, phrases or fronted subordinate clauses at the start of sentences which tell us when, where or how something is done (they describe the verb) Can remember them using ISPACED . E.g: <u>Because it was raining</u> , we ran for cover.	
Expanded noun phrases	A phrase that contains a determiner (the/a) and a noun (table – e.g the table) and one or more adjectives (the black table). Can also contain a prepositional phrase e.g: The black table with wonky legs.	

Co-ordinating and subordinating conjunctions

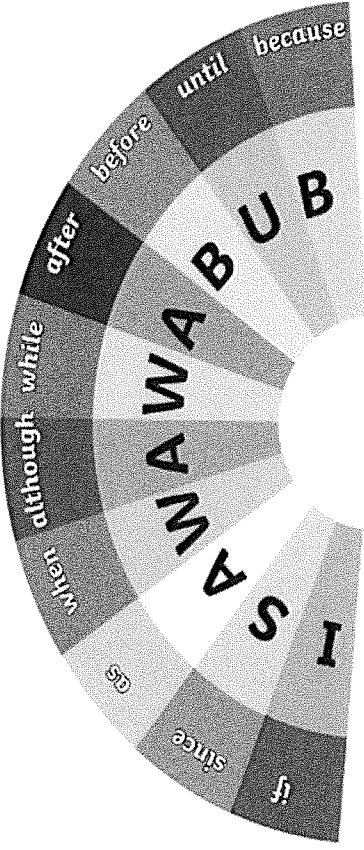
Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.



Subordinating Conjunctions

There are 10 subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Their/They're/There

Hear/Here

Your/You're

Was/Were

Ask yourself these two simple questions:

Does the word after it belong to 'them'?



their

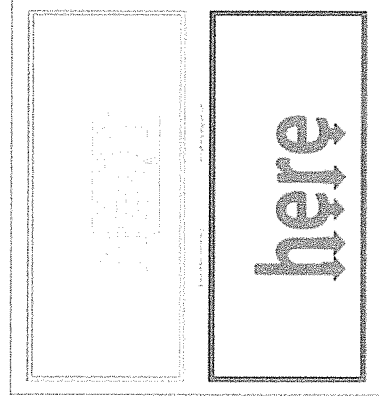
Is it short for 'they are'?



they're

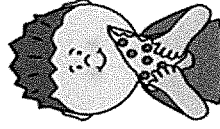
For everything else, it's

there



Your pizza

Your = you own it



It is yours.

You're pizza

You're = you are



You are pizza!

'WAS' is used if you are talking about ONE person or thing (I, he/she/it):

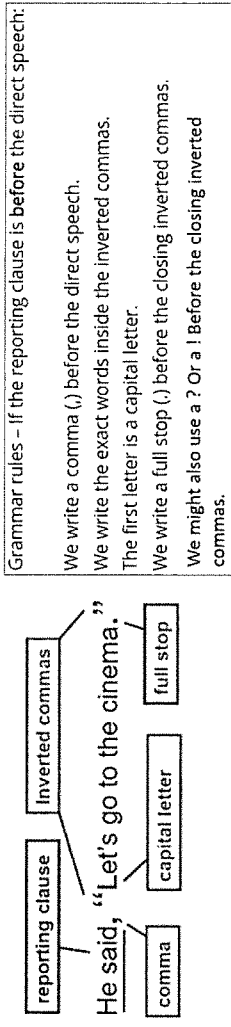
'WERE' is used if you are talking about TWO OR MORE people/things (we/they/you):

'You' is always 'were',

Reporting clause before the direct speech

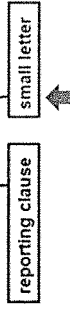
The reporting clause of direct speech is the short clause that indicates who is talking. It is the clause that is outside of the inverted commas. It is therefore not the words being spoken.

We can write the reporting clause either before or after the direct speech. If the reporting clause is before the direct speech, we write it as follows:



Sometimes we break up the direct speech into 2 parts:

“If you come to London,” she said, “then call me.”



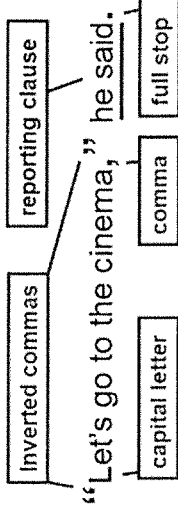
The second part of the direct speech starts with a small letter if it is the same sentence as the first part of the direct speech.

“I’m tired,” she said, “Let’s stay at home.”



The second part of the direct speech starts with a capital letter if it is a new sentence.
 Notice that the first part still ends with a , (unless you need a ? Or a !)

Reporting clause after the direct speech



If the reporting clause is after the direct speech:

We write the exact words inside the inverted commas.

The first letter is a capital letter.

We write a comma (,) before the closing inverted commas. We might also use ? or !

We write a full stop (.) at the end of the reporting clause.

New speaker, new line

If someone else speaks, we start a new line.

“Your book is over there,” said the teacher.

“Thanks!” replied Johnny.

Using Fronted Adverbial openings - ISPACED

I

S

P

A

C

E

Ing words	Similes	Prepositions		Adverbs		Conjunctions	Ed words
		Over	On top of	Hostily	Quickly		
Walking	Like a mouse		On top of			First	Excited
Skipping	Like a cheetah	Above	On	Calmly	Slowly	Later on	Delighted
Running	Like a statue	Beneath	Underneath	Casually	Gently	Suddenly	Pleased
Crawling	Like a tree	Below	Under	Cautiously	Shyly	Immediately	Amazed
Creeping	Like a predator	Through	Between	Softly	Nervously	Finally	Astonished
Jumping	Like a monster	Inside	Beside	Neatly	Messily	After that	Shocked
Leaping	Like a villain	By	Across	Angrily	Busily	Before long	Scared
Escaping	As quiet as a	Before	After	Spitefully	Loudly	Since	Puzzled
Bursting	As loud as a	During	At	Ominously	Honestly	Whereas	Dazed
Grasping	As still as a	In	Off	Foolishly	Crazily	As	Surprised
Grabbing	As fast as a	By	To	Moodily	Readily	Next	Worried
Seizing	As timid as a	About		Amazingly		Whenever	Petrified
Clutching	A bright as a			Expectantly		Despite	Horrorified
Picking	As slowly as a			Generously		Until	Exhausted
Shaking	As noisy as a			Chaotically		So	
Hiding	As calmly as a			Unexpectedly		Eventually	
Sleeping	As angry as a			Intelligently			

Remember to use a comma before the main clause: Creeping through the forest, I trembled with fear.

Narrative

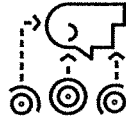
Figurative Language

Techniques such as similes, metaphors, personification, and allusion



Sensory Imagery

A description that involves one or more of the five senses.



Pathetic Fallacy

A figure of speech in which the natural world is treated as though it has human emotions.



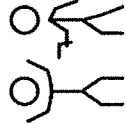
Victim

A person harmed, injured, or killed as a result of a crime, accident, or other event or action.



Antagonist

Opposes the protagonist. They are often seen as a villain. In the Gothic, they are powerful, tyrannical, and most often males who threaten women.



Narrative Voice

The perspective a story is told from.



Writer's Craft

The choices a writer makes when producing their written work.



The Investigator/Detective

A person who carries out a formal inquiry or investigation into a crime with the aim of discovering the perpetrator.



in medias res, (Latin: "in the midst of things") is the practice of beginning a narrative by plunging into a crucial situation that is part of a related chain of events. The situation is an extension of previous events and will be developed in later action. The narrative then goes directly forward, and exposition of earlier events is supplied by flashbacks.

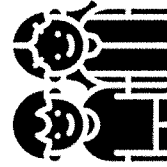


Character tropes are types of characters we see over and over in storytelling. The word "trope" refers to a common motif or pattern and, in this case, in relation to the characteristics we **expect** to see in particular characters.



Mother Trope

Kind, nurturing, thoughtful, loving



Naive young girl/boy

Innocent, trusting, unaware, hopeful



Trickster

Duplicious, sly, cunning, clever



Subverting tropes

When a writer brings a fresh element to a character to add surprise, intrigue and to challenge the reader.

Temporal Connectives

Before

at first

before

earlier

firstly

initially

originally

previously

prior to

thus far

to begin with

to date

until then

up to that time

After

following

after (that)

afterwards

eventually

finally

in due course

in the end

later

next

now

soon

subsequently

then

Simultaneously

as

at that moment

at the same time

concurrently

in the mean time

meanwhile

simultaneously

immediately

on another occasion

straight away

suddenly

until

when

whenever

while / whilst



Y8 Rhetoric Absolute

Concepts

Rhetoric

The art of persuasion, getting people to believe what you want them to.



Idolisation

Seeing or representing something as perfect or better than it is in reality.



Injustice

When a result is viewed as being unfair. It may be based in bias and prejudice.



Prejudice

Holding the belief that certain types of people are better than others.



Propaganda

Exaggerated ideas spread by the government or a political party to promote their ideas in a heavily biased way.



Oppression

Absolute control and subjugation, being powerless.



Vocabulary

Alexander the Great Speech			Marc Anthony Speech		
1	Venture	A risky journey	13	Interred	buried
2	Endurance	The act of suffering something painful or difficult	14	Ambitious	showing a strong desire to succeed
3	Hesitate	Pause over a decision	15	Grievous	Bad and serious
Elizabeth 1 st 's speech			16	Coffers	money chests
4	Multitudes	Many people	17	Thrice	three times
5	Treachery	Betrayal of trust	18	Disprove	Prove something is false
6	Tyrant	A cruel and harsh ruler	19	Mourn	Show sorrow for death.
7	Feeble	Weak/ delicate	20	Brutish:	Cruel and violent
8	Scorn	Hatred	Emmeline Pankhurst Speech		
9	Virtues	Good qualities/high moral standards.	21	Militant:	Being assertive or aggressive in support of a cause.
10	Obedience	Following orders	22	Enfranchise-ment	Given the right to vote
11	Concord	Peaceful behaviour	23	Permeate	Spread through
12	Valour	Bravery	24	Emancipate	Set free from legal restrictions
			25	Salvation	Saving
			Malala Speech		
			26	Illiteracy:	Not being able to read or write

Key word	Definition
Alliteration	Repeating the same sound at the start of consecutive words.
Anecdote	A short amusing or interesting story about a real incident or person.
Anaphora	Starting each sentence with the same words. For example, Martin Luther King's repetition of "I have a dream"
Antithesis	Putting two opposites together in clauses that mirror each other grammatically: "One small step for man, one giant leap for mankind".
Dialysis	Giving an 'either-or' choice: "Either you're with us, or against us."
Direct address	Use of a proper noun (you) to address the audience.
Emotive language	Words or phrases that encourage the reader or audience to feel a particular emotion.
Epiphora	Ending each sentence with the same words.
Ethos	Credibility. "You should believe my argument because you believe <i>me</i> ." or perhaps "...believe <i>in me</i> ."
Hyperbole	Exaggeration to emphasise a point or idea.
Hypophora	A question followed by the answer.
Logos	Using logic and reasoning as your appeal: facts and figures.
Pathos	Pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something.
Purpose	The reason the writer is writing.
Rhetorical question	A question that doesn't require an answer, but is instead used to make a point.
Tricolon	Use of a list of three, or repetition of something three times, to emphasise a point.
Verbal irony	Saying the opposite of what you mean. It can be used to bring humour or express frustration: "Lovely weather we're having!" (when it's raining).

Further Knowledge

The study of rhetoric began in Ancient Greece and has continued to be important around the world today with political leaders, civil rights activists and those trying to get out of doing homework.



There are many devices used to strengthen different aspects of your rhetoric which can be identified in many different speakers work. Aristotle, Hitler and Malala all use the same aspects of rhetoric in their writings!



Rhetoric is everywhere: in the news, on the radio, in adverts. Be aware that every thing you hear may contain rhetoric. Keep a critical ear and be aware of how you're unknowingly being persuaded.

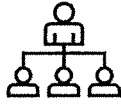


Y8 Animal Farm Absolute

Concepts

Social Responsibility

Looking out for others, particularly those that are disadvantaged.



Idolisation

Seeing or representing something as perfect or better than it is in reality.



Morality

Principles around how we distinguish between right and wrong or good and bad behaviour.



Prejudice

Holding the belief that certain types of people are better than others.



Propaganda

Exaggerated ideas spread by the government or a political party to promote their ideas in a heavily biased way.



Sentimentality

Exaggerated sadness, nostalgia.



Terminology

Allusion

An expression designed to call something else to mind with mentioning it explicitly.



Dramatic Irony

When the reader or audience know something that the characters don't



Allegory

A story with a hidden moral or political meaning.



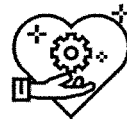
Satire

Using humour, irony or exaggeration to expose and criticise stupidity.



Maxim

A short, memorable rule or truth often about how we as a society should act.



Foreshadowing

The playwright gives us hints or clues to suggest what will happen later in the plot.



Vocabulary

- Propaganda** (see 'concepts' for definition)
- Social Responsibility** (see 'concepts' for definition)
- Transgression** (Breaking the rules)
- Justice** (Fairness in the way people are dealt with)
- Compassion** (Pity and concern for the suffering of others)
- Protagonist** (the leading character)
- Antagonist** (the opponent to the protagonist)
- Dramatic Irony** (See 'terminology')
- Figurative Language** (when words go beyond their actual meaning – techniques such as metaphor, simile, personification)
- Satire** - (see 'terminology')
- Maxim** – (see 'terminology')
- Illusion** – When something isn't as it seems
- Logos** – The logic to an argument
- Ethos** – The ethics/credibility and trust behind an argument
- Pathos** - the raising of emotion
- Hierarchy** – A system where people are ranked according to status or authority.

Further Knowledge

The novel charts the **corruptions** of **Communist** ideals of **equality**, where workers are **promised** equality and freedom and are eventually **repressed** and treated **as bad**, if not worse under previous **Capitalist** rule.



Communism is where **everyone** gets an **equal** share of **wealth** and **resources**. In theory, there are no rich or poor people: everyone is the **same**.



Capitalism is where the **government** does **not** **control** the resources and wealth. Businesses are **competitive** and it's survival of the **fittest**. This way of organizing the economy allows people to become **very rich** while other people stay poor.



Y8 Animal Farm Absolute

Plot

Mr Jones, the owner of Manor Farm drunkenly falls asleep. All the animals of Manor Farm meet in the big barn where *Old Major* delivers a speech arguing for a rebellion against humans. The Animals sing 'Beasts of England', a song from Old Major's dream.

Old Major dies in his sleep. The pigs adapt his ideas into the seven commandments of animalism & teach the other animals. The rebellion occurs & Jones is driven from the farm. The farm is renamed 'Animal Farm'.

The animals work hard. Boxer works the hardest. There is a flag-raising ceremony every Sunday. Snowball and Napoleon often clash – Snowball tries to educate all animals but Napoleon just takes interest in the puppies. Squealer convinces the animals it's best for the pigs to eat the milk & apples.

The news of Animal Farm spreads to neighbouring farms. Jones and other farmers launch an attack on the animals but are easily beaten. Boxer and Snowball fight heroically and are awarded medals.

Mollie is tempted away from the farm. Snowball announces plan for a new windmill but Napoleon unleashes his dogs, which chase Snowball off the farm. Squealer defends Napoleon's actions as in their best interests.

The animals work hard to build the windmill and their rations are cut. The pigs start to amend the commandments to suit their best interests. A storm destroys the windmill yet Napoleon blames it on the "traitor" Snowball.

Snowball is blamed for more and more failures. The hens rebel after their eggs are sold. Napoleon holds a meeting and has several animals executed for their apparent treason against the farm.

More commandments begin to change but Squealer persuades the animals that this isn't the case. Napoleon is now called 'Leader'. The humans destroy the second windmill and several animals are killed. The pigs begin drinking alcohol.

Animal Farm is named a republic with Napoleon the president. Moses returns with tales of Sugarcandy Mountain. Boxer collapses. He is taken away in a van to the slaughterhouse but Squealer says that this wasn't the case and he died on his way to the hospital.

Years pass by. Only a few animals remain alive who can remember the rebellion. Only the pigs seem richer but the animals are still proud of Animal Farm. The pigs begin walking on two legs. Humans come over for a meeting and the animals find it hard to differentiate between the pigs and people.

