ALL SAINTS'
CATHOLIC VOLUNTARY ACADEMY

Year 8 Absolutes

Opportunity . Achievement . Success

Term 2

NAME:

FORM:

Y8 Art & Design Knowledge Organiser - 1

Weeks 1-2

"Pop Art"

By Tate Kids.

https://www.youtube.com/watch?v=DhEyoDCTSDQ

The Key Knowledge You Need To Know After This Video:

1. What else is **Pop Art** apart from an **art movement**? Life style, craze, a way of looking at the world.
2. What is Pop? Young, Bold and fun.
3. What does she describe life to be like in the 40's? Grey.
4. What did people want in the 50's? Plastic and glammer. Have a good time. Earn more and spend more. Not just watch TV but be on TV.
5. What Musicians could you listen too? Beetles. Elvis.
6. What is Pop art all about? **Culture.**
7. Who Where the Pop **artists**? Richard Hamilton / Andy Warhol / Roy Lichenstien / Eduando Paolozzi / Pauline Boty / Nicola L / Parviz Tanavoli Jean Michel Basquit.
8. How did he make his art work? Collages using glossy magazines.
9. What was completely "Bonkers" at the time? **Lifting** images from films and advertising – **copying.**
10. What was art to Andy Warhol? A product. The same as a **production line.**
11. How did he make is art work? **Silk screening techniques.**
12. Which artist made **comic books**? Roy Lichtenstein
13. What technique did he use to make his art work look like comics? **Benday Dots.**

Practice & Develop Your Skills Further:

In lessons we have been cutting out **shapes** and producing a **collage inspired** by Roy Lichtenstein.
Now look at the famous collage by Richard Hamilton called **"What Is It That Makes Today's Homes So Different, So Appealing".**
Can you practice your cutting out and collaging skills by making your own **version** of this collage using old magazines, perhaps putting in a **modern creative twist**?

Challenge Yourself:

Choose one of the pop artists mentioned in the video:
-Richard Hamilton
-Andy Warhol
-Roy Lichenstien
-Eduando Paolozzi
-Pauline Boty
-Nicola L
-Parviz Tanavoli
-Jean Michel Basquit

And research into their artwork in **more detail**. You can present your work any way you wish be as **creative** as you can look at how a GCSE or A Level student would present this information in their **coursework sketchbooks** for some **inspiratio**

Ultimate guide to get A* in GCSE Art // 15 Quick Tips By Genevieve Hall
https://www.youtube.com/watch?v=HTw_KqfWtD0

Weeks 3-4

"Understanding Value (Light and Dark) and drawing Value Scales – Weekly Art Lessons Vol.03"

By Mr New's Art Class

https://www.youtube.com/watch?v=qNawqTqUrP0

Follow The Key Steps And Instructions In The video:

Watch.

Pause.

Practice and do.

REWIND.

Watch again.

Pause.

Check and Refine.

Practice and do.

Value Scales- Practice Worksheet

Paper White		Greys			Black
1	2	3	4	5	6

SHADE

SKETCH

CROSS HATCH

Practice & Develop Your Skills Further:

Place a piece of plain white paper down on a table and then grab five different small toys from your bedroom. Place and **arrange** them on top of the paper in the middle.
Use your mobile phone **light** and shine it onto the **"still life"** so it **casts shadows** of the objects onto the paper. Then try moving the **light source** around look carefully and notice what happens to the shadows and the **highlights**. Can you Draw the objects, then shade them using pencil crayons to **three dimensionality?**

Challenge Yourself:

Look into the word: **CHIAROSCURO**, what can you tell me about it? Tell your teacher all about what you know next lesso
How does it relate to the word **VALUE?**

https://www.tate.org.uk/art/art-

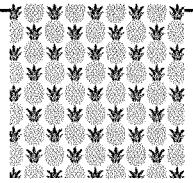
Weeks 5-6

"Challenge 1 – How to use pattern in your art work"
By PaintBasket

https://www.youtube.com/watch?v=bVdTeVeAlzs

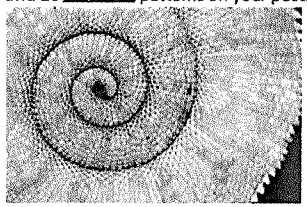
The Key Knowledge You Need To Know After This Video:

1. What is the definition of **pattern**? An **arrangement** of **repeating** parts or **decorative designs.**
2. In order to **create** a pattern what do we need to do? Repeat something in such a way that the repetition becomes **noticeable to the eye.**
3. What reasons do we use pattern for? To **decorate** /To make something **look neat.**
4. Can you find pattern in nature? Yes. Petals on flowers. Butterfly wings.
5. What is a **irregular** pattern? Nature e.g. rocks different sizes and shapes.
6. How do you create pattern in art work? Repeat **shapes / objects / directions / changes/ Colours / Images.**
7. What effect does repeating patterns have on our art work? Effects **atmospheres and emotions.**
8. What does a **regular** pattern do to a piece of work? More **structured and formal** feel. **Sense** of **order** and **calm.**
9. What about an irregular pattern? **Busy** and **energetic** effect, convey **chaos.**
10. What happens to your brain when you look at a pattern? It's **soothed** by it. Our brain **memorises** it.
11. What becomes the **focal point** of your art work? The item that **breaks** the pattern.