Characters

Mr Jones	<i>Drunken owner of Animal Farm. Embodies the tyranny of man.</i>	Moses	<i>Tamed raven of Jones. Spreads idea of Sugarcandy Mountain.</i>
Napoleon	<i>Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.</i>	Boxer	Devoted citizen and immensely strong. Innocent and naïve.
Snowball	<i>Devoted to animalism and the education of animals. Hero at the battle of the cowshed.</i>	Clover	<i>Maternal and loyal. Senses hypocrisy but can't express it</i>
Squealer	<i>Mouthpiece of Napoleon. Uses propaganda to control animals.</i>	Mollie	<i>Shallow & childish. Craves ribbons & sugar. Deserts the farm</i>
Old Major	<i>Wise, old pig. Inspires the rebellion with his rhetoric.</i>	Benjamin	<i>Stubborn, cynical & apathetic. Only stirred to passion by Boxer's removal</i>
Dogs + Sheep	<i>Instruments of fear and control, educated by Napoleon.</i>		

Key Quotations

Chapter 1	'Whatever goes upon two legs is an enemy'
Chapter 2	'All animals are equal'
Chapter 3	'Four legs good, two legs bad'
Chapter 4	'War is war. The only good human being is a dead one'
Chapter 5	'If Comrade Napoleon says it, it must be right'

Chapter 6	'All that year the animals worked like slaves'
Chapter 7	'And so the tale of confessions and executions went on'
Chapter 8	'No animal shall kill any other animal <i>without cause</i> '
Chapter 9	'All rations were reduced except those of the pigs and the dogs'
Chapter 10	'All animals are equal but some animals are more equal than others'

All Saints Absolutes – Year 8 French Term 1a - Free Time in the Past Tense

Quiz 1.1 – Y7 Revision

My name is Robert.	Je m'appelle Robert.
I am 13 years old and I am lazy	J'ai treize ans et je suis paresseux.
My favourite subject is French.	Mon sujet préféré c'est le français.
I have a brother but I don't have a sister.	J'ai un frère mais je n'ai pas de sœur.
However I would like a sister.	Cependant, je voudrais (avoir) une sœur.
I play tennis and I love to do bike riding.	Je joue au tennis et j'aime faire du vélo.

Quiz 1.2 – avoir

I have a mobile and a computer	J'ai un portable et un ordinateur
He has a brother and sister	Il a un frère et une soeur
She has a dog and a cat	Elle a un chien et un chat
We have a sandwich and a lemonade	Nous avons un sandwich et une limonade
They have Maths with Mr Wan	Ils/elles ont les maths avec Monsieur Wan
Have you got any brothers or sisters?	As-tu des frères et soeurs?

Quiz 1.3 – past tense 'avoir' in the first person (je)

Last weekend I played football.	Le weekend dernier j' ai joué au foot.
Yesterday I watched TV.	Hier j' ai regardé la télé.
I listened to music.	J' ai écouté de la musique.
I ate a pizza.	J' ai mangé une pizza.
I did some shopping.	J' ai fait du shopping.
I drank a coke.	J' ai bu un coca.

Quiz 1.4 – past tense 'avoir' with 'il/elle and nous'

He played tennis.	Il a joué au tennis.
He watched a film.	Il a regardé un film.
She listened to the radio.	Elle a écouté de la radio.
She ate a sandwich.	Elle a mangé un sandwich.
We did some bike riding.	Nous avons fait du vélo.
We drank coffee.	Nous avons bu du café.

Quiz 1.5 – consolidation of half term 1

Quiz with someone at home from quizzes 1/2/3/4	
You will have a translation to see how much you can recall	

Parallel texts

<p>Yesterday, I watched the television with my family. After that, I ate a pizza. After having done that, I read a book in my bedroom. The evening, I spoke with my sister and my brother.</p> <p>The weekend last, I went into town with my friends. I bought a t-shirt, but my female friend bought a skirt. After that, we ate in a café. The afternoon, we visited the park.</p> <p>The week last, I went to the cinema where I watched a film. It was fantastic! After I went to the home.</p>	<p>Hier, j'ai regardé la télévision avec ma famille. Après ça, j'ai mangé une pizza. Après avoir fait cela, j'ai lu un livre dans ma chambre. Le soir, j'ai parlé avec ma sœur et mon frère.</p> <p>Le weekend dernier, je suis allé en ville avec mes copains. J'ai acheté un t-shirt, mais ma copine a acheté une jupe. Après ça, nous avons mangé dans un café. L'après-midi, nous avons visité le parc.</p> <p>La semaine dernière, je suis allé au cinéma où j'ai regardé un film. C'était fantastique ! Après je suis allé à la maison.</p>
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All Saints Absolutes – Year 8 French Term 1b - Free Time

Quiz 2.1 – past tense with être

I went into town.	Je suis allé en ville.
I went to the park.	Je suis allé au parc.
I went to the swimming pool. (feminine)	Je suis allée à la piscine.
I went to school. (feminine)	Je suis allée au collège.
I stayed at home.	Je suis resté à la maison.
I stayed in bed. (feminine)	Je suis restée au lit.

Quiz 2.2 – opinions in the past tense

It was interesting.	C'était intéressant.
It was useful.	C'était utile.
I went into town and it was brilliant!	Je suis allé(e) en ville et c'était super !
I did shopping but it was expensive.	J'ai fait du shopping mais c'était cher.
It was very fun.	C'était très/vraiment amusant.
I found it boring.	Je l'ai trouvé ennuyeux/barbant.

Quiz 2.3 – where + other connectives and places

After having done that, I bought a t-shirt.	Après avoir fait cela, j'ai acheté un t-shirt.
Later I saw a film in town.	Plus tard j'ai vu un film en ville.
I went to the park where I played football.	Je suis allé au parc où j'ai joué au foot.
I stayed at home where I relaxed	Je suis resté à la maison où j'ai relaxé.
However , I didn't play rugby.	Cependant , je n'ai pas joué au rugby.
Then I decided to play football.	Puis j'ai décidé de jouer au foot.

Quiz 2.4 – Speaking assessment phrases

In my family there are 5 people including me.	Dans ma famille il y a 5 personnes y compris moi.
I am very funny but quite lazy.	Je suis très amusant mais assez paresseux.
Normally, I like to eat pasta.	Normalement, j'aime manger des pâtes.
My favourite subject is French because it is super.	Mon sujet préféré c'est le français parce que c'est super.
Last weekend, I went into town with my friends.	Le weekend dernier, je suis allé(e) en ville avec mes amis.
In my opinion it was really great and very funny.	À mon avis c'était vraiment génial et très amusant.

AVOIR IN PAST		
person	avoir (have)	past tense activity
j'	ai	mangé
il	a	regardé
elle	a	écouté
nous	avons	dansé pris – took

Parallel texts

<p>Hi</p> <p>In our family there are four people including me.</p> <p>I am very sporty and always patient. Usually I like eating chicken with chips but when it's sunny I love an ice cream. My favourite subject is Art because I am creative and I love teacher.</p> <p>Last weekend, I stayed at home with my family.</p> <p>I watched television and</p> <p>I listened to music in my room.</p> <p>We ate our meals together and we played cards in the evening.</p> <p>It was nice but a bit boring.</p>	<p>Salut</p> <p>Dans notre famille il y a quatre personnes y compris moi.</p> <p>Je suis très sportif et toujours patient. D'habitude j'aime manger du poulet avec des frites mais quand il y a du soleil j'adore une glace. Mon sujet préféré est le dessin vu que je suis créatif et j'adore la prof.</p> <p>Le weekend dernier, je suis resté(e) à la maison avec ma famille.</p> <p>J'ai regardé la télé et</p> <p>j'ai écouté de la musique dans ma chambre.</p> <p>Nous avons mangé nos repas ensemble et</p> <p>Nous avons joué aux cartes le soir.</p> <p>C'était sympa mais un peu ennuyeux/barbant.</p>
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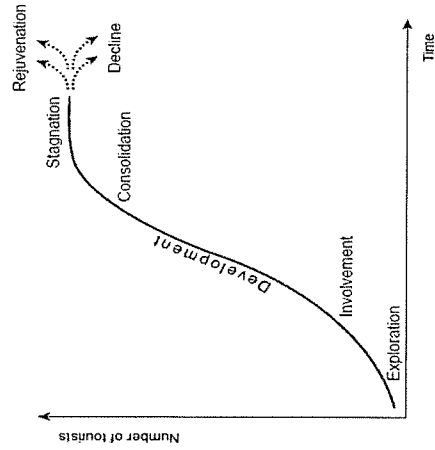
All Saints' Absolutes - Geography: Year 8 – Fantastic Places - Tourism

Background

- What is tourism?** Tourism is the act and process of spending time away from home in pursuit of recreation, relaxation, and pleasure, while making use of the commercial provision of services.
- What types of holiday can people go on?** There are many types of holidays including:
 - Ecotourism** – Going on holiday with the desire to learn about local people and the environment in mind. Ecotourist resorts are managed in a sustainable way.
 - Mass tourism** – Very high numbers of tourists visit certain destinations leading to crowded resorts. Mass tourism is often linked to popular beach resorts such as Benidorm in Spain.
 - Active tourism** – Tourism where people take on active pursuits such as walking and climbing, often in very scenic locations such as Scotland.
 - Winter tourism** – Often linked to places such as France and Switzerland where people go take on activities such as skiing, hiking, skating, sledging along with visiting attractions such as ice caves.
- When did people start to go on holiday in the UK?** Holidays were first taken in the mid 1800's when Thomas Cook started organised day trips by train to beach resorts in the UK. As people started to get paid holiday and passenger rail services became more developed, people started to stay in UK beach resorts for longer. This led to the growth of holiday resorts such as Blackpool, where hotels and tourist attractions such as the Blackpool Tower and Pleasure Beach were developed.
- Why have more people in the UK started to holiday abroad?** There are many reasons why people have started to take holidays outside of the UK -:
 - Decline of British resorts** – Tourists have become fed up with tired coastal resorts, which often have poor weather and a lack of facilities.
 - Cheap flights** – Low cost airlines such as Easyjet and Ryanair have made it easy to visit places such as Spain.
 - Package holidays** – Holiday packages since the 1950's and 60's including hotel, transport and food have made it easier for families to travel abroad.
 - TV and advertising** – People are seeing a wider range of new holiday destinations and are attracted to new types of tourism, meaning that new places become popular.

How do tourist resorts change over time?

- The Butler model shows how tourist resorts change over time.
- Firstly, tourists find a new destination and are attracted perhaps by the scenery or things to do e.g. beaches (development stage).
- As the resort consolidates, new hotels, bars restaurants and other tourist attractions are created and the resort begins to become very popular.
- Eventually problems such as traffic congestion, pollution, litter and unsightly buildings lead to the resort stagnating and people find other locations to go on holiday.
- The resort can either rejuvenate by creating new attractions for different types of tourist or will decline and continue to lose popularity with tourists.



Difference between Mass Tourism and Ecotourism

- Positive Impacts of mass tourism** – Jobs created, More money for the country, Local traditions and customs are kept alive because tourists enjoy traditional shows, e.g. Flamenco dancing, Money from tourists can be used to protect the natural landscape, New facilities for the tourists also benefit locals, e.g. new roads, Greater demand for local food and crafts.
- Negative impacts of mass tourism** – Jobs are often seasonal (based on the time of year) and are poorly paid, Most money goes out of the area to big companies, not locals, Culture and traditions change as outsiders arrive, Damage to the natural environment, e.g. footpath erosion (the wearing away of footpaths), litter, habitats destroyed to build hotels, Overcrowding and traffic jams, Prices increase in local shops as tourists are often more wealthy than the local population
- Ecotourism** is a type of sustainable development. The aim of ecotourism is to reduce the impact that tourism has on naturally beautiful environments.
- The ecotourism approach** involves: Ensuring that tourism does **not exploit the natural environment** or local communities, **Consultation with local communities** on planned developments, Making sure that **infrastructure** improvements benefit local people and not just tourists.
- Ecotourism** sets out guidelines for how tourists should behave when visiting fragile environments: **Protect the environment** – keep to footpaths, don't leave litter or start fires, **Don't interfere with wildlife** – don't scare or feed the animals, **Protect resources** – don't take too many showers or use air conditioning, **Support local communities** – stay in locally owned accommodation and buy produce from local people, **Eat local food and drink** – avoid products that have been imported from MEDCs, **Respect local customs and traditions** – some communities are offended when tourists wear inappropriate clothes in religious places, strip off on the beach or behave in a rowdy manner. Locals appreciate tourists who try to learn the language and show an interest in their culture.

Example of the management of a fantastic place – Peak District, UK

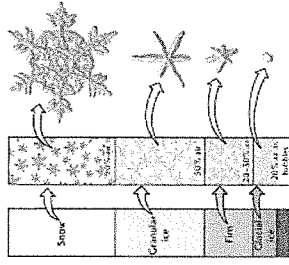
- Attractions of the Peak District** – People like to visit the Peak District for the scenery and as an escape from life in nearby cities such as Sheffield, Leeds and Manchester.
- Conflicts linked to tourism in the Peak District** – There are many conflicts within national parks. For example:
 - Too many visitors in an area can destroy the environment that they have come to see.
 - Much of the land within the national parks is privately owned – and the owners may not like people roaming across their land.
 - People may buy second homes within national Parks because they like the environment offered.
 - This pushes up house prices for locals.

- Management of tourism issues:** Tourism has been managed in the Peak District in many ways including parking charges to reduce traffic, the increase in visitor centres to educate people about responsible tourism and the closing of damaged paths to allow regeneration. Future options may include the use of tourist taxes.



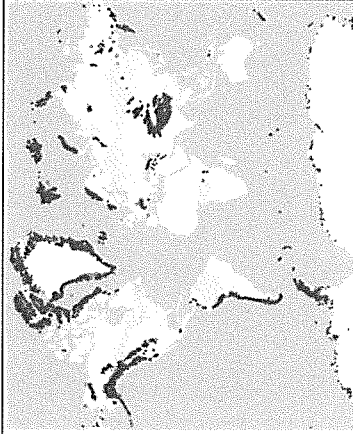
1. What are glaciers?

Glacier formation: snow falls - does not melt through the year - more snow falls - layers build up - the weight over upper layers, compresses the snow in the lower layers - firm forms - eventually most of the air bubbles are squeezed out so the snow becomes ice and forms a glacier.



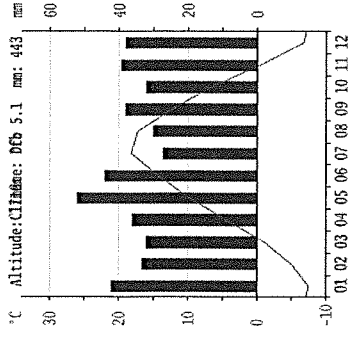
2. Where are glaciers?

- a. Polar glaciers are found in areas of high latitude.
- b. Polar glaciers are found in the north and south polar regions like Greenland, Canadian Arctic and Antarctica.
- c. Alpine glaciers are found in areas of high altitude.
- d. Alpine glaciers are found in mountain ranges like the Himalayas in Asia, the Alps in Europe and the Andes in South America.



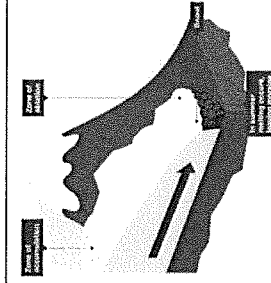
3. What are glacial climates?

- a. There is plenty of rain all year ground in glacial areas. This is mainly relief rain caused by air rising, cooling and condensing over mountains.
- b. In the months where the temperature is below freezing, the dominant precipitation type will be snow, which contributes to the build-up of glaciers.
- c. Temperatures are low (often below freezing point in glacial areas). In Alpine areas this is due to a high altitude, where thinner air transfers heat less effectively. In Polar areas, the cold conditions are mainly down to a high latitude location where the Sun's heat is less concentrated so the temperatures are lower. Glaciers retreat when temperatures are above 0°C and advance when they are below 0°C.



4. How do glaciers move?

- a. The weight of ice makes glaciers move very slowly downhill as the ice's weight and gravity make the ice crystals change shape (internal deformation) so the glacier moves downward. In summer this is helped by meltwater lubricating the base of the glacier.
- b. Zone of accumulation = the addition of ice to a glacier from snowfall (normally in cold periods)
- c. Zone of ablation = the removal of ice from a glacier by melting and evaporation (warm months)
- d. Glacial advance = the movement of a glacier's snout further down a glacial trough as a result of increased accumulation.
- e. Glacial retreat = the movement of a glacier's snout back up the glacial valley as a result of an increase in ablation.



keywords

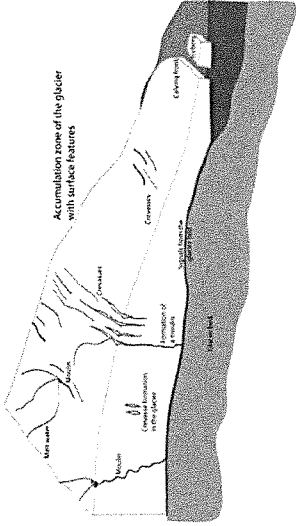
Glacier	Ice on the land that is formed by layers of snow building up and being compressed into ice over many years.	The distance from the equator.
Alpine	Found in areas of high altitude areas (i.e. Alps, Himalayas).	The high altitude zone of the glacier where snow falls
Polar	Found in areas of high latitude (i.e. the North and South Pole).	The low altitude zone of the glacier where the ice melts
Firn	Material made when snow is compressed but not yet solid glacial ice.	A hollow in the mountain where snow starts to settle and a glacier is formed
Weathering	When the weather causes something to break down where it is.	A jagged ridge along a mountain range caused by 2 glaciers on either side
Erosion	When something is broken down and moved away.	A pyramid shaped peak in a mountain, multiple glaciers erode the sides of the mountain
Abrasion	Erosion caused by rocks and boulders in the base of the glacier acting like a giant file scratching and scraping the rocks below.	A deep wedge or crack in a glacier caused by the glacier moving
Plucking	A type of erosion where melt water in the glacier freezes onto rocks, and as the ice moves forward it plucks or pulls out large pieces along the rock joints.	A narrow tunnel in a glacier caused by surface meltwater
Till	When a glacier melts and retreats, the jagged, unsorted pieces of rock held in or on the ice are deposited.	An extended period of time with significantly low global temperatures, causing glaciers to advance
Moraine	Frost-shattered rock debris and material eroded from the valley floor and sides, transported and deposited by glaciers.	A period of time with cooler temperatures, does not have to be an ice age
Altitude	Height above sea level.	A period of time with warmer temperatures.

Geography – How did Joe Simpson escape Siula Grande?

5. What are glacial features?

- Crevasse:** A crevasse is a deep, wedge-shaped opening in a moving glacier. Crevasses form when different parts of a glacier move at different speeds. When traveling down a valley, a glacier moves faster in the middle. The sides of a glacier are slowed down as they scrape against valley walls. As the sections advance at different speeds, crevasses open in the ice.

Moulin: It's a narrow hole worn in the ice by surface meltwater which carries water from the surface to the base far below. Moulins form when summer meltwater streams on the surface of the glacier finds a crevasse in the ice and begins to pour down through the ice. As the water moves downward, its turbulence and heat creates a passage (up to 10m wide) that can go all the way down to the bottom of the glacier, hundreds of meters deep.



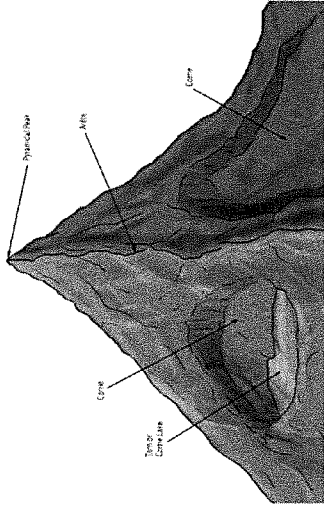
6. Where are rock features?

- Corrie:** A hollow part of the mountain where snow is collected, the glacier forms and further erodes the hollow. When the glacier melts, we can then see the corrie.

Corrie lake: When a glacier retreats or completely melts, the corrie may store some meltwater on the surface which we call a corrie lake or tarn.

Pyramidal Peak: Sometimes, there are 3 or more glaciers on different sides of a mountain. When they erode and make a corrie on all sides, a rough, jagged peak is created at the top which we call a pyramidal peak.

Arête: Sometimes, there are 2 glaciers on the opposite sides of a mountain. When they erode and make a corrie on either side, a rough, jagged ridge is created along the top which we call an arête.



7. Were there glaciers in the UK?

Ice age = popular name for the cold times experienced in the Pleistocene period. Current ice age began 2.6 million years ago. The last glacial maximum was 20,000 years ago. We are now in an interglacial (warmer period) which began 10,000 years ago.

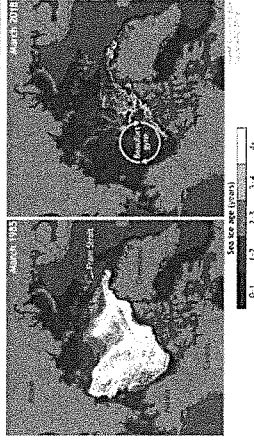
Evidence

- Ice melted 11,500 years ago, filled the corries with water, creating tarn.
- U-shaped valley (glacial trough) was v-shaped but plucking and abrasion eroded the rock and smoothed the valley. Hanging valley created by smaller or weaker glaciers that didn't make a u-shaped valley.
- Moraines are rock walls created by scree that has been transported by the glacier as it advanced.
- Truncated spurs were interlocking spurs (created by rivers) but the glacier plucked rocks and eroded through abrasion which sliced off the end.
- Evidence of free-thaw weathering as water froze in cracks in the rock, breaking them apart.



8. Will we have glaciers in the future?

- Glaciologists around the world are measuring the length and depth of glaciers every summer and winter.
- In the last 100 years, most glaciers have shrunk by two-thirds and many disappeared altogether.
- Daniel Fagre predicts there will be no glaciers left in the USA by 2050.
- 80% of snow and ice on Kilimanjaro have melted since 1912.
- Most Himalayan glaciers will have disappeared by 2035.
- Arctic sea ice has thinned and ice burgs have increased as the ice breaks away from the polar glacier
- Thawing permafrost has caused the ground the subside by 4.6 metres in Alaska
- There is indisputable evidence that the climate is getting warmer, causing glacier melt
- The main cause of climate warming is the burning of fossil fuels
- Impacts include rising sea levels and more warm water which expands
- However, current predictions are that it will take 5,000 years for all ice in Greenland, Antarctica and all alpine glacial areas to melt.



Test Yourself Questions

- Explain how snow turns into glacial ice
- Explain how glaciers form at the top of mountains
- Explain why glaciers form at the top of mountains
- What is the difference between alpine and polar glaciers?
- Describe glacial climates
- Explain the different between glacial climates and the climate of Mansfield
- Describe the location of glaciers
- Explain how glaciers move
- Explain how the movement of glaciers impacts the rock underneath
- Explain why glaciers may be dangerous for climbers
- What is the difference between crevasses and moulins?
- Explain the evidence that glaciers leave behind
- What is the cause of glacial advance?
- What is the cause of glacial retreat?
- Why are there no longer glaciers in the UK?
- Compare the sea ice extend in the Arctic in 1985 and 2018, using the maps in section 8.
- What is the main cause of glacial ice melt? What is the evidence for this?
- Select 5 keywords that you are not confident with and use LCSWC to learn their definitions
- Select 5 keywords that you struggle to spell and use LCSWC to learn their spellings
- What do you think will happen to glacier in the future?

Half Term 1 Greetings and all about me



Quiz 1.1 – wie heißt du?

Guten Morgen / Guten Tag	Good morning / good day
Wie heißt du?	What are you called?
Hallo! Ich heiße Simon	Hello! I am called Simon
Tschüss / Auf Wiedersehen	See you / good bye
Es geht mir gut / es geht mir schlecht	I'm fine / I'm not so good
Ich mag / ich liebe / ich hasse	I like / I love / I hate
Schokolade / Musik / Bücher / Katzen / Cola / Chips	Chocolate / music / books / cats / coke / crisps

Quiz 1.2 – Wann hast du Geburtstag?

Wie alt bist du?	How old are you?
Ich bin zwölf Jahre alt	I am twelve years old
Wann hast du Geburtstag ?	When is your birthday?
Ich habe am ersten Januar Geburtstag	I have my birthday on the first January
Mein Geburtstag ist am dritten Februar	My birthday is on the third February
zwölf, achtzehn, einundzwanzig, dreißig	twelve, eighteen, twenty-one, thirty
Meine Lieblingszahl ist.../ mein Lieblingsmonat ist....	My favourite number / month is....

Remember
CAPITAL
LETTERS on
ALL nouns

Quiz 1.3 – Wie bist du?

Wie bist du?	What are you like?
Ich bin freundlich und launisch	I am friendly and moody
Ich bin sehr frech aber lustig	I am very cheeky but funny
Ich bin ziemlich intelligent aber ich bin nicht kreativ	I am quite intelligent but I am not creative
Ich bin sehr sportlich	I am very sporty
Meine Lieblingsmusik ist sehr laut	My favourite music is very loud

Quiz 1.4– Meine Sachen – talking about your belongings

Hast du....?	Do you have...?
Ja, ich habe.....Und du?	Yes I have And you?
Nein, aber ich habe.....	No, but I have
Er hat / sie hat / es hat	He has / she has / it has
einen Fußball, eine Schlange, ein Handy, einen Computer, einen Roman	a bird, a football, a snake, a mobile phone, a computer, a novel
Ich möchte	I would like...

Quiz 1.5. Wo wohnst du?

Ich wohne in Deutschland / Österreich / in der Schweiz	I live in Germany / Austria / Switzerland
Wo wohnst du?	Where do you live?
Er / sie wohnt in....	He / she lives in.....
Das ist in England / Schottland / Irland	That's in England / Scotland / Ireland
Ich wohne in München	I live in Munich
Er wohnt in Köln. Das ist in Deutschland	He lives in Cologne. That is in Germany
Ich finde Mansfield prima denn dort ist viel los	I find Mansfield great because there is a lot going on

Parallel texts

Guten Morgen! **Ich heiße** Jacob und ich bin vierzehn **Jahre** alt. Es geht mir sehr gut. Wie geht's? Ich wohne in Wien, das ist in Österreich. Ich finde Wien prima denn dort ist viel los

Ich habe am dritten März **Geburtstag**. Ich finde mein Geburtstag ziemlich toll aber mein Lieblingsmonat ist Januar.

Ich bin **ein bisschen** sportlich und **sehr** intelligent aber ich bin nicht kreativ oder laut. Wie bist du?

Ich habe **zu Hause** einen Computer und einen Roman aber ich möchte eine Schlange. Ich habe auch einen Hund. Ich finde meinen Hund super **denn** er ist sehr cool. Hast du einen Hund?

Tschüss

Good morning! I am called Jacob and I am fourteen years old. It goes me very good. How are you? I live in Vienna, that is in Austria.. I find Vienna super because there is a lot going on

I have on the third March Birthday. I find my Birthday quite brilliant but my favourite month is January.

I am a bit sporty and very intelligent and but I am not creative or loud. . How are you?

I have **at home** a computer and a novel but I would like a snake. I have also a dog. I find my dog super **because** he is very cool. Have you a dog?

See you!!

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See you!!



Quiz 2.1 – Hast du ein Haustier?

Hast du ein Haustier?	Have you got a pet?
Ich habe kein Haustier aber ich möchte	I haven't got a pet but I would like ..
Ich habe einen Hund	I have a dog
Wie heißt er/sie / es?	What is he / she / it called?
Er / sie / es heißt	He / she / it is called..
ein Pferd/eine Katze/ein Meerschweinchen	A horse / a cat / a guinea pig

Quiz 2.2 – Wie ist er / sie / es ?

Wie ist er / sie / es?	What is he/she/it like?
Er / sie / es ist....	He / sie / it is...
Mein Hamster ist klein und niedlich	My hamster is small and cute
Mein Pferd ist schlau und kräftig	My horse is clever and strong
Meine Katze ist frech	My cat is cheeky
Hast du ein Lieblingstier?	Do you have a favourite animal?
Ja, mein Lieblingstier ist einen Hund	Yes my favourite animal is....

Key skills

1. To use 3rd person
2. Understand the use of gender
3. Conjugate present tense verbs
4. Use a range of adjectives
5. To use the conditional tense 'ich möchte'

Quiz 2.3 – Hast du Geschwister?

Hast du Geschwister?	Have you got any brothers and sisters?
Ja ich habe einen Bruder und eine Schwester	Yes I have a brother and a sister
Nein ich habe keine Geschwister	No I don't have any siblings
Ich bin Einzelkind aber ich möchte..	I am an only child but I would like a..
Mein Bruder ist elf Jahre alt	My brother is eleven years old
Meine Schwester ist lustig und kreativ	My sister is funny and creative

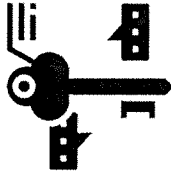
Quiz 2.4 – Wie viele Personen gibt es in deiner Familie?

Wie viele Personen gibt es in deiner Familie?	How many people are there in your family?
In meiner Familie gibt es vier Personen	In my family there are 4 people
Meine Mutter / mein Vater heißt...	My mum / my dad is called...
Sie ist vierzig Jahre alt	She is 40 years old
Mein Vater ist groß und sportlich	My dad is tall and sporty
Wir wohnen in..	We live in...
Meine Großeltern wohnen in....	My grandparents live in....

Quiz 2.5 – Beschreib dich

Ich habe kurze Haare	I have short hair
Ich habe lange / mittellange Haare	I have long / mid length hair
Ich habe blaue /graue / grüne Augen	I have blue/grey/green eyes
Er hat lange schwarze Haare	He has long black hair
Sie hat kurze braune Haare	She has short brown hair
Meine Mutter hat grüne Augen und kurze rote Haare	My mum has green eyes and short red hair

The Bible and Key Figures



Key Vocabulary/Tier 2 for now and forever

1. **Immanent**

2. **Revelation**

3. **Covenant**

4. **Gospel**

5. **Omnibenevolent**

Big Themes: Genres of the Bible and using a Bible. You will explore Nature of God as presented in the Old Testament: Immanent – In the Story of Adam & Eve. Requesting devotion - In the story of Abraham & the binding of Isaac. God fulfils His promise (covenant) – in the story of Joseph. God displays his omnipotence (power) and wrath (righteous judgment against sinful humans)– in the stories of Moses and the 10 plagues and in Joshua & the walls of Jericho. The nature of God portrayed in the New Testament will be explored through the person of Jesus in particular the Gospel of Mark.

Factual Knowledge:

The Bible is made up of 73 books, 46 in the Old Testament and 27 in the New Testament. The entire Bible is referred to as 'Canon' – meaning the Bible cannot be added to or pieces cannot be removed. Everything within it is of equal value.

The Old Testament tells stories of God and his relationship with his 'Chosen People' the Jews. Through these stories, something of the nature of God is revealed: The story of Adam and Eve, reveals God as Immanent- active on earth and involved with His creation. The story of the binding of Isaac comes after a long relationship of trust-building between God and Abraham. Abraham knew God was good, faithful to His promises, and able to work things beyond Abraham's understanding. He had spoken with God for decades. As past events had proved God to be faithful, Abraham had good grounds to believe He would fulfil His promise to bring about nations through Isaac, that is, that Isaac would not remain dead even if sacrificed. The story of Joseph highlights how God's wisdom secures His promises. Joseph is part of Abraham's line, someone to mediate God's blessings to the nations. In both the stories of Moses and the 10 plagues and Joshua and the walls of Jericho, we see the frightening and electrifying power of God.

The New Testament contains Four Gospels – each Gospel was written at a different time for a different audience, e.g. Mark wrote his Gospel for the persecuted Christians in Rome. The aim of Mark's gospel is to reveal the identity and nature of Jesus Christ and give comfort to those being persecuted for belief in Jesus, to tell them their suffering is not in vain.

Key religious teachings:

Exodus 34:6-7..Jehovah, a God merciful and gracious, slow to anger and abundant in loving-kindness and truth; keeping loving-kindness for thousands, forgiving iniquity, transgressions and sin; and I will by no means clear the guilty, visiting the iniquity of the fathers upon the children, and upon the children's children. . . .

Mark 1:1 "The beginning of the good news about Jesus the Messiah, the Son of God..."

Mark 4:39-41 "He got up, rebuked the wind and said to the waves, "Quiet! Be still!" Then the wind died down and it was completely calm. He said to his disciples, "Why are you so afraid? Do you still have no faith?" They were terrified and asked each other, "Who is this? Even the wind and the waves obey him!"

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1. Bible 2. Testament 3. Canon 4. Promise	1. reference 2. Moses 3. Israelite 4. relationship	1. Revealed 2. Chapter 3. Verse 4. Immanent	1. metaphor 2. Interpretation 3. temptation 4. Free Will	1. Monotheism 2. Prophet 3. faithful 4. plague	1. messiah 2. evangelist 3. Saviour 4. Death	1. Gospel 2. Conversion 3. persecute 4. Belief



This unit will link to quotes studied in the next unit and Church History and Judaism.