Practice & Develop Your Skills Further:

Produce a poster that contains all the facts you know about **pattern** in Art.
Include 10 **man made** pattern examples and 10 **natural** patterns on your poster.



Challenge Yourself:

Put together a **quiz** for other students that includes a mixture of patterns.
The aim of the quiz would be to try and get pupils to **recognise** famous patterns or different animal / natural patterns.
Make it **entertaining but challenging** as well.
When you have completed your quiz let your teacher know as you can test it out on your classmates.

Y8 Art & Design Knowledge Organiser - 2

Weeks 7-8

"Colour Theory Basics"

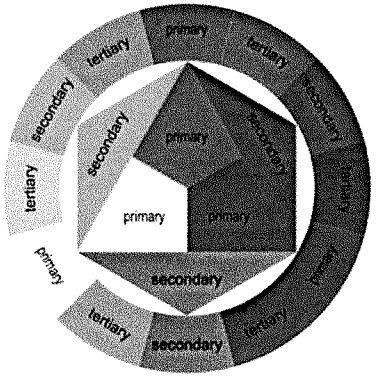
by Simple Art Tips

https://www.youtube.com/watch?v=L1CK9bE3H_s

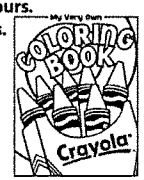
Recap From Y7

The Key Knowledge You Need To Know After This Video:

1. What is a **hue**?
The name of a colour.
2. What is **value**?
The lightness or darkness of a colour.
3. What is a **shade**?
A value created by adding black.
4. What is a **tint**?
A value created by adding white.
5. What is a **tone**?
A hue created by adding grey.
6. What are the **warm** colours? What **effects** do they have on the **mood** of a painting?
Reds Oranges and Yellows – Happy or Warm.
7. What are the **cool** colours? What effect do they on the mood of the paining?
Blues, Purples and Green – Sad, Dark, Depressed and Cold.
8. What are **complementary** colours?
They are colours that sit opposite each other on the colour wheel.

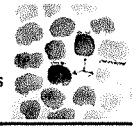


Practice & Develop Your Skills Further:
Have you got a bit of pocket money his week? Saved some Birthday money? Why not treat yourself to some art materials and start to build up your own selection of materials for home. BUY YOURSELF a set of cheap paints and have a go at creating something with them.
You could try painting a page from a colouring book and practice your painting skills:
-Mixing up different colours.
-Painting inside the lines.
-Blending different colours together.
-Control and application of the paint.
-Keeping a tidy pallet, washing up.



Challenge Yourself:
Challenge Yourself:
Can you make the Reeses ORANGE?

I'm sure you don't need an excuse to gobbl some chocolate, but get a wrapper in front you from Resses buttercups. Try and mix an make that ORANGE. Make sure you log all your different attempts on a scrap piece of paper – This is called a **swatch.**



Weeks 9-10

"Composition in Art Explained"

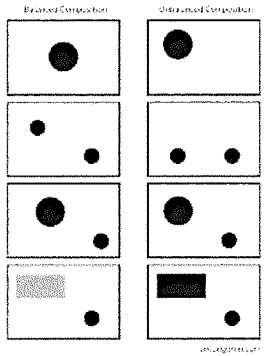
by Art with Flo

https://www.youtube.com/watch?v=VwUZ3PivD6I

Recap From Y7

The Key Knowledge You Need To Know After This Video:

1. What is **composition**?
The way the **visual elements** within art work are **arranged.**
2. What can composition help to do?
Tells a story, Give a message. Add excitement alter the mood.
3. Wat makes a good composition?
A pleasing arrangement of **shapes colours** and **values.**
4. What is the **focal point**?
The **main subject** of your piece art, the **point** that the **viewer** looks at first.
5. What happens to the mood when their is an **unbalanced** composition?
Cause a sense of tension.
6. What three things do you use to direct the viewers eyes to your compositions focal point?
Contrast, faces and **guiding lines.**
7. What can happen if you use too many focal points in piece of art work?
Loose **impact** and confuse the viewer.



Practice & Develop Your Skills Further:
Make a **revision flash card** on the different **compositional arrangements** below,
Get your family and friends to test you.

https://www.youtube.com/watch?v=WGvO98aAcU4
"Make your own flash cards" by Paula Humanatomy

Rule of thirds,
Golden ratio,
Centred,
Symmetry,
Golden triangle,

Challenge Yourself:
Using your mobile phone can you take som **photographs inspired** by your knowledge on the "**Rule of thirds"?**

https://www.youtube.com/watch?=II_H8MkK36qo
"The Rule Of Thirds Explained In Two Minutes."
By Silas Willoughby

Weeks 11-12

"The Formal Elements"

by: School of Yule

https://www.youtube.com/watch?v=PZV-

Recap From Y7

The Key Knowledge You Need To Know After This Video:

1. **Colour:** The various ways **light reflects** of things and can be **interpreted** by the eye.
2. **Pattern**: A **repeated design** it can be **man made** or **natural.**
3. **Line:** Is the path left by a moving point.
4. **Texture**: The way something feels or looks like it **feels.**
5. **Tone:** The change from light to dark it can be used to reveal form.
6. **Shape:** An area enclosed by a line.
7. **Form:** A **three dimensional** shape.

Practice & Develop Your Skills Further:

Put together a bank of YouTube video's that can be shown to pupils to help explain what each of the **formal elements** are and how they are used in Art.
Try and find at least 3 videos for each of the formal elements.
Present the video information as a poster. You could include **QR codes and images** too.

Challenge Yourself:
Get a member of your favourite teacher to tell you what their favoured piece of art is from all time. Then google it. Research it fin out all about it, then print off a picture of it and stick it down in the middle of a piece of plain white paper. Can you label all the different FORMAL ELEMENTS in the piece of art work? Can you explain how the artist ha used them? Go back and show your teache what you found out about the art work and explain the formal elements to them.
IMPRESS THEM with all your Art knowledge

Y8 Art & Design Knowledge Organiser - 3

Weeks 7-8

"How to shade with a pencil for beginners"

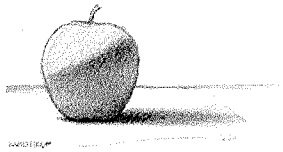
by RapidFireArt

https://www.youtube.com/watch?v=-WR-FyUQc6I

Recap From Y7

The Key Knowledge You Need To Know After This Video:

1. What happens when you add **light** and **shadows** to your drawings?
You can make your subject come to life by creating the illusion of **form** and **depth** – PRACTICE THIS!
2. What three things will you need to practice to be able to shade better?
Pressure control, how to shade **smoothly** and understand how light behaves - PRACTICE THIS!
3. What happens when you press down hard on the pencil?
The darker the **strokes** – PRACTICE THIS!
4. What do you need to eliminate in order to shade smoothly?
Big messy gaps - Stokes close together – PRACTICE THIS!
5. Does how you hold your pencil make a difference to how well you can shade?
Wear the pencil down, use the side of the lead to draw. Avoid using your writing grip. – PRACTICE THIS!
6. What are the two types of light that will effect an objects **shadows**?
Direct and **reflected** light.
7. What is an **Occlusion** shadow?
A tight space where two objects meet.
8. What is a **cast** shadow?
This appears when a form blocks the light.
9. What is the brightest part on an object?
The **highlight.**



Practice & Develop Your Skills Further:
Remember this video from Y7?
https://www.youtube.com/watch?v=iMEBSQJYaAY
"How to Draw Faces"
By RapidFireArt
Practice again how to draw a portrait.

But then there is the difficult skill of shading it to make it look 3D..... So lets start off with just learning how to draw and shade an eye. Watch this video.
https://www.youtube.com/watch?v=ncvsFE8o7j4
"How to draw realistic eyes for BEGINNERS – EASY tutorial" by Silvie Mahdal

Challenge Yourself:
Know try watching and drawing along with this video:
https://www.youtube.com/watch?v=y9NP2_-5Gw
"how to shade faces for beginners" by Zyra Banez

Weeks 9-10

"Marlene Dumas on Rejects | TateShots"

By Tate

https://www.youtube.com/watch?v=6vwwJ4uSreo

Follow The Key Steps And Instructions In The video:

In what year did Marlene Dumas begin **collection** of drawings Rejects? 1994
Where is this collection of work **feature**? The Tate Modern (London).
Why does she like the title rejects? Because it means to fail so if you already call the work a failure there's no expectations, you can't go wrong.
How does she describe the first set of rejects? More **aggressive** looking.
What **techniques** does she use to **create** these drawings? **Layering** one on top of another using holes to see through.
What does she say happens when her work is sold to other people (When my works goes away to other people)? She can't touch them anymore. They are not "mine" anymore to change.
How many pieces of work had been selected for the **exhibition**? 48.
How does she explain the effect of **scale** on her work? It effects the **gesture**, bigger scale means bigger gesture.