Parallel text (model answer for speaking assessment)

Hallo! Ich heiße Maya und ich bin vierzehn Jahre alt. Ich wohne in Köln, das ist in Deutschland. Ich finde Köln sehr interessant denn es ist laut und lustig!

Ich habe am fünfzehnten Juni Geburtstag.

In meiner Familie gibt es vier Personen. Ich habe einen Bruder und er heißt Oliver. Er ist zehn Jahre alt und er ist sportlich aber faul. Ich habe auch eine Schwester. Sie heißt Maria und sie ist neun Jahre alt. Sie ist ziemlich frech aber süß

Zu Hause haben wir einen Hund und eine Katze, jedoch möchte ich ein Pferd. Ich finde meine Katze wirklich cool denn sie ist niedlich.

Ich habe zu Hause einen Roman und einen Computer aber mein Computer ist sehr alt und zu langweilig.

Ich bin ziemlich intelligent und total freundlich, aber ich bin gar nicht sportlich denn ich finde Sport stinklangweilig.

Hello. I am called Maya and I am fourteen years old. I live in Cologne, that is in Germany. I find Cologne very interesting because it is loud and funny!

I have on 15th June birthday.

In my family there are 4 people. I have a brother and he is called Oliver. He is 10 years old and he is sporty but lazy. I have also a sister. She is called Maria and she is 9 years old. She is quite cheeky but sweet

At home have we a dog and a cat however would like I a horse. I find my cat really cool because it is cute.

I have at home a novel and a computer but my computer is very old and too boring .

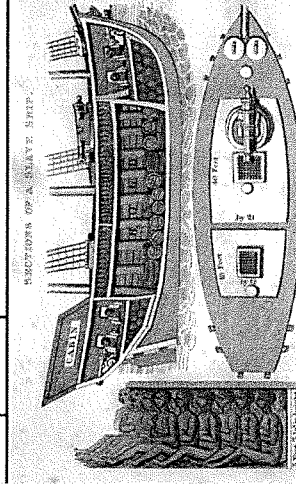
I am quite intelligent and totally friendly but I am not a all sporty because I find sport dead boring

History

Year : 8

Topic: Trade in enslaved people & Civil Rights

Timeline	
1.	1562 Sir John Hawkins led England's first slaving expedition. He sailed from Plymouth and captured African slaves in Guinea, and then traded them in the West Indies.
2.	1655 Britain captured Jamaica from Spain, the demand for sugar continued to grow, and the trade became more lucrative.
3.	1771 Granville Sharp (a British abolitionist) won a court case that any enslaved who were brought from the colonies to Britain, could not be forcibly returned to the trade in enslaved people in the Caribbean/America.
4.	1783 British Society for Effecting the Abolition of the Slave Trade is founded.
5.	1789 Olaudah Equiano published his autobiography. He was one of the most prominent black campaigners in the anti-slavery movement. He was an ex-enslaved person who, by the 1780s, lived as a free man in London.
6.	1791 An enslaved uprising, led by Toussaint Louverture begins in Saint-Domingue, France's most lucrative colony.
7.	1804 Enslaved uprising on the island of St Domingue successful and the first independent black state outside Africa - Haiti - is established.
8.	1807 On 25 March, transatlantic trade in enslaved people abolished by the British Parliament.
9.	1833 The Abolition of Slavery Act is passed by the British Parliament, abolishing the practice of slavery in all British territories.
10.	1839 Rebellion on the Amistad. The captured slaves took control of the ship on which they were being transported. Their case was heard in the U.S Supreme Court, and the judge ruled that they were right to regain control. In 1842, the Slaves were returned to their homeland Sierra Leone.
11.	1863 President Lincoln issued the final Emancipation Proclamation freeing all enslaved people in territories held by Confederates in the American Civil War.
12.	1865 6th December: The Thirteenth Amendment to the United States Constitution, passed by Congress on January 31, 1865, is finally ratified. Slavery is abolished in America.
13.	1955-1956 The Montgomery Bus Boycott took place between 5th December 1955 and 20th December 1956. It is regarded as the first large-scale U.S. demonstration against segregation
14.	1964 The Civil Rights Act of 1964 outlaws discrimination based on race, colour, religion, gender, or national origin. It bans unequal voting rights, and racial segregation in schools, employment, and public accommodations.
15.	1965 The Voting Rights Act of 1965, aimed to overcome legal barriers at the state and local levels that prevented African Americans from exercising their right to vote.
16.	1968 The Civil Rights Act of 1968.



REPRODUCTION OF A SLAVE SHIP, 1810.

Key words

1.	Enslaved person	A person who has no rights, can be bought and sold, has no freedom and does not get paid for their work.
2.	The Trade Triangle	The route of the Atlantic Slave Trade, between Britain, West Africa and North America/the Caribbean.
3.	The Middle Passage	The sea journey undertaken by slave ships from West Africa to the Caribbean/America.
4.	Cash crops	A crop produced for its commercial value rather than for use by the grower.
5.	Branding	The action of marking with a hot branding iron.
6.	Auction	A public sale in which the enslaved were sold to the highest bidder.
7.	Plantation	A large estate on which cash crops are grown, usually by enslaved people.
8.	Overseer	A person who supervises others, especially workers.
9.	Uprising	an act of resistance or rebellion; a revolt.
10.	Abolition	The action of ending a system, practice, or institution.
11.	Emancipation	The freeing of someone from slavery.
12.	Civil Rights	The rights of citizens to political and social freedom and equality.
13.	Colony	A country or area under the full or partial political control of another country and occupied by settlers from that country.

Key individuals

1.	Harriet Tubman	An American abolitionist and social activist. A prominent figure on the underground railroad.
2.	Eric Irons	The first black magistrate in Britain. Lived and served in Nottingham.
3.	Toussaint Louverture	a Haitian general and the most prominent leader of the Haitian Revolution .
4.	Thomas Clarkson	Leading abolitionist in the 18th and 19th centuries. He wrote 'The History, Rise, Progress and Accomplishment of the Abolition of the African Slave Trade by the British Parliament' in 1808.
5.	Oluadah Equiano	Prominent abolitionist in Britain. He was a freed enslaved person in London.
6.	Granville Sharp	Chairman of the Committee to Abolish the Slave Trade in Britain.
7.	William Wilberforce	Was the main figurehead in Parliament for the Abolitionist campaign.
8.	Abraham Lincoln	President of the USA during the American Civil War, announced the Emancipation Proclamation to free the enslaved in America.
9.	Martin Luther King Jr.	Leading Civil Right's campaigner in the 20th century, arranged the Montgomery Bus Boycott of 1955-56.
10.	Rosa Parks	American Civil Rights activist best known for her pivotal role in the Montgomery bus boycott.
11.	Malcolm X	A prominent figure in the American Civil Rights movement and spokesperson for the Nation of Islam.
12.	Dred Scott	Dred Scott was an enslaved African-American man who, along with his wife, Harriet, unsuccessfully sued for freedom for themselves and their two daughters
13.	Nat Turner	Led an enslaved uprising in Virginia in 1831.

History

Year : 8

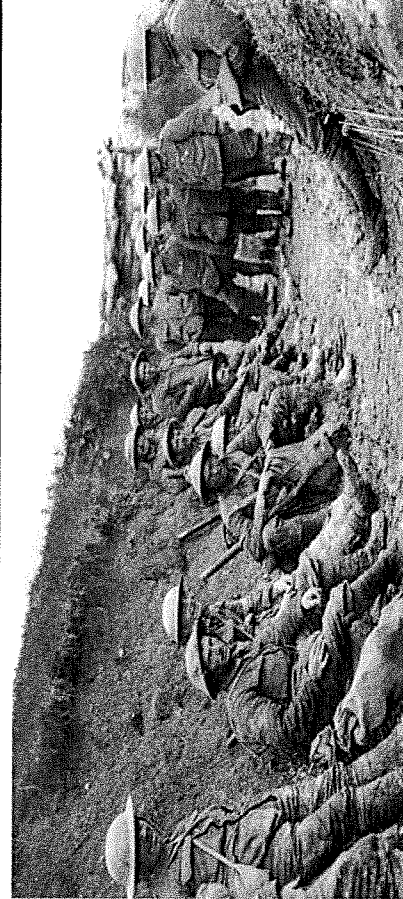
Topic: World War One

- World War I was a major conflict fought in Europe and around the world between July 28, 1914 and November 11, 1918.
- Nations from across all non-polar continents were involved and over eight million people died, although Russia, Britain, France, Germany, and Austria-Hungary dominated.
- Much of the war was characterized by stagnant trench warfare and massive loss of life in failed attacks.

Timeline

1.	28 Jun 1914	Arch Duke Franz Ferdinand assassinated by Gavrilo Princip during a visit to Sarajevo, Bosnia.
2.	4 Aug 1914	Germany activates Schlieffen Plan and invades Belgium. Britain declares war on Germany after ultimatum.
3.	Apr 1915	Second Battle of Ypres: Germans used poison gas for the first time.
4.	1 July 1916	Haig launched attack at the Somme to relieve French at Verdun. First day resulted in 57,000 British casualties. British used the tank for the first time.
5.	Nov 1916	Battle of the Somme ends with loss of 1.25 million men.
6.	April 1917	USA declares war on Germany
7.	Nov 1917	Battle of Cambrai: British attack -476 tanks are used along the trench line.
8.	Oct 1918	German Navy rebels and refuses to fight
9.	11/11/18	Armistice signed and fighting stops after German army is clearly defeated.
10.	June 1919	The Treaty of Versailles is signed, officially ending the war and dealing with Germany.

Key medical Developments



Key words

1.	Militarism	The belief that a country should keep strong military and be prepared to use it to defend national interests.
2.	Alliance	A group of countries that are formally united or working together for a similar aim or common purpose.
3.	Imperialism	Extending a country's influence by building a large overseas empire—usually using military force.
4.	Nationalism	A feeling of being superior to other countries and following your own national interest above all else.
5.	Artillery	Very large guns that fire at long range. Moved on wheels or tracks.
6.	No Mans Land	Land between the front line trenches of opposing sides.
7.	Morale	Positivity, confidence, motivation.
8.	Mobilise	To prepare and organize (troops) for active service.
9.	Franz Ferdinand	Heir to the throne of Austro-Hungarian Empire. Assassinated by Gavrilo Princip.
10.	Trenches	The area dug into the ground where the troops lived and fought, long and narrow and stretching for hundreds of miles.
11.	Triple Entente	France, Russia and Britain.
12.	Triple Alliance	Germany, Austria-Hungary and Italy
13.	Propaganda	Information that is usually biased or misleading, that is trying to persuade you to believe or support something.
14.	Conscription	Requiring everyone over a certain age to serve in the military, rather than using volunteers.
15.	Reparations	Making amends for doing something wrong, such as paying a compensation payment.

1.	Thomas Splint	Used to support compound fractures. Improved survival rate from 20% to 82%.
2.	Blood Transfusions	Blood bank at Cambrai. Citrate glucose added improved storage time up to 4 weeks.
3.	X-Ray	Became widely used to locate shrapnel. Mobile units were used on the front line.
4.	Plastic surgery	Carried out by Dr Harold Gillies. Used to reconstruct those with major head injuries.

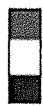







History

Year 8

Topic

World War Two

Timeline	
1. 1933	Hitler becomes Chancellor in Germany
2. 1936	Hitler's troops enter the Rhineland breaking the Treaty of Versailles
3. 1938-39	Germany invades Austria, Czechoslovakia and Poland
4. 1st September 1939	Poland is invaded by Germany
5. 3rd September 1939	Britain declares war on Germany— WW2 begins
6. September 1939 onwards	Evacuation of British children to the countryside
7. 26th May-4th June 1940	Evacuation of Dunkirk
8. 10th July-31st October 1940	Battle of Britain
9. 7-8th Dec 1941	Japan attacks the USA navy at Pearl Harbour
10. 4th June 1942	Battle of Midway USA beats Japan
11. 3rd September 1943	Italy surrenders
12. 6th June 1944	D-Day landings
13. 30th April 1945	Hitler commits suicide
14. 7th May 1945	Germany surrenders
15. 6th-9th August 1945	USA drops the atomic bomb on Japan
16. 2nd September 1945	World War Two ends

Main Participating Countries					
ALLIED POWERS		AXIS POWERS			
Country	Date Joined	Death Toll	Country	Date Joined	Death Toll
 FRANCE	3 rd Sep. 1939	600,000 1.44% of population in 1939	 GERMANY	1 st Sep. 1939	approx. 2,200,000 8.5% of population in 1939
 UK	3 rd Sep. 1939	450,900 0.94% of population in 1939	 ITALY	11 th Jun. 1940	approx. 500,000 1.34% of population in 1939
 SOVIET UNION	22 nd Jun. 1941	approx. 24,000,000 13.7% of population in 1939	 HUNGARY	27 th Jun. 1941	465,000 5.08% of population in 1939
 USA	8 th Dec. 1941	419,400 0.32% of population in 1939	 JAPAN	7 th Dec. 1941	approx. 3,000,000 4.1% of population in 1939

Key words	
1. conflict	A serious disagreement and argument
2. invasion	When a foreign army enters a country by force
3. occupy	Take control of (a place, especially a country) by military conquest or settlement
4. Appeasement	Giving into a person or group's demands in order to avoid conflict
5. Evacuation	Removal of vulnerable people from cities and towns
6. Blitzkrieg	German tactic of huge, powerful and speedy attacks. Translates to "Lightning war"
7. Fascism	A government ruled by a dictator. Hitler in Germany and Mussolini in Italy were both Fascist countries
8. Ultimatum	A final demand, the rejection of which will result in retaliation or a breakdown in relations
9. Holocaust	Attempted genocide of Jews before, and during WWII
10. Rationing	Limiting the amount of supplies (food, fuel, clothes) in times of dire need
11. Total war	War in which the accepted rules of war are disregarded
12. Allied Powers	Included Britain, France, Russia and USA
13. Axis Powers	Included Germany, Italy, Japan
14. Dictator	A ruler with total power over a country
15. Blitz	The bombings of London and other key cities between 1940-41

Key People	
1. Sir Winston Churchill	Was the British Prime Minister between 1940-45. He is often remembered for his excellent leadership in those difficult times.
2. Adolf Hitler	Was a German politician who became the chancellor of Germany in 1933.
3. Franklin D Roosevelt	Was President of the USA 1933-1945. He guided America out of the depression and through WW2.
4. Josef Stalin	Was a communist dictator 1928-53. Originally the USSR was staying out of the war but this changed after the German invasion 1941.
5. Benito Mussolini	The leader of the Italian National Fascist Party. He became a dictator of Italy from 1925 onwards.

Year 8 Computing – Computational Thinking

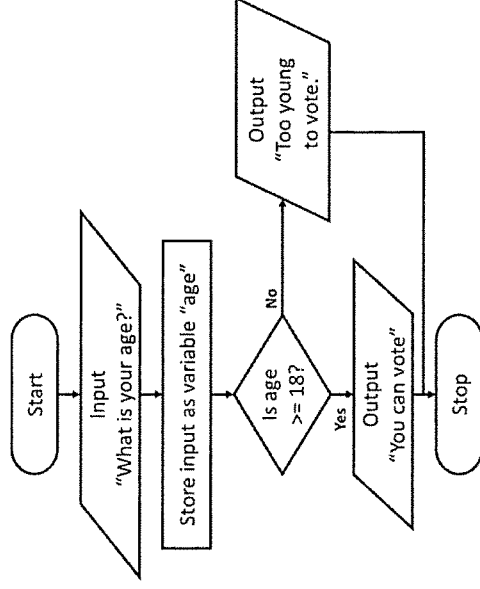
Decomposition

“Decomposition” is the breaking down of a system into smaller parts that are easier to understand, program and maintain.

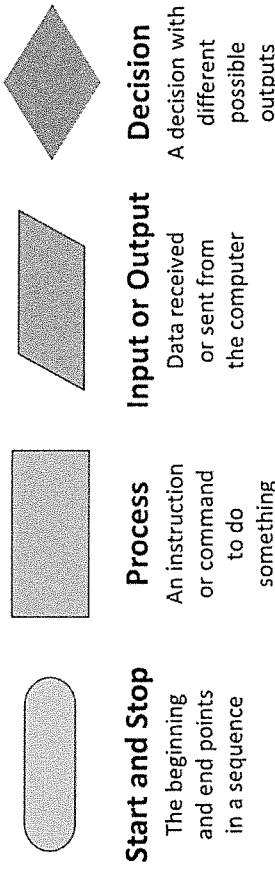
Abstraction

“Abstraction” is the process of ignoring the characteristics of patterns that we don't need in order to concentrate on those that we do.