Practice & Develop Your Skills Further:
Watch this video.
https://www.youtube.com/watch?v=NMTsGIgFmsM
"Ghost 4- Abstract portrait with india ink- full painting (encre de chine)" by Jerome Rover.

Challenge Yourself:
Watch this video.
https://www.youtube.com/watch?v=woP4Vl6ZEs
"How Marlene Dumas Paints Ambiguity: 'In The Beginning' Palette and Colour Study" By Great Artists Steal

Weeks 11-12

Writing your thoughts and opinions about a painting by Marlene Dumas

1. VLE
2. Art and Design
3. Y8
4. Marlene Dumas Shaded pencil skulls Term 2a
5. Marlene Dumas thoughts and opinions

Vocab bank to help you talk about her work:

COLOUR: blend / soft / tint / translucent / transparent
Monochrome / tone / highlight / fall of light / intense / light
Gentle / natural / shading
LINE: sweeping / bold / confident / faint / fluent / free
Strong / lacking detail / weight / blocky / fluid
TEXTURE: shadow / dark / soft / haze
COMPOSITION: close-up / focal point
TYPE OF ART: figurative / portrait
MEDIUM: ink / wash / charcoal / chalk / layered / ripped paper
FEELING: alive / atmospheric / intense / delicate / disturbing / sensitive

Practice & Develop Your Skills Further:

Everybody is different. Someone looks at something and interprets it **IN THEIR OWN** way. That's what's so exciting about talking and looking at different artwork, because not everyone's opinion will be the same and because everybody likes different things, ART can be a really interesting point of **debate.** Fold a piece of lined paper in half, on one side write all the positive thigs (things people LIKE) about Dumas's art BUT on the other side write all the negative things (things people DON'T LIKE), perhaps ask your friends and family to help you add their opinions to your lists too.

Challenge Yourself:
Using the World Wide Web try doing some more research into her and her work. What else can you learn? Here's a starting place:
http://www.artnet.com/artists/marlene-dumas/

Y8 Art & Design Knowledge Organiser - 4

Weeks 7-8

"How to use coloured pencils! Layering, blending, & more!" by Pencil Stash

https://www.youtube.com/watch?v=FBZa4RdBe08

Recap From Y7

Weeks 9-10

Practice using pencil crayons homework task.

1.VLE
2.Art and Design
3.Y7
4.Sarah Hope pencil crayon skull term 2b
5.Practice using pencil crayons.

Recap From Y7

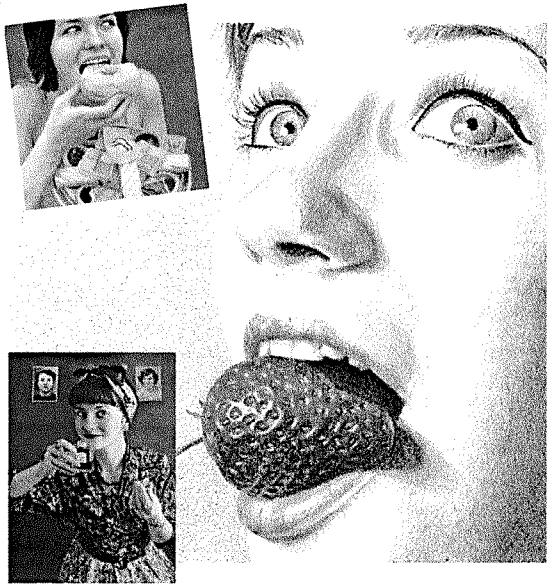
Weeks 11-12

Writing your thoughts and opinions about a painting by Sarah Hope.

1.VLE
2.Art and Design
3.Y8
4.Sarah Hope Shaded pencil crayon skulls Term 2b
5.Sarah Hope thoughts and opinions

The Key Knowledge You Need To Know After This Video and PRACTICING:

1.What are the 6 things you need to practice in order to use pencil crayons well?
Pressure/ Stroke/ Layering/ Blending/ Highlight/ Shadow.
2. What kind of **coverage** do you get with light pressure?
Minimal, meaning it leaves lots of white space/gaps.
3. What does high pressure/hardest pressure **limit** you in doing?
Layer or blend other colours on top of it.
4. How can you hide the **strokes**?
Keeping **consistent** pressure.
5. What are circular strokes useful for?
Getting into tight spaces.
Interesting **texture**.
6. How can you make colours that you don't have?
Layer two colours lightly on top of each other.
7. When adding **highlights and shadows** what is the first thing you must do?
Decide where your **light source** is coming from.
8. What colours can you add to the darkest shadows?
Brown's and black.
9.What effects the **length** of the shadow?
The **angle** of the light.



Vocab bank to help you talk about his work:
COLOUR: blend / bright / vibrant / warm / glowing / saturated /intense / luminous deep / opaque /pure
LINE: controlled / confident / sweeping / fluent
LIGHT: artificial / shadow / shading / gentle / harsh / tone / highlight / sharp / intense / light / sunlit /natural
TEXTURE: glaze / shiny / fine / flat / soft / smooth
COMPOSITION: background / foreground / focus / near / subject matter / focal point / snap shot
TYPE OF ART: photorealism / copied / decorative / domestic / genre /naturalistic portrait / contemporary / figurative / modern / impressive
MEDIUM: pencil crayon / drawing/illustration
FEELING: alive / atmospheric / sensitive / domestic / fun / exciting / expressive fresh / moving / reflective / feminine / happy

Practice & Develop Your Skills Further:
Have a go at using just FIVE coloured pencil cratons to colour a portrait or a face
https://www.youtube.com/watch?v=1ZNmWyqfl4I
"Drawing a Portrait with ONLY 5 Coloured Pencils!" by Kirsty Partridge Art

Practice & Develop Your Skills Further:
Get and orange and cut it in half.
Place it on a piece of plain white paper, on a table in front of you.
DRAWING FROM OBSERVATION.
First **sketch** out the orange **copering** the shape of the halved orange and **THEN** use pencil crayons and colour it to produce a **final study** of it. PUT all your knowledge of how to use pencil crayons into practice.

Practice & Develop Your Skills Further:
Everybody is different. Someone looks at something and interprets it **IN THEIR OWN** way. That's what's so exciting about talking and looking at different artwork, because not everyone's opinion will be the same and because everybody likes different things, ART can be a really interesting point of **debate.**
Fold a piece of lined paper in half, on one side write all the positive thigs (things people LIKE) about Hope's art BUT on the other side write all the negative things (things people DON'T LIKE), perhaps ask your friends and family to help you add their opinions to your lists too.

Challenge Yourself:

Watch this video:
https://www.youtube.com/watch?v=cHz4k3V1Pg
"DO'S & DON'TS: How To Draw a Face with Coloured Pencils | Realistic Drawing Tutoria
Step by Step by Kirsty Partridge Art.
Then put together a power point presentation OR even film your own video using your mobile phone to pass on the tips that you have just learnt. Include YOUR our own Do's and Don'ts.

Challenge Yourself:
Can you teach someone else how to shade with pencil crayons? Be the teacher show o your skills and pass on your knowledge to ANY ONE in your family? Remember a good teacher thinks about what problems and mistakes someone might make first and the helps them by passing tips and advice – Wh are your tips?

Challenge Yourself:
Using the World Wide Web try doing some more research into her and her work. What else can you learn? Here's a starting place:
https://www.sarahhopeart.com/

Y8 Art & Design Knowledge Organiser - 5

Weeks 7-8

"Is graffiti art? Or vandalism? - Kelly Wall"

By Ted-Ed

https://www.youtube.com/watch?v=4GNoUYZhrT0

The Key Knowledge You Need To Know After This Video:

1. Why can **graffiti** make statements about? **Identity, Art, Empowerment and politics.**
2. What is the definition of graffiti? The act of writing on **public property.**
3. Who was responsible for the first type of graffiti in the 1st century BC? And what did they do? The Romans. Write messages on walls. OR Mayans. Scratching into walls.
4. What where the Romans in Pompeii writing graffiti about? Magic spells, poems about unrequited love, Political campaign slogans and messages to cheer on their favoured gladiators.
5. When did graffiti become known as **vandalism**? 15th century.
6. Where did the term vandalism come from and become **associated** with graffiti? A tribe called the Vandals swept through Rome destroying the city. An out cry about the defacing of Art during the French revolution.
7. Why do some graffiti artists use **alternate identities**? Because graffiti is considered **deliberate rebellion** they want to avoid **retribution (punishment).**
8. What two things are central to graffiti's history? **Space and ownership.**
9. What did the Nazi's use graffiti to do during WW2? Spread **properganda.**
10. Why has the question been raised as to weather graffiti is art? It has been taken off the streets and placed into art **galleries.**

Practice & Develop Your Skills Further:

Have you got a bit of pocket money his week? Saved some Birthday money? Why not treat yourself to some art materials and start to build up your own selection of materials for home. BUY YOURSELF a set of **GOACHE** paints and have a go at creating something with them.