Example of a flow chart



Flow chart symbols



The syntax of pseudocode

- **INPUT** – indicates a user will be inputting something
- **OUTPUT** – indicates that an output will appear on the screen
- **IF ... THEN ... ELSE** – a decision in which a choice is made
- **FOR** – a counting loop
- **WHILE** – a loop that has a condition that is tested at the beginning of the loop and will execute the loop while that condition is being met
- **REPEAT – UNTIL** – a loop that will repeat the steps inside it while the condition has NOT been met
- Any instructions that occur *inside* another section of code are indented

Year 8 Computing – Python Basics

Selection (IF statements)

Data Types

Comparison

Text

Decide to run a block (or not)

```
x = 3
if x == 3:
    print('x is 3')
```

Decide between two blocks

```
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')
```

Decide between many blocks

```
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

> elif can be used without else

> elif can be used many times

Integer

Whole Numbers

Any whole number can be represented by an integer, usually stored as a single 32-bit byte.

We can store 4,294,967,296 values in an integer.

int age = 29;

Real

Decimal Numbers

Any number with a decimal point, they are usually either 2 or 4 bytes long because they need to store a value for the whole number component and the decimal component.

double average = 17.61;

String

Many Characters

A one-dimensional array used to store many characters together, for example a sentence.

Each character is a byte.

String greeting = "Hello there";

Boolean

TRUE or FALSE

A boolean only stores two possible values, usually TRUE or FALSE.

Normally one byte long. Really useful for conditions.

Boolean isRunning = TRUE;

Interact with the user (*input and output*)

Print a message

```
print('Hello, world!')
```

Print multiple values (of different types)

```
ndays = 365
print('There are', ndays, 'in a year!')
```

Asking the user for a string

```
name = input('What is your name? ')

```

Asking the user for a whole number (an integer)

```
num = int(input('Enter a number: '))

```

Are two values equal?

```
x == 3
```

△ two equals signs, not one

Are two values not equal?

```
x != 3
```

Less than another?

```
x < 3
```

Greater than another?

```
x > 3
```

Less than or equal to?

```
x <= 3
```

Greater than or equal to?

```
x >= 3
```

The answer is a Boolean:

```
True or False
```

Repeat a block 10 times

```
for i in range(10):
    print(i)
```

Sum the numbers 0 to 9

```
total = 0
for i in range(10):
    total = total + i
print(total)
```

Single quoted