You could try painting a page from a colouring book and practice your painting skills:

-Mixing up different colours.
-Painting inside the lines.
-Blending different colours together.
-Control and application of the paint.
-Keeping a tidy pallet, washing up.

Challenge Yourself:

What is an **Graffiti Artist**?

Find out about how you train to become one and how much money you can earn as one. There are so many different careers in art and design....look into at least 3 more art related jobs using this website. Write down and record the information.

https://www.prospects.ac.uk/job-profiles/browse-sector/creative-arts-and-design

Weeks 9-10

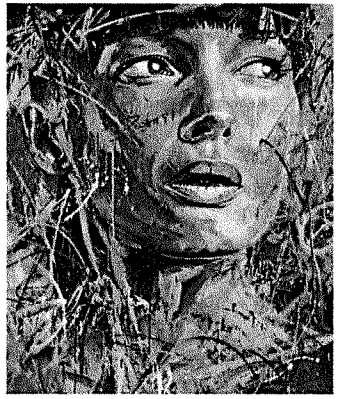
"Audio interview with artist David Walker in London"

By Inspiring City

https://www.youtube.com/watch?v=_96iGNsoLP0

The Key Knowledge You Need To Know After This Video:

1. What is David Walker well known for? scale female **portraits.**
2. What does he base his **text pieces** on? His own writing.
3. How does he **compare** writing to imagery? Writing is **more personal.**
4. What famous graffiti artist did he work with that got him started off working on walls? Banksy. Cans festival, other artists showed the **creators** his work.
5. Who were **influences** on him at this time? Connor Herrington.
6. What is the main difference in his work now from his earlier work? Size.
7. Which country was one of the biggest walls that he remembers working on? Nancy, France 2012.
8. Why was he asked to paint this wall? The area was **deprived** and it was to **brighten up** the area and make people **proud of** where they lived.



Practice & Develop Your Skills Further:

What materials have you got around your home?

Can you have a go at painting like David Walker?

Take photographs of what you do and send them to your teacher via email.

https://www.youtube.com/watch?v=2n6eL44XnqE

"(2013) DAVID WALKER" By Sil05

Challenge Yourself:

Take a look at this video.

Why not experiment creating different marks and textures with the art materials you have at home.

Take photographs of what you do and send them to your teacher via email.

https://www.youtube.com/watch?v=ZHJDPHQbfz4

"Abstract Art Mark Making - warm up 1" by Conny Lehmann

Weeks 11-12

Writing your thoughts and opinions about a painting by Sarah Hope.

1. VLE
2. Art and Design
3. Y8
4. David Walker painted skulls Term 3a
5. David Walker thoughts and opinions

Vocab bank to help you talk about his work:

COLOUR: bold / bright / clashing / discordant / modern / neon / contrasting / bold bright / dashing
LINE: blocky / vigorous / loose / dynamic / expressive / broken
LIGHT: bright/ contrasting / tonal / artificial / direct
TEXTURE: impasto/layered /scratchy / rough / unfinished
COMPOSITION: focal point / snap-shot / close up / balanced
TYPE OF ART: figurative / portrait / graffiti / modern / painting / urban / youthful
MEDIUM: spray paint / paint / layered / pallet knife / thickly applied / dribbled
FEELING: alive / atmospheric / dynamic / modern / contemporary / youthful / urban / expressive / impressive

Practice & Develop Your Skills Further:

Everybody is different. Someone looks at something and interprets it **IN THEIR OWN** way. That's what's so exciting about talking and looking at different artwork, because not everyone's opinion will be the same and because everybody likes different things, ART can be a really interesting point of **debate.** Fold a piece of lined paper in half, on one side write all the positive thigs (things people LIKE) about David Walker's art BUT on the other side write all the negative things (things people DON'T LIKE), perhaps ask your friends and family to help you add their opinions to your lists too.

Challenge Yourself:

David Walker paints portraits.

Have a look around the **National Portrait Gallery's** website.

Can you find a couple of portraits painted in a style that you really **like and admire**? Then perhaps you could find out about the artist's who painted these pieces?

https://www.npg.org.uk/

Y8 Art & Design Knowledge Organiser - 6

Weeks 7-8

"What is Crosshatching? - Pen and ink drawing for beginners"

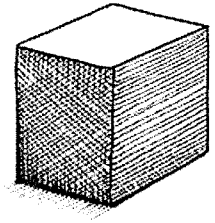
by Shoo Raynor

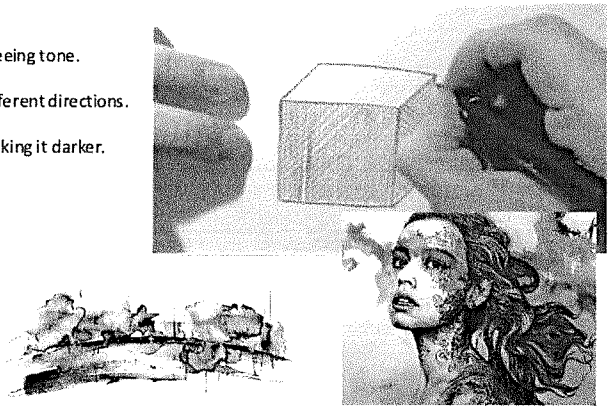
https://www.youtube.com/watch?v=huD94n20iBY

Recap From Y7

The Key Knowledge You Need To Know After This Video:

1. What is **hatching**?
Using lines to trick the eye into seeing tone.
2. What is **cross hatching**?
Adding more layers of lines in different directions.
3. What does this do?
Increases the **tonal value** – making it darker.





Practice & Develop Your Skills Further:
Can you teach someone else how to use a black pen to cross hatch? Be the teacher show off your skills and pass on your knowledge to ANY ONE in your family? Remember a good teacher thinks about what problems and mistakes someone might make first and then helps them by passing tips and advice – What are your tips?

Challenge Yourself:

Watch, draw along and practice with this video:
https://www.youtube.com/watch?v=1ORW_WGSoM
"simple cross hatching line | drawing a cup |" by Khalik Arts

Weeks 9-10

"Ink Drawing Techniques for Beginners"

By: Devin Ellie Kurtz

https://www.youtube.com/watch?v=8KCML3j7msE

The Key Knowledge You Need To Know After This Video:

1. Name two different types of pens that can be used for **ink drawings**? **Fine liners and brush pens.**
2. What would it be helpful to do before you start an ink drawing? Test of the **thickness** of pen so you know where you will need to use it.
3. What are brush **tips** perfect for? Long **lines/marks** that go from thick to thin.
4. What could you do to help you practice getting long thick to thin lines? Spend time **tracing** over lines.
5. What does she advise you to use a **variety** of and what can they do to a piece? Thin and thick lines. Help to bring **interest.** Can help **direct the eye.** Good way to **separate inertia and exterior** of a character or **background element.**
6. What could you use instead of a pen to add **texture**? An old brush.
7. How to you make **ink washes**? **Mix** ink with water.
8. What other ink technique does she advise you to practice apart from practicing making different **tones** using water? Using wet ink over dry ink.
9. What effect does using this **layering technique** give to your work? **Depth.**
10. What is the technique called where you use ink on top of wet paper? **Wet on wet.**
11. What was her final tip to help when it is hard to leave white areas of paper?
Use white ink for **highlighting.**

Practice & Develop Your Skills Further:
Have you got a bit of pocket money his week? Saved some Birthday money? Why not treat yourself to some art materials and start to build up your own selection of materials for home. BUY YOURSELF a set of drawing **inks** and have a go at creating something with them. Why not experiment creating different marks and textures with them.
Take photographs of what you do and send them to your teacher via email.

Challenge Yourself:
Have a look at another artist who uses ink and layering up of mark making techniques to create her artwork.
Patricia Ariel – We look at her during Y9 for GCSE Art.
https://patricia-ariel.com/

Weeks 11-12
Writing your thoughts and opinions about a painting by Gabreil Moreno.

1.VLE
2.Art and Design
3.Y8
4.Gabriele Moreno Ink skills Term 3a
5.Gabriel Moreno thoughts and opinions

Vocab bank to help you talk about his work:
COLOUR: realistic / limited / monochrome / vibrant / Controlled uncontrolled / washy
LINE: varied / hatched / cross hatched / contour lines / Controlled
TEXTURE: realistic / detailed / hatched / hair
COMPOSITION: focal point / portrait / close-up / layered patterned
TYPE OF ART: portrait / contemporary / stylised / mixed media Youthful / expressive / tonal / hatched
MEDIUM: mixed media / pen / ink wash
FEELING: moody / atmospheric / underwater / movement whimsical / ephemeral / relaxed / modern

Practice & Develop Your Skills Further:
Everybody is different. Someone looks at something and interprets it **IN THEIR OWN** way. That's what's so exciting about talking and looking at different artwork, because not everyone's opinion will be the same and because everybody likes different things, ART can be a really interesting point of **debate.**
Fold a piece of lined paper in half, on one side write all the positive thigs (things people LIKE) about Moreno's art BUT on the other side write all the negative things (things people DON'T LIKE), perhaps ask your friends and family to help you add their opinions to your lists too.