```
'perfect'
```

Double quoted

```
"credit"
```

Multi-line

```
'''Hello,
World!'''
```

Add (concatenate) strings

```
'Hello' + 'World'
```

Multiply string by integer

```
'Echo...' * 4
```

Length of a string

```
len('Hello')
```

Convert string to integer

```
int('365')
```

Creating a variable

```
celsius = 25
```

Using a variable

```
celsius * 9/5 + 32
```

Ratio Tables

Ratio tables - show pairs of corresponding values, with an equivalent ratio between each pair.

You can create a ratio table by multiplying (or dividing) both quantities in the ratio by the same number.

Recipe Ratio Table Example

Question: If 800g of turkey feeds 4 people how much do I need to feed 10 people?

Number of People	4	8	2	10
Turkey (grams)	800	1600	400	2000

$\times 2$ $\div 2$ $\times 2$ $\div 2$ $\times 2$ $\div 2$

8 + 2
 1600 + 400

Answer: 10 people need 2000g to feed them

Speed Distance Time Ratio Table Example

Question: Work out the average speed for a journey of 30 miles in $1\frac{1}{2}$ hours

Distance (miles)	30	10	20
Time (hours)	$1\frac{1}{2}$	$\frac{1}{2}$	1

$\div 2$ $\times 2$ $\div 2$ $\times 2$

Answer: 20 miles per hour

Density Ratio Table Example

Question: A steel bar has a mass of 50kg and a density of $10,000\text{kg/m}^3$. What is the volume of the bar?

Mass (kg)	10,000	100	50
Volume (m^3)	1	0.01	0.005

$\div 100$ $\div 2$ $\div 2$ $\div 2$

Answer: 0.005m^3

Best Buys Ratio Table Example

Question: Which is the best buy Jar A 200g of coffee for £2.40 or Jar B 75g of coffee for £1.10

To work out which is the best buy a common amount of each item needs to be compared.

Mass (g)	200	400	600
Cost (£)	2.40	4.80	7.20

$\times 2$ $\times 3$

Mass (£)	75	150	300	600
Cost (£)	1.10	2.20	4.40	8.80

$\times 2$ $\times 2$ $\times 2$

Answer: Jar A is the best buy as 600g of Jar A costs £7.20 and 600g of Jar B costs £8.80

Ratio

Ratio - compares the size of parts or quantities to each other

Equivalent ratio - are two ratios that express the same relationship between numbers

Simplest form - A ratio is in its simplest form when both sides are whole numbers and there is no whole number that both sides can be divided by

Simplify a Ratio

$$\frac{66}{11} : \frac{36}{6} \div 6$$

Example:

Express a ratio as a fraction

Example: The ratio of apples to oranges is 3:5



What is the fraction of apples?

$$\frac{3}{8}$$

Ratio - Comparing quantities in unequal parts

Example: Which is more Orangey justify your answer



Answer:

$$A \frac{2}{5} = \frac{4}{10} \quad B \frac{3}{7} = \frac{15}{35}$$

Make equivalent fractions to compare

Algebraic Manipulation

Notation:

$x+y+z$ and $3 \times y$ are written as $3y$

$A \times B$ is written as AB

$A \times A$ is written as A^2 and $A \times A \times A$ is written as A^3

$a \div b$ is written as a/b

Substituting into Formulae

Substitution - putting values where the letters are

Example 1

When $a = 5$ $b = 3$, find the value of

$$3a + 4b$$

$$(3 \times 5) + (4 \times 3)$$

$$(15) + (12)$$

$$= 27$$

Example 2

When $n = 2$ and $x = 4$, find the value of

$$3x^n$$

$$3 \times x^n$$

$$3 \times 4^2$$

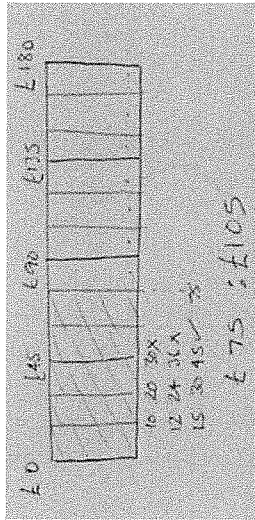
$$3 \times 16$$

$$= 48$$

Divide a quantity into a part to part ratio

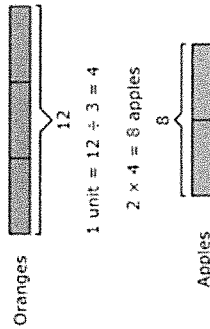
Example: Share £180 in the ratio 5 : 7

- Step 1 – put £0 at one end of the bar and £180 at the other
- Step 2 – split the bar into 12 (5+7) equal pieces
- Step 3 – Work out the value of 1 piece (£180 ÷ 12)
- Step 4 – work out therefore how much 5 and 7 pieces would be



Find one part given the other and the ratio

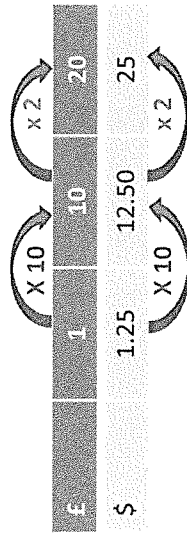
Example: The ratio of apples to oranges is 2 : 3.
There are 12 oranges.
How many apples are there?



Converting Currency Ratio Table Example

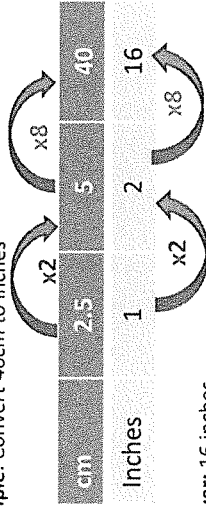
1 British pound = 1.25 US dollars

Example: Change £20 into US dollars



Converting between metric and imperial ratio table example

Example: Convert 40cm to inches

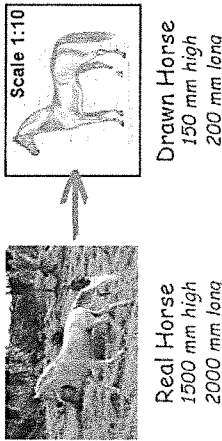


Answer: 16 inches

Scale drawings and maps

Scale drawing - A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale).
The scale - is shown as the length in the drawing, then a colon (":"), then the matching length on the real thing.

Example: this drawing has a scale of "1:10", so anything drawn with the size of "1" would have a size of "10" in the real world, so a measurement of 150mm on the drawing would be 1500mm on the real horse.



The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground.

Special Sequences

Fibonacci - A sequence where the next number is found by adding up the previous two terms e.g. 1,1,2,3,5,8,13,21,34,...

Geometric Sequence - A sequence of numbers where each term is found by multiplying the previous one by a number called the common ratio, r e.g. An example of a geometric sequence is:
2, 10, 50, 250... The common ratio is 5

Quadratic Sequence - A sequence of numbers where the second difference is constant. e.g. 2, 6, 12, 20, 30, 42

Arithmetic Sequences

Arithmetic sequence - a sequence of numbers such that the difference of any two successive members of the sequence is a constant. Example: 2,4,6,8,10,...

Term - Each value in a sequence is called a term.

In the sequence 2, 5, 8, 11, ..., 8 is the third term of the sequence.

Generate a sequence from a term to term rule

A term to term rule is a rule which allows you to find the next term in a sequence if you know the previous term.

Example:

First term is 2. Term-to-term rule is 'add 3'

Sequence is: 2, 5, 8, 11, ...

Generate a Sequence from a position to term rule

A position to term or nth term rule allows you to calculate the term that is in the nth position of the sequence.

n refers to the **position** of a term in a sequence.

Example: nth term is $3n-1$

The 100th term is $3 \times 100 - 1 = 299$

Finding the nth term of an Arithmetic Sequence

1. Find the difference.
2. Multiply that by n.
3. Substitute $n=1$ to find out what number you need to add or subtract to get the first number in the sequence.

Example:

Find the nth term of: 3, 7, 11, 15, ...

1. Difference is +4
2. Start with 4n
3. $4 \times 1 = 4$, so we need to subtract 1 to get 3.

nth term = $4n-1$

Type the key skill e.g. "K186" that you would like to practice into the Dr Frost Maths search box at the top of the screen. There are videos to watch and questions to practice for each key skill to help you be successful in Maths. Your username is your student email address. If you have any questions, please see your maths teacher.

Proportion

- K47a Use multiplicative reasoning in a recipe.
- K47b Solve direct proportion problems using a scaling method.
- K47c Use proportion to solve best value problems.
- K231a Find the average speed given the distance and time.
- K231b Find the distance given the average speed and time.
- K231c Find the time given the average speed and distance.
- K231d Find the average speed by combining two parts of a journey.
- K232a Find the density given the mass and the volume.
- K232b Find the mass given the density and the volume.
- K232c Find the volume given the density and the mass.
- K232d Solve problems involving two densities.
- K232e Find the time to fill or empty a container given the rate of flow.

Ratio

- K105a Write a ratio in its simplest form.
- K105b Write a ratio in the form $|1 : n|$ or $|n : 1|$.
- K105c Determine the fraction that a number within a ratio represents.
- K105d Determine the percentage that a number within a ratio represents.
- K105e Determine a ratio to describe a situation.
- K105f Write a ratio as a linear function.
- K105g Convert an equation involving two variables into a ratio.
- K105a Write a ratio in its simplest form.
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- K105e Determine a ratio to describe a situation.
- K105f Write a ratio as a linear function.
- K105g Convert an equation involving two variables into a ratio.
- K106a Share an amount into a ratio with 2 parts.
- K106b Share an amount into a ratio with 3 parts.
- K106c Determine a value in a ratio when the difference between two amounts is given.
- K106d Determine a value in a ratio when one amount is given.
- K250a Use a map scale to find an actual distance.
- K250b Use a map scale in the form $|1:n|$ to find an actual distance.
- K250c Simplifying ratios when the units are different.
- K250d Find an actual area given an area on the map.
- K250e Find an area on a map given the actual area.

Sequences

- K85a Continue an arithmetic sequence.
- K85b Continue a geometric sequence.
- K85c Continue a Fibonacci-style sequence.
- K86a Find a later term in an arithmetic sequence.
- K86b Find a later term in a geometric sequence.
- K86c Find a missing term in a geometric sequence with gaps.
- K87a Generate terms in a sequence using a linear $|n|$ th term.
- K87b Generate the first few terms of a sequence given a linear $|n|$ th term.
- K87c Generate terms in a sequence using a more complex $|n|$ th term.
- K88a Determine the n th term formula of an ascending arithmetic sequence
- K88b Determine the n th term formula of a descending arithmetic sequence.
- K89a Determine whether a number is a term in an arithmetic sequence.

Algebraic Manipulation

- K78a Substitute with one variable (single operation).
- K79a Substitute with one variable (single operation plus constant).
- K79b Substitute with one variable (multiple operations).
- K79c Substitute with two variables.
- K79d Substitute with negative numbers.
- K80a Add algebraic terms containing the same variable.
- K80b Add and subtract algebraic terms containing the same variable.
- K80c Collect like terms which are positive and without powers.
- K80d Collect like terms without powers.
- K80e Collect like terms with powers.
- K80f Collect like terms with powers and combinations of two variables.
- K81a Multiply algebraic terms.
- K81b Multiply algebraic terms with powers.
- K82a Divide algebraic terms.
- K82b Divide algebraic terms with powers.
- K84a Form an expression with one operation and one variable.
- K84b Form an expression with one variable and two operations.
- K84c Form an expression for total quantity or cost involving two variables.
- K84d Form an expression from the perimeter of a 2D shape.
- K84e Form an expression for the area of a composite rectilinear shape.
- K181a Solve a one-step equation.
- K181b Solve a two-step equation where the solution is a positive integer.
- K181c Solve a general two-step equation.
- K181d Solve a linear equation with brackets.
- K181e Solve an equation with brackets and requiring simplification, with the variable on one side.
- K181f Solve a two-step equation with possible negative coefficient of the unknown.
- K182a Solve a linear equation with the unknown on both sides.
- K182b Solve a linear equation with unknowns and brackets on both sides.
- K182c Solve a linear equation with unknowns and brackets on both sides requiring simplification.
- K186a Change the subject of a linear formula requiring a single step.
- K186b Change the subject of a linear formula requiring two steps.
- K186c Change the subject of a linear formula with brackets.
- K186d Change the subject of a formula with a square root.
- K186e Change the subject of a formula where the subject is squared.
- K186f Change the subject of a formula with fractions.
- K186g Change the subject of a formula where the subject appears on the denominator of a fraction.

Blues Music

Year 8 - Term 1

A. Blues Instruments

Strings - A Double Bass or Bass Guitar is used to play the Bass Line. Guitar plays chords and melodies

Woodwind - Saxophones are sometimes used for melody.

Brass - The Trumpet is often used for melody.

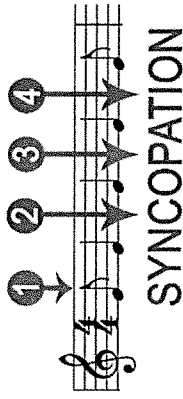
Percussion - The Drum kit is used to strengthen the rhythm of a blues song.

Voices- Soprano/Alto/Tenor/Bass— any kind of voice can sing the blues

Keyboards - The Piano is often used to play the chords bass line and/or melody

B. Syncopation

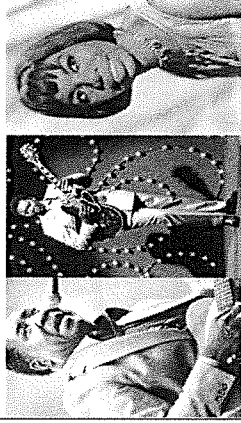
When music is played on the **off beat** (i.e. not played on the main beat of the bar). This creates a disjointed feel.



E. The 12 – Bar Blues in C Major

C / / / C + E + G	C / / / C + E + G	C / / / C + E + G	C / / / C + E + G
F / / / F + A + C	F / / / F + A + C	F / / / F + A + C	F / / / F + A + C
G / / / G + B + D	G / / / G + B + D	G / / / G + B + D	G / / / G + B + D

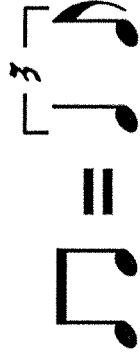
C. Blues Artists



Muddy Waters
BB King
Nina Simone

D. Swing Rhythm

The first bit of the beat is longer as it steals time from the second bit to give the music a swinging feel.



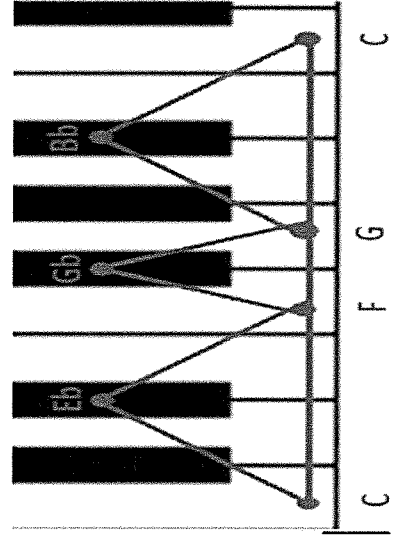
F. Improvisation

Music that is made up on the spot by a performer, often based on a given chord progression or set of notes.

G. Walking Bass Line

H. Blues scale of C

The melody of a Blues piece uses a special scale - The Blues scale is built using the flattened 3rd, 5th and 7th notes.

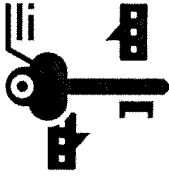


The Morality of Jesus

Big Themes:

You will explore the how Jesus taught about what was right and wrong (MORALITY) .This will be separated into teachings found in the Gospels, key teachings from St Paul and teachings from the Pope known as Papal Encyclicals. These teachings are significant for Catholics today as they inform exactly how we should put our faith into practice.

Key



Vocabulary/Tier 2 for now and forever

1. **Morality**

2 **Golden Rule**

3. **Salvation**

4.

Magisterium

5. **Encyclical**

Factual Knowledge:

When we talk about the birth of Jesus, the correct term is the Incarnation. This means that God 'becomes flesh' in the person of Jesus. Therefore, Jesus is fully God and fully human. It is challenging to follow the example set by Jesus as he was perfect and without sin. However, Jesus was fully human so he went through the similar difficulties to us and understands us.

The teaching authority of Jesus is the foundation to all the rules that exist within the Catholic Church. This begins with the moral teachings that Jesus gives in the Gospels. Some of these are Parables, but mostly they are examples of when Jesus is giving clear instructions on how to behave as a follower of God.

This in turn influences St Paul who becomes the leading Christian writer of the 1st Century, His writings help Gentiles (non-Jews) to start to understand what it is Jesus wants them to do. These teachings are so important that Paul is often quoted ahead of Jesus when Catholics are looking for help with a specific issue, as Paul wrote more about how to deal with such situations.

Finally, this tradition of letter writing becomes the way in which the Pope communicates with Catholics around the world. Each Pope writes a number of letters or Encyclicals. These are sometimes written in response to be big change in society, because of a question asked of the Pope or from the Popes own desire to help shape and guide his people.

Key Teachings

Parable of the Sheep & Goats:

"Whatever you do for the least of my brothers, you do for me"

1 Corinthians 5:11-13

But now I am writing to you that you must not associate with anyone who claims to be a brother or sister but is sexually immoral or greedy, an idolater or slanderer, a drunkard or swindler...12 What business is it of mine to judge those outside the church? Are you not to judge those inside? 13 God will judge those outside. "Expel the wicked person from among you."



This unit will link back to your last unit and to aspects of your GCSE course.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1.Jesus 2. Gospel 3.Letter 4.Epistle	1.Pope 2.Law 3.Guidance 4.Care	1.Sin-Less 2.Freewill 3.Determinism 4.Sin	1.Commandment 2.Love 3.Compassion 4.Judgement	1.Forgiveness 2.Equality 3.Authority 4.Idolater	1. Rome 2. Corinth 3. authority 4.Jerusalem	1.Papal 2.Encyclical 3.Laudato Si' 4.Magisterium

Year 8 Biology- Healthy Body

1. Definitions

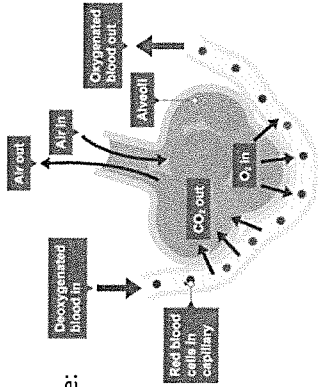
Health	State of physical and mental wellbeing
Pathogen	A micro-organism that can cause disease
Immunity	Ability of an organism to resist a particular infection
Placebo	An inactive substance made to resemble a drug
Communicable	A disease which can be transmitted/spread

3. Gas exchange

The alveoli are the site of gas exchange, where oxygen diffuses into the bloodstream and carbon dioxide diffuses out of the bloodstream.

The alveoli are adapted for gas exchange, they have:

- A large surface area
- A short diffusion pathway
- Large concentration gradients



5. Asthma

Asthma affects the bronchioles, causing them to constrict (tighten) and become inflamed. This can cause symptoms such as coughing, wheezing and shortness of breath.

Inhalers contain drugs which are relievers; these relax and open the airways to make it easier to breathe.

2. Breathing system

Breathing in is called inhaling, and breathing out is exhaling.

When you inhale, your diaphragm muscle contracts and moves downwards, and the intercostal muscles contract and move the ribs upwards and outwards. This increases the volume of the lungs, which reduces the pressure inside and so air moves into the lungs.

When you exhale, our diaphragm muscle relaxes and moves upwards, and the intercostal muscles relax and move downwards and inwards. This reduces the volume of the lungs, which forces air outwards.

4. Smoking

Smoking is very harmful to health. Smoking causes or can lead to: cancers, heart disease, blood pressure problems, strokes, fertility issues, breathing conditions and weak bones. Cigarettes contain 1000's of chemicals including:

Tar	Causes cancer of the lungs, mouth and throat. Damages the alveoli, making it difficult for gas exchange to happen.
Smoke	Damages the cilia which move mucus and trap dirt and microbes. Smokers cough can develop.
Nicotine	Addictive. Can increase the heart rate and blood pressure.
Carbon monoxide	Takes the place of oxygen in red blood cells- so they can carry less oxygen. This can cause heart disease.

7. Blood and Blood Vessels

Blood contains:

- Red blood cells- to carry oxygen
- White blood cells- to kill pathogens
- Platelets- cause clotting at a wound
- Plasma- straw coloured liquid, carries the cells above and dissolved substances

8. Exercise

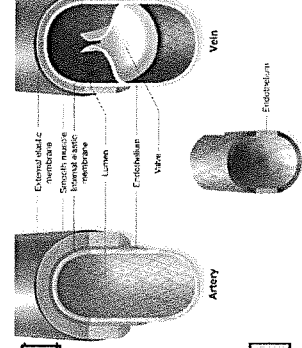
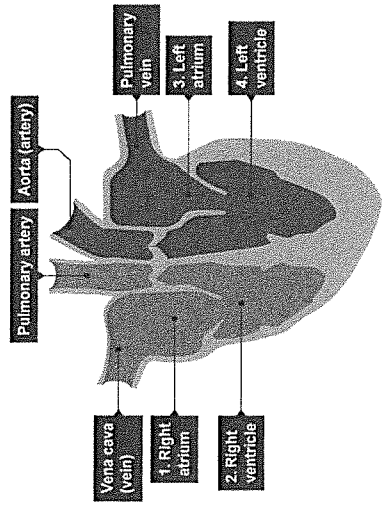
Being physically active can improve your brain health, help manage weight, reduce the risk of disease, strengthen bones and muscles, and improve your ability to do everyday activities.

While exercising the:

- Heart rate increases to supply blood to muscles
- Breathing rate increases to supply more oxygen

6. Heart

Vena cava	Returns de-oxygenated blood to the heart from the body
Pulmonary artery	Takes de-oxygenated blood to the lungs to pick up oxygen
Pulmonary vein	Returns oxygenated blood to the heart
Aorta	Pumps oxygenated blood around the body



- Breathing rate (the number of breaths you take per minute)
- Tidal volume (the volume of air breathed in and out in one breath)

Year 8 Biology- Healthy Body

9. Alcohol, Drugs & Drug Trials	
Drug type	Effect
Stimulants	Increased alertness
Sedatives	CNS slowed
Painkillers	Suppress pain receptors & neurones in CNS
Hallucinogens	Feeling of enormous energy, hallucinations
Alcohol	Lowers inhibitions, slowed CNS and reaction times

Medicinal Drugs must be tested before they are available to the public to check that they are:

- Safe ,Effective & Safely removed from the body

Stages in a drug trial:

1. Computer simulations
2. Cells, tissues and organs
3. Animals
4. Human volunteers
5. Small number of patients
6. Large number of patients

Some patients will receive the drug and some will receive a **placebo (fake/inactive drug)**. The patient does not know which they have been given; this is called a **blind trial**.

In a **double-blind trial** neither the volunteers nor the researchers know which group the volunteers are in until the end of the trial

10. Spread of diseases

Pathogens are micro-organisms that can cause disease. There are four types: bacteria, virus, fungi and protist.

Diseases can be transmitted in several ways, including:

- Air
- Direct contact
- Water
- Food
- Animals
- Bodily fluids

11. Prevention and treatment of disease

Ways to prevent the spread of disease include:

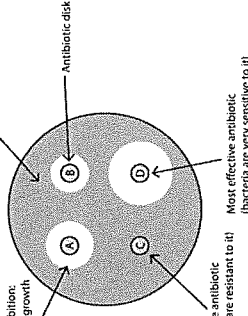
- Washing/sanitising hands
- Isolation if an individual is infected
- Social distancing
- Mosquito nets
- Abstaining or using condoms
- Thoroughly cooking food

Antibiotics, disinfectants and antiseptics:

Antibiotics are substances that slow down or stop the growth of bacteria.

Disinfectants kill pathogens on non-living surfaces and objects.

Antiseptics are applied on broken skin, wounds, cuts to prevent any kind of infection.



12. Body defences

Non-specific defence system:

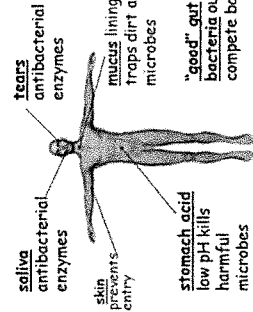
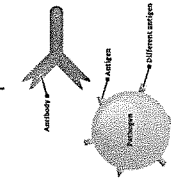
- skin • nose • trachea and bronchi • stomach

Specific defence system:

- If a pathogen enters the body the immune system tries to destroy the pathogen.

White blood cells help to defend against pathogens by:

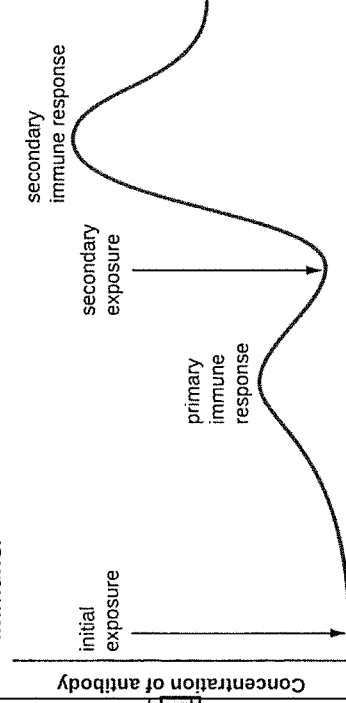
- phagocytosis
- antibody production
- antitoxin production



13. Vaccinations

The spread of pathogens can be reduced by immunising a large proportion of the population.

1. Inject a small quantity of an inactive form of the pathogen into the body. This pathogen will have antigens on its surface.
2. White blood cells are stimulated to produce antibodies which are complementary to the antigens.
3. The antibodies bind to the antigens and cause the pathogens to clump together.
4. Phagocytes engulf the pathogens.
5. Memory cells are produced.
6. If the pathogen now enters the body, the white blood cells can respond quickly and prevent infection- the person is now **immune**.



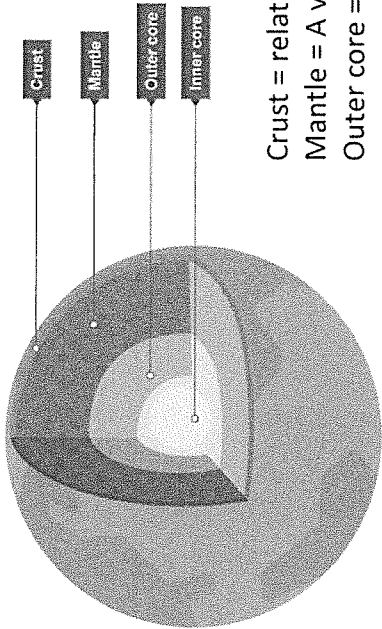
During the secondary immune response, the concentration of antibodies is higher and they are produced much quicker. This is due to the memory cells present in the body.

11. John Snow

Snow identified the source of the outbreak as the contaminated public water pump on Broad Street. He did this by mapping the deaths from cholera in 1854. It was later discovered that the water for the pump was polluted by sewage contaminated with cholera from a nearby cesspit.

The Earth

1. Structure of Earth



- Crust = relatively thin and rocky
- Mantle = A very slow flowing liquid
- Outer core = Made from liquid nickel & iron
- Inner core = Made from solid nickel & iron

2. Sedimentary Rock

- Sedimentary rocks are formed from the broken remains of other rocks that become joined together:
 - A river transports pieces of rock as it flows (Transportation).
 - When the rock reaches a lake the rock it deposits at the bottom of the lake (deposition).
 - The deposited rocks build up in layers called sediments (sedimentation).
 - The weight of the sediments squashes all the sediments at the bottom (compaction).
 - The water is squeezed out from between the pieces of rock which causes the rock to stick together (cementation).

Transport → Deposition → Sedimentation → Compaction → Cementation

3. Metamorphic & Igneous Rock

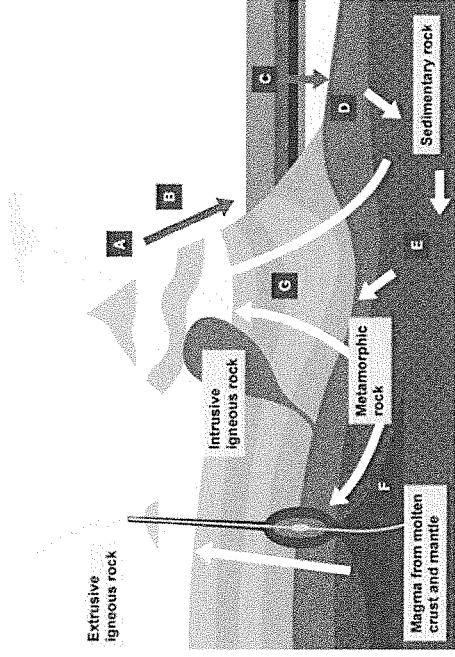
Metamorphic

- Metamorphic rocks are formed from other rocks that are changed because of heat or pressure.
- Earth movements can cause rocks to be buried or squeezed. As a result, the rocks are heated and put under great pressure.

Igneous

- Molten rock is called magma.
- When the magma cools enough, it solidifies to form igneous rocks.
- There are two types of igneous rock: extrusive and intrusive.

4. Rock Cycle



Letter	Description
A	Weathering breaks down rocks on the surface of the Earth. Wind and water move the broken rock particles away. This is called erosion.
B	Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas.
C	Rock particles form layers.
D	Compaction and cementation presses the layers and sticks the particles together. This creates sedimentary rock.
E	Rocks underground get heated and put under pressure, and are changed into metamorphic rock.
F	Rocks underground get heated so much they melt turn into magma. When the magma cools quickly, it turns into solid extrusive igneous rock.
G	Areas of rock can move slowly upwards, pushed up by pressure of the rocks forming underneath. This is called uplift.

The Earth

<p>5. Fossils and Fossil Fuels</p> <p>A fossil is the preserved remains or traces of a dead organism buried in mud, silt or sand. The sediment surrounding the skeleton get thicker as new layers form above. The pressure from above turns the layers to hard rock. A mould the shape of the skeleton is formed. The minerals crystallise inside the mould Millions of years later the rock surrounding the skeleton rises to the Earth's surface.</p> <p>Fossil fuels are coal, oil and natural gas. These form from dead plants being buried under mud and heat and pressure cause fossil fuels to form</p>	<p>6. Quarrying</p> <p>A quarry is a large deep pit from which useful materials can be extracted.</p> <p>The advantages of quarrying are:</p> <ul style="list-style-type: none"> • Creates jobs • Materials extracted have uses, can be sold • Improves local infrastructure <p>The disadvantages of quarrying are:</p> <ul style="list-style-type: none"> • Noise and visual pollution • Machinery causes carbon dioxide to be released • Destruction of habitats 	<p>6. Global Warming</p> <ul style="list-style-type: none"> • Greenhouse gases such as carbon dioxide and methane absorb infrared radiation from the sun – this is called the greenhouse effect. • Humans burn fossil fuels which release carbon dioxide, this increases how much infrared radiation is absorbed, increasing temperatures – this is called global warming. 	<p>7. Climate Change</p> <p>Climate change and its effects as a result of global warming includes:</p> <ul style="list-style-type: none"> • Ice melting faster than it can be replaced in the Arctic and Antarctic. • Global temperatures increasing, so more deserts will form. • Changes in where different species of plants and animals can live. 				
<p>8. Acid Rain</p> <table border="1" data-bbox="798 1657 1053 2195"> <thead> <tr> <th>CAUSES</th> <th>EFFECTS</th> </tr> </thead> <tbody> <tr> <td>Sulphur dioxide and nitrous oxides released from.... burning fossil fuels Vehicles Volcanoes</td> <td>Soil becomes acidic Can kill plants Lakes, rivers can become acidic Kills fish Food chains affected</td> </tr> </tbody> </table>	CAUSES	EFFECTS	Sulphur dioxide and nitrous oxides released from.... burning fossil fuels Vehicles Volcanoes	Soil becomes acidic Can kill plants Lakes, rivers can become acidic Kills fish Food chains affected	<p>9. Recycling</p> <ul style="list-style-type: none"> • The Earth's resources are limited, so to achieve sustainable development, we need to consider how we use resources. Recycling, is an important way to help us achieve sustainable development. • Recycling allows us to preserve resources as well as saving energy which would usually be used to extract the materials from the Earth. • To recycle metals, it is heated to turn it into a liquid and is then remoulded. 	<p>10. Water Pollution and the Treatment of water</p> <p>Water can become polluted due to:</p> <ul style="list-style-type: none"> • Agricultural run off • Storm water run off • Sewage spills • littering <p>Effects of water pollution:</p> <ul style="list-style-type: none"> • Eutrophication • Pesticides build up in food chains • Acidic lakes, rivers • Build up of microplastics in water animals <p>Water can be made safe to drink by:</p> <ol style="list-style-type: none"> 1. The water is filtered to remove insoluble objects e.g. sticks 2. The water is then sterilised using chlorine to kill bacteria. 	
CAUSES	EFFECTS						
Sulphur dioxide and nitrous oxides released from.... burning fossil fuels Vehicles Volcanoes	Soil becomes acidic Can kill plants Lakes, rivers can become acidic Kills fish Food chains affected						

Year 8 – Energy and Resources

1 – Energy Stores

Units of Energy: Joules (J)
There are 1000 Joules in 1 Kilojoule

<u>Energy Store</u>	<u>Example</u>
Thermal	When objects are hot
Chemical	Food, fuel and batteries
Kinetic	Moving objects
Elastic potential	Objects which stretch
Gravitational potential	Objects lifted up higher

2 – Energy Transfer

Energy is transferred MECHANICALLY when a force is used to move an object.

The energy transferred is called **WORK DONE**.

If work is done lifting something higher, then the work done is transferred to

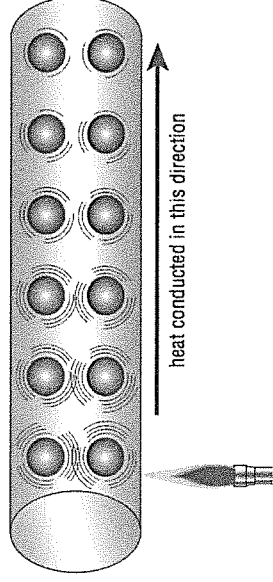
Gravitational Potential Energy.



3 – Conduction

Conduction is the transfer of energy through a solid material by **vibrating particles**.

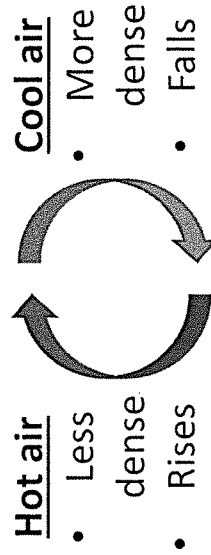
Hotter particles have more **energy**. This causes them to vibrate more and **collide** with particles next to them.



4 – Convection

Liquids and gases are **FLUIDS**.

When a fluid is heated, it becomes **less dense**. This makes it rise above cooler, more dense, fluid.



5 – Insulation Investigation

Thermal insulation reduces heat transfer between objects.

Investigation Vocab

- Independent variable – The one we change.
- Dependent variable – The one we measure.
- Control variables – We keep these the same so they do not affect our results.

6 – Know Your Scientists!

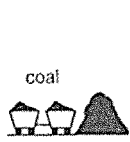
Jean Baptiste Joseph Fourier (1768-1830)

One of Fourier's genius concepts was the key to solving most problems that involve the diffusion of any property due to a gradient, including heat transfer.



Year 8 – Energy and Resources

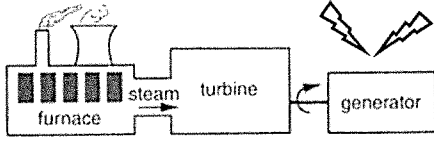
7 – Generating Electricity



In a power station:

Fuel is burned in the furnace, releasing heat. Heat boils water, turning it to steam. Steam turns a turbine.

The turbine turns a generator which produces a voltage.



8 – Fossil Fuels



The *fossil fuels* are **Coal, Oil and Gas.**

They take *millions of years* to form from the remains of *dead organisms*.

Non-renewable – They will run out because they are *being used faster than they can be replaced*.

Advantages They are compact energy sources.

But... when they *burn*, they **release Carbon Dioxide** – a *greenhouse gas*.

9 – Renewable Energy Resources

- Solar – Energy from the Sun
- Geothermal – Energy from the earth's heat
- Hydroelectric – Energy from water falling from behind a dam
- Wind – The wind turns turbines
- Biofuel – Fuel from living things
- **WILL NEVER RUN OUT** because they can be replaced when they have been used
- Don't produce Carbon Dioxide

10 – Energy Island

Renewable energy resources tend to take up a lot of space.

- Solar – Lots of solar panels
- Hydroelectric – Floods a valley behind the dam
- Wind – Lots of wind turbines
- Biofuel – Large fields of crops grown to be burned

Less Carbon Dioxide means that renewable resources have less impact on global warming.

11 – Energy Conservation

Carbon Dioxide released from fossil fuels leads to the **Greenhouse Effect**. The Greenhouse Effect leads to **Global Warming**.

We can reduce our effect on the environment by:

- Conserving energy – not using it when we don't need to
- Renewable energy resources – build more to replace fossil fuels
- Electric Cars – Don't burn petrol which comes from oil

6 – Know Your Scientists!



Katharine Giles (1978-2013)

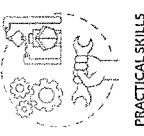
Researched the effects of climate change on the thickness of Arctic ice. She used satellite data to calculate that the volume of Arctic sea ice in the winter had decreased by 9% over 9 years.

KEYWORDS

Sublimation printing
Tolerance
Woven
Knitted
Synthetic
Over locker
Heat press
Inspiration board
Thread
Gantt Chart
Modification
Client
Life cycle analysis
Biodegrade

MATERIALS

Sublimation printing
Inserting a zip
Sewing machine
Over locker- neatening a raw edge



Polyester
Polycotton
Zip
Thread

Tools and Equipment



Heat Press
Sublimation printer- uses dye instead of ink.
Zipper Foot- The Zipper Foot can be used for inserting zippers as well as making and inserting piping or cording. The zipper Foot allows the needle to stitch close to a raised edge such as the teeth of a zipper or the thickness of cording.
Iron
Unpicker- Unpickers are also known as seam-rippers, quick-unpickers. You insert the unpicker between the stitches and pull up so the threads are cut by the small blade.
Dressmaking scissors- Also called fabric shears to cut fabric. These have long very sharp blades.
Pins- Hold the fabric together before stitching together.
Needles- for hand stitching- there are several sizes for thickness of the thread/ beads being used.
Sewing Machine- are strong and work at high speeds.
Overlocker- finishes and edge and stops in from fraying. It has a blade to trim the fabric. They are also used for stretchy fabric like jersey.

Heat Press risk assessment

Minimise the risk of tripping by carefully arranging the heat press, ironing boards, etc. in relation to the socket outlets. Do not lean against the equipment. A 'HOT' warning sign is visible. Ensure the equipment has an annual portable appliance test, which should be sufficient to avoid electric shock but it would be advisable to check the equipment at suitable intervals for damage to the power cable. Always allow heat presses to cool before being put away. It is advisable to store heat presses in a storeroom when not in use because of the risk of harm.

The Absolutes

Y8 Textiles

Research

Task Analysis- The designer should pick out all the key points in the brief- one way of doing this is through a spider diagram called a task analysis. It's a way of analysing the brief and deciding what research is needed. This helps the designer get ideas; checks people actually want the product; finds out what the target market likes/ dislikes about existing products; find out about materials, components, techniques, manufacturing processes and costs.

Inspiration Board a collage of various items, as photographs, drawings, words, fabric swatches, textures, used to visualize specifics in the design of a project. Include a summary of your inspiration and how the images will help you design.

Client Interview - Interviews can give you more detailed information than a questionnaire. They can be difficult to analyse results than a questionnaire because of the breadth of knowledge. Information for the client will guide your design ideas.

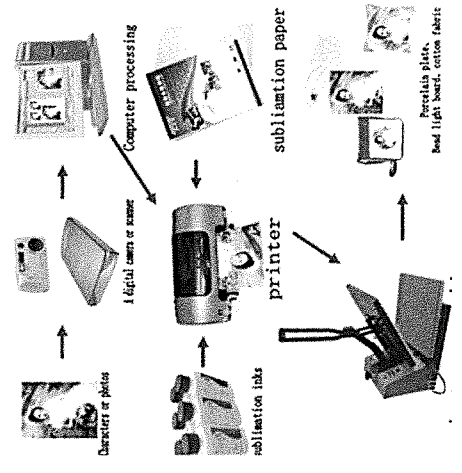
Suggest Modifications

Modify means 'change'. On evaluation of your project suggest parts that you could modify in the future in order to improve your design. Explain where you modified your design from your original idea.

Tolerance - The margin of error allowed for a measurement of part of a product. Tolerances are usually given as an upper and lower limit. e.g. 23m (+/- 2)

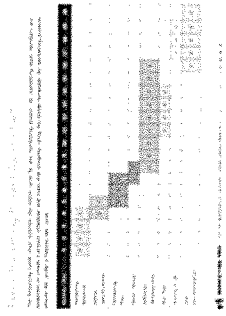
Manufacturing Process - Sublimation Printing

- Create an artwork/design using a product design software- 2d design or photoshop.
- Send the design to a sublimation printer and reproduce it onto transfer paper.



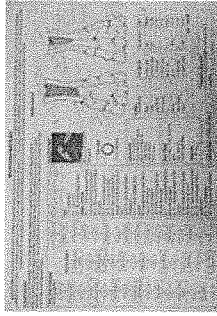
Gantt Chart

This is a sequenced diagram. The tasks are listed down the left hand side and the timing is plotted across the top. The coloured squares show how long each task takes to complete.








Manufacturing Specification

Can be a series of written statements or working drawings and sequence diagrams. It can explain exactly how to make the product and should include: clear construction details, materials, equipment, sizes, tolerances, finishing details, quality control and costings.



Life Cycle Analysis

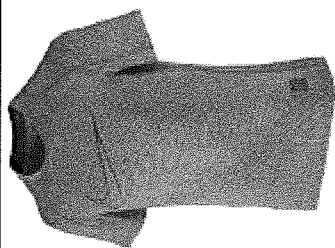
Life Cycle Assessment looks at how a product impacts on the environment from its raw state to its end of life. The LCA looks at the processes that occur during the life cycle of a product. This includes:

	<p>Manufacture</p> <p>Natural resources? Does it use chemicals? Is it made from recycled goods? Where in the world is it made?</p>
	<p>Packaging</p> <p>What is the packaging made from? Can the packaging be recycled? Is the packaging necessary?</p>
	<p>Transportation</p> <p>How is it transported? Is it environmentally friendly? How can you limit pollution?</p>
	<p>Use</p> <p>Does it use energy? Is it built to last? How can you make it environmentally friendly?</p>
	<p>Recycling</p> <p>RECYCLE REUSE REDUCE RETHINK REPAIR REFUSE After it is no longer needed how can you recycle it?</p>

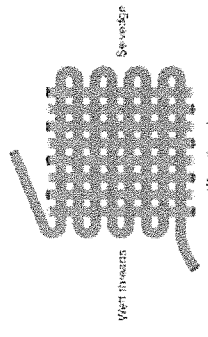
Key Word- "Biodegradable" refers to the ability of things being broken down by the action of living things (such as microorganisms) disintegrated (decomposed) naturally. There's no ecological harm during the process.

Synthetic fibres: polyester, polyamide (nylon), elastane (lycra) Polycotton

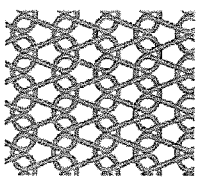
Synthetic fibres are manufactured from oil based chemicals.

Example	Properties	Uses
	Tough, strong, hard wearing, very versatile, holds colour well, non-absorbent so quick drying, machine washes well. Often blended with other fibres. Easily coloured	Clothing, fleece garments, bedsheets, carpets, wadding, rope, threads, backpacks, umbrellas and sportswear

Fabric construction

Fabric	Example	Properties	Uses
Woven fabric (Plain Weave)	 <p>Woven fabric is manufactured on a loom. Weaving is a process where two yarns the warp and the weft are woven together at right angles to each other. The warp threads run the length of the loom with the weft threads being woven across. The edge that is wrapped around is called the selvedge.</p>	Simple and cheaper to produce than more complicated weaves, stronger than other weave patterns	Used on textiles such as cotton, cheesecloth and gingham, found on table cloths, upholstery and clothing

Knitted (Weft knitted)



Knitted fabrics are produced by hand or by knitting machines. Knitting is produced horizontally. The loops above and below interlock holding the fabric together.

Properties	Uses
Warm to wear, different knits have different properties such as stretch and shape retention. Weft knits ladder and unravel more easily than warp	Jumpers, cardigans, sportswear and underwear fabrics, socks, tights and leggings, craft items such as soft toys

Y8 Food Preparation and Nutrition - Knowledge Absolute

Bridge and Claw



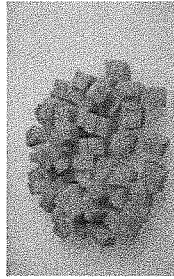
Fine Dice



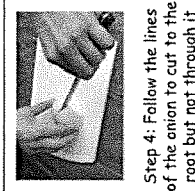
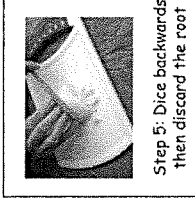
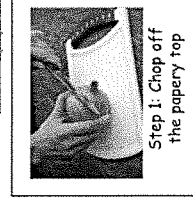
Slicing



Medium Dice



Chopping an onion



- Quality Control** - How do you ensure the product is of a high quality
- ✓ Weigh and measure accurately using scales and measuring jugs
 - ✓ Check you are using the correct setting and heat on the oven
 - ✓ When baking ensure no mixture is spilt on the side
 - ✓ Chop ingredients accurately
 - ✓ Keep products to the same size and thickness
 - ✓ Use a timer
 - ✓ Check for readiness before removing from the heat
 - ✓ Space products out evenly

Nutrient	Function	Food Group	Food example
Carbohydrate	To provide the body with energy.	Starchy food	Rice, potatoes, bread, pasta
Fats	To insulate and protect the body.	Fats	Cheese, butter, oil
Protein	To help growth and repair of the muscles.	Meat, fish and alternatives	Chicken, beef, pork, salmon, eggs, lentils, beans
Vitamins	To perform specific functions e.g. vitamin C supports the immune system.	Fruits and vegetables	Carrots, strawberries, spinach
Minerals	To perform specific functions e.g. calcium keeps bones strong.	Dairy foods	Milk, cheese, yoghurt

Food Science Term	Description	Example
Caramelisation	When sugar turns brown with the addition of heat	✓ Baking a cake ✓ Frying onions
Coagulation	When an egg sets	✓ Omelette ✓ Cake
Dextrinisation	The browning of starch when heat is applied	✓ Cake ✓ Toast ✓ Pastry
Aeration	Adding air into a product e.g. whisking	✓ Cake ✓ Meringue
Shortening	The process of coat starch with fat in order to reduce the gluten strength and give a crumbly texture	✓ Shortcrust pastry ✓ Scones ✓ Shortbread biscuits
Gelatinisation	When starch is heated in a liquid until it bursts and thickens a liquid	✓ Roux sauce

Nutrition and health claims on labels

Nutrition and health claims are controlled by European regulations. Claims on a food or drink should have been authorised and listed on the European register of claims and have met certain conditions.

Nutrition claims - A nutrition claim describes what a food contains (or does not contain) or contains in reduced or increased amounts. Examples include: Low fat (less than 3g of fat per 100g of food); High fibre (at least 6g of fibre per 100g of food); Source of vitamin C (at least 15% of the nutrient reference value for vitamin C per 100g of food).

Health claims - A health claim states or suggests there is a relationship between a product and health. In order to make a claim, the amount present of the nutrient, substance or food must fulfil the specific conditions of use of the claim. The types of health claims are: 'Function Health Claims'; 'Risk Reduction Claims'; 'Health Claims referring to children's development'.

Y8 Food Preparation and Nutrition - Knowledge Absolute

To find out more about labelling, go to:
<https://bit.ly/2SPnj1g>

Design Consideration	Issues
Healthy Eating	<ul style="list-style-type: none"> Low in fat especially saturated (use low fat alternatives e.g. skimmed milk) Low sugar - use sweetener Low in salt - don't add use herbs and spices High in fibre- use wholemeal flour, bread, rice and pasta, use high fibre veg and leave the skins on Varied - so you get all the nutrients you need
Allergies	<ul style="list-style-type: none"> Gluten Intolerance people with coeliac disease can't eat protein called gluten. Gluten is found in wheat and other grains. They must avoid flour, bread, cereals and pasta. They can eat rice and potatoes. Nut Allergies avoid products containing nuts. Lactose Intolerance they can't digest lactose - at sugar found in milk. They avoid dairy products like milk and cream. They get calcium from green leafy vegetables and salmon. They often use soya, rice or almond milk instead of normal milk.
Health problems	<ul style="list-style-type: none"> Obesity - Caused by overconsuming foods Heart disease - Can be helped if saturated fat and health risk are lowered Diabetes type 2 - Must control sugar levels in their diet Dental caries - Caused by poor dental hygiene and consuming too much sugar
Vegetarian/Vegan	<ul style="list-style-type: none"> Vegetarian: don't eat meat or fish. They get protein from eggs, milk, nuts and pulses Vegan - Eat a diet free from all animal products e.g. meat, milk, cheese, eggs, honey
Religion	<ul style="list-style-type: none"> Hinduism - Mainly vegetarians, cows are considered sacred. Islam - Meat must be halal, cant eat pork, fast during Ramadan. Judaism - Food must be kosher, do not eat pork, dairy and meat must not be cooked or eaten together
Environment	<ul style="list-style-type: none"> Organic - Food produced without artificial fertilisers and pesticides. Free range - Animals have more space to roam Packaging - Recyclable packaging like cardboard is better for the environment Food miles - The amount of miles food has travelled from farm to fork Seasonality - When a product will grow better and with less help e.g. strawberries are in season in summer.

Key Terms
Upskilling
Origin
Uniformity
Fermentation
Caramelisation
Reduction
Al dente
Shortening
Plascity
Vegan
HBV
LBV
Pulses
Micronutrients
Macro nutrients

Food labelling
Labels provide the consumer with information that they can then use to justify their choice.
✓ Ingredients list
✓ Dietary information
✓ How to store and cook the food
✓ Origin
✓ Animal welfare

Food additives
Preservatives: Prevent food spoilage
Antioxidants Prevent foods going rancid or brown
Colours Help restore a foods colour after processing
Flavour enhancers Monosodium glutamate added to enhance the flavour of processed food

Key temperatures
• Freezer = -18°C
• Fridge = 5°C
• Cooked food = 75°C
• Hot Held Food = 63°C
• Danger zone = 5°C to 63°C

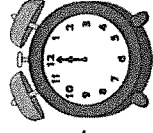
BEST BEFORE
01-01-07

USE BY
01-01-07

Function of ingredients	Storage of foods	Date marks
<p>SR Flour - (raises the product) and plain flour - add bulk and 'form' to the mixture - create the structure</p> <p>Golden syrup - adds sweetness, flavour, colour and moisture to the product</p> <p>Butter/margarine - binds the ingredients and adds flavour, colour and moisture</p> <p>Bicarbonate of soda/ baking powder (chemical raising agents) help the mixture to rise by releasing carbon dioxide</p> <p>Water/milk - add moisture and 'bind' the ingredients together; help the mixture to rise (steam)</p>	<p>Storage of foods</p> <ul style="list-style-type: none"> ✓ Ambient foods— stored in a cool dry place at room temperature ✓ Frozen foods— stored in a freezer at -18°C ✓ Refrigerated foods stored in a fridge at 5°C 	<p>Date marks</p> <p>Best Before The date after which foods may not be at their best, although probably safe to eat if stored according to instructions.</p> <p>Use-by-date The date given to foods that spoil quickly, such as cooked meats. It is unsafe to eat foods beyond their use-by-date.</p>

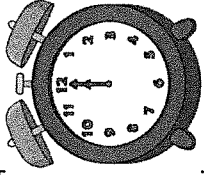
All Saint's Absolutes : Design & Technology

Y8 Clock



KEYWORDS

Customer	The person that you are designing for or who buys your product	Specialist equipment	Uses
Client Interview	Finding out the needs and wants of a client by asking questions, which will help a designer design a product.	Scroll saw	Scroll saws have a thin blade that allows you to cut intricate curves and corners.
Materials	What products are made from, metals, woods, manufactured boards, polymers (plastics), fabrics, papers and cards. Fixtures (nails, screws) and adhesives (glues)	Coping Saw	To cut shapes and cut small areas in wood and manufactured boards
Product analysis	Asking questions about a product performance. It can mean experts analysing a product or members of the general public or potential customers/groups of people. ACCESS FM questions used for evaluation of performance.	Vacuum Former	Vacuum Forming is an industrial technique which may be used for batch production or mass production. The process deforms polymer sheet material.
Mood board	This is a page of images that shows a range of existing products that help to produce a range of designs	Finite-	resource that will run out eventually. Also called a non renewable resource. For example : coal, oil or gas will run out.
Testing	A range of tests are carried out to check the performance and or quality of materials and or products for summative evaluation.	Non-Finite-	A resource that can be replaced by natural processes as fast as it can be consumed. Also called a renewable resource. For example, trees.
Analysis	Investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification.	Deforming processes	The method of shaping materials by either bending in a straight line or by creating a bowl or dish shape.
Market research	Market research involves gathering in-depth information about customer or user needs and preferences.	Materials	Meaning
Specialist Terms	Uses	P. V. C	PVC is available in sheet form or granules, making it suitable for vacuum forming or injection moulding. It is chemical and water-resistant and is commonly used in blister packs, plastic toys and window frames.
Mould	A former used to shape materials. E.g. for pewter casting	High Density Polystyrene HIPS	A tough, rigid polymer material with high impact strength. Used to vacuum form the clock design using the mould.
Gear	A mechanism used to transfer rotary motion, which can also change the direction and magnitude of force transmitted.	Acrylic -	A thermoplastic .
Orthographic projection	This type of drawing shows a 3D object in a set of 2D drawings viewed from different angles. - A front view plan view and end view.	Thermoforming Polymer / plastics	A type of plastic that can be melted and remoulded over and over again. E.g. acrylic, HIP's ...
Stock Form-	The different shapes that materials can be bought in. Rods, sheets, planks, tubes etc.	Thermosetting Polymer	Thermosetting plastics are plastics do not soften on heating. They are used when resistance to heat is important (e.g. kettles, plugs, laptop chargers etc). A type of plastic that undergoes a chemical change when heated, which makes it permanently hard and rigid. Thermosetting plastics cant be remoulded. E.g. Urea Formaldehyde
The 4 Motions	The four types of motion are: Linear, rotation, reciprocation, oscillation.	M. D. F - medium density fibreboard	This is manufactured board that is made from wood dust and glue it is cheap but breaks easily when cutting. Used to make the mould base for the clock.



Design Specification

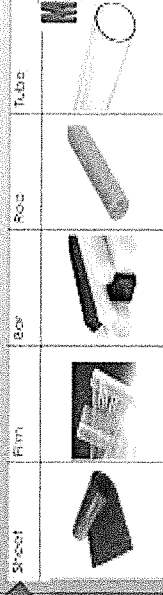
The 'Design Specification' is a list of conditions a product must meet, called design criteria. A specification is written in bullet points with each point explained. It is a detailed document providing information about the characteristics of a project to set criteria the developers will need to meet. Design specifications are used for everything from laying out plans for a new space ship to addressing the design concerns of a pencil holder.

The specification should cover:

- Size — how big it is
- Aesthetics — how it looks
- Consumer — who will buy it
- Function — what it will do
- Quality — e.g. the required finish
- Cost — the price range
- Materials — what it is made of
- Safety — how to make sure it's safe
- Environment — the impact on the world
- Sustainability — its future impact

Stock Forms

Polymers come in different forms - sheets, tubes and rods can be cut to size and bent.



MATERIALS

THERMOPLASTICS



(Can be melted repeatedly)

THERMOSETS



(Once shaped, cannot be melted)

Types of thermoplastic polymer

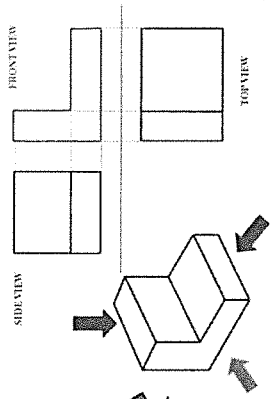
Type	Common uses	Characteristics
Acrylic and Perspex	windows, bath tubs	Can be transparent. Hard wearing and tough. Softens between 85°C and 165°C.
High density polyethylene (HDPE)	Pipes, buckets, bowls	Strong and stiff. Softens at about 130°C.
PET	Drinks bottles, food packaging	High strength and toughness. Heat resistant. Softens about 80°C.
High impact polystyrene (HIPS)	Packaging	Good toughness and reasonable strength. Softens about 90°C.

Types of thermosetting polymer

Type	Common uses	Characteristics
Polyester resin	Car bodies, boats, suitcases/luggage	Good strength and stiffness. Very good temperature resistance.
Melamine formaldehyde	Laminite coverings for kitchen worktops	Stiff, hard, strong, resistant to many chemicals and stains.
Polyurethane	Foam insulation panels, hoses, sealants	Hard with high strength. Flexible and tough.

Orthographic Drawing

They show a 3D object in a set of 2D drawings viewed from different angles. - A front view plan view and end view.



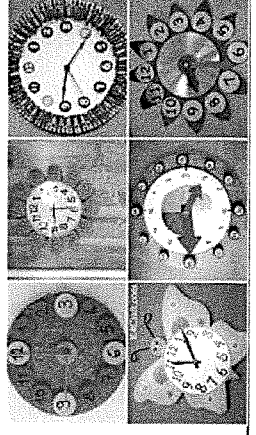
CAD CAM Modelling

CAD can be used to model. CAD can be used to draw detailed 3D designs, then CAM machines such as 3D printers can be used to produce models. The CAD package we use in school is called Tech soft 2D design.

Modelling a physical representation of a structure - built to study aspects of design or to communicate design ideas. Depending on the purpose, models can be made from a variety of materials, including blocks, paper, and wood, and at a variety of scales.

Is making a practice version of a design or part of a design. The benefits of card modelling are;

- Test out parts of a design/ the design in 3 dimensions.
- See how the product might look in real life.
- Check out material proportions and dimensions.
- Consider and identify fabrication issues that cannot be seen in a 2D paper drawing.
- Save on expensive high quality material where mistakes and changes in the 3D form might still occur.



THERMOSETTING POLYMERS MATERIALS

Thermosetting polymers undergo a chemical change and once formed or set, cannot be reformed. Thermosets are resistant to higher temperatures but tend to burn when heated rather than melt. They are harder, more brittle and provide good insulation and chemical resistance.

Polyester resin (PR)



Properties

Good electrical insulator, hard, but becomes tough when mixed with glass strands to form glass reinforced plastic (GRP).

Uses

Encapsulation, boat hulls as GRP.

Epoxy resin (ER)



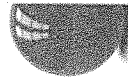
Properties

Good strength to weight ratio, good electrical insulator, heat resistant.

Uses

Bonding waterproof coatings, electronic circuit boards.

Phenol formaldehyde (PF)



Properties

Heat resistant and a good electrical insulator.

Uses

Heat resistant handles, electrical components, snooker balls.

Urea formaldehyde (UF)



Properties

High tensile strength, heat resistant, good electrical insulator, hard, brittle, easily injection moulded.

Uses

Adhesives for bonding particle boards, decorative laminates, electrical casings.

Melamine formaldehyde (MF)

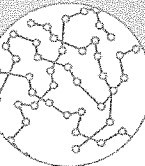


Properties

Lightweight, hard but brittle.

Uses

Worktops, surfaces, some kitchenware.



Thermosetting plastics are more flexible and have loose polymer chains that break apart when heated.

Thermosetting plastics have rigid cross-linked polymer chains that set when heated and cannot be reformed.

THERMOFORMING POLYMERS MATERIALS

Plastics are mainly synthetic materials made from polymers traditionally derived from finite petrochemical resources. Naturally occurring plastics include amber and rubber.

Thermofforming polymers are generally more flexible than thermosets, especially when heated. This is owing to their physical structure; polymer chains are quite loosely entangled with very few cross links. This allows the chains to easily slide past each other when heated. They can be formed into complex shapes and reformed multiple times.

Polypropylene (PP)



Properties: Flexible, tough, lightweight, food safe
Uses: Kitchens, medical products

Acrylic (PMMA)



Properties: Tough but brittle, easily formed and bonded.
Uses: Car lights, alternative to glass, clothing.

High density polyethylene (HDPE)



Properties: light weight, rip & chemical resistant
Uses: Milk bottles, pipes, crates, wheelite bins.

High impact polystyrene (HIPS)

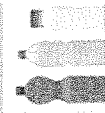


Properties: Flexible, impact resistant, light weight, food safe.
Uses: yogurt pot, vac form products.

Polyvinyl chloride (PVC)



Polyethylene terephthalate (PET)



Properties: flexible, easy to extrude, tough, chemical resistant
Uses: Pipes, electrical tape

Design and Technology – Clock

Coping saw



Uses: For cutting curved lines through a thin material

For: Timber, plastic and thin metal

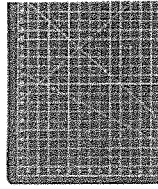
Craft knife

General cutting and scoring of various materials.



Cutting mat

Safe anti-slip, self-healing mat to protect work surfaces



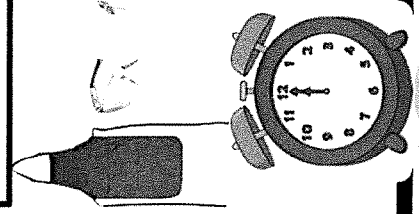
Maun safety rule

The rule has a 'M' profile which keeps fingers away from a knife when cutting or scoring paper.

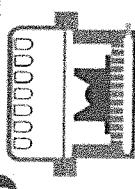


Scroll saws are used for cutting curves that are too intricate for a coping saw or jigsaw.

PPE : personal protective equipment

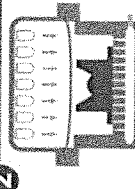


1



A plastic sheet is clamped above a mould.

2



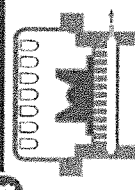
The plastic sheet is heated causing it to become soft.

3



The vacuum bed and mould are moved up to the plastic.

4



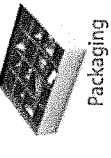
Air is sucked out, creating a vacuum that pulls the plastic sheet onto the mould.

Once the plastic has cooled and set, the mould is lowered.

Vacuum forming is used to create various plastic products, including:



Food containers



Packaging



Signage

Vacuum forming

This technique is used to shape plastic. It works by heating a sheet of plastic, which is then pulled by the vacuum to form around the shape or mould. Once the plastic has cooled and set hard it can be removed from the moulding tool.