Challenge Yourself:
https://gabrielmoreno.com/
Check out his website.
Perhaps you could contact him via email and ask him a question about his work
info@gabrielmoreno.com

All Saints' Drama Department: **Shakespeare**

1. Who was Shakespeare? – An English Playwright, poet and Actor
2. Shakespeare was born in 1564 and died in 1616
3. Shakespeare was called the 'Bard of Avon'
4. Shakespeare's plays fall into three categories – tragedies, comedies and histories
5. Tragedies are plays that describe the downfall of the main character. Shakespeare's most famous tragedies include *Hamlet*, *King Lear*, and *Macbeth*.
6. Comedies are humorous plays that end happily. Shakespeare's comedies include *A Midsummer Night's Dream*, *As You Like It*, and *The Taming of the Shrew*.
7. Shakespeare's histories are dramas about some of England's powerful kings, including Henry IV and Richard II.

Drama skills / techniques you will need to demonstrate in this unit:

1. **Performing from a script** – using a script to perform characters from the script, performing using appropriate facial, vocal and physical skills
2. **Stage combat** – using fighting moves safely and in a controlled way to create a realistic stage fight to show conflict
3. **Soundscapes –** the use of sounds which are combined to create mood and atmosphere, often for a play or film.
4. **Physical theatre** – is a genre of theatrical performance that encompasses storytelling primarily through physical movement
5. **Repetition** – saying the same lines over and over again
6. **Choral speech** – ddialogue spoken by more than one person
7. **Canon** – saying the same line as someone else but at a different time
8. **Unison** – everyone saying the same line at exactly the same time

Understanding of vocal and physical skills: Using the mouldy parmesan criteria – remembering the mnemonic and showing these skills in practice

Mouldy (**movement**), parmesan (**posture**), grates (**gesture** – use of hand movement to signal thoughts and feelings), itself (**interaction** between other characters), very (**vocal expressions** – the way you use your voice) **pitch** (low pitch or high pitch) **pause** (stops between speech) **projection** (use of how you project your voice loudly or softly), **pace** (speed of speech), flipping easily (**facial expressions**).

<u>Performance tasks</u>

- Working in a group to perform an extract from Shakespeare containing choral speech, canon, repetition and unison
- Working independently to take on a different role and sustain throughout a performance using vocal, facial and physical skills to play a convincing role
- Working in pairs to create a fight scene safely, in a controlled way to demonstrate conflict

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.

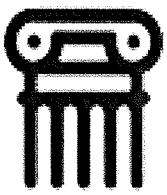
Vocabulary

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 1st'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/ dellicate	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 *me*." or perhaps "...believe *in me*."
Hyperbole	Exaggeration to emphasise a point or idea.
Hypophora	A questions 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!

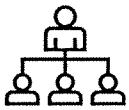
Rhetoric is everywhere: in the news, on the radio, in adverts. Be aware that every thing you hear may contain rhetoric. Keep a critical ear and be aware of how you're unknowingly being persuaded.

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

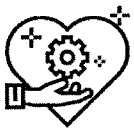
A story with a hidder moral or political meaning.

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

1. **Propaganda** (see 'concepts' for definition)
2. **Social Responsibility** (see 'concepts' for definition)
3. **Transgression** (Breaking the rules)
4. **Justice** (Fairness in the way people are dealt with)
5. **Compassion** (Pity and concern for the suffering of others)
6. **Protagonist** (the leading character)
7. **Antagonist** (the opponent to the protagonist)
8. **Dramatic Irony** (See 'terminology')
9. **Figurative Language** (when words go beyond their actual meaning – techniques such as metaphor, simile, personification)
10. **Satire** - (see 'terminology')
11. **Maxim** – (see 'terminology')
12. **Illusion** – When something isn't as it seems
13. **Logos** – The logic to an argument
14. **Ethos** – The ethics/credibility and trust behind an argument
15. **Pathos** - the raising of emotion
16. **.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 bets 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 sol. 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	*Drunken owner of Animal Farm. Embodies the tyranny of man.*
Napoleon	*Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.*
Snowball	*Devoted to animalism and the education of animals. Hero at the battle of the cowshed.*
Squealer	*Mouthpiece of Napoleon. Uses propaganda to control animals.*
Old Major	*Wise, old pig. Inspires the rebellion with his rhetoric.*
Dogs + Sheep	*Instruments of fear and control, educated by Napoleon.*

Moses	*Tamed raven of Jones. Spreads idea of Sugarcandy Mountain.*
Boxer	Devoted citizen and immensely strong. Innocent and naïve.
Clover	*Maternal and loyal. Senses hypocrisy but can't express it*
Mollie	*Shallow & childish. Craves ribbons & sugar. Deserts the farm*
Benjamin	*Stubborn, cynical & apathetic. Only stirred to passion by Boxer's removal*

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 *without cause*'
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 2a - Paris

Retrieval from last term

I went into town.	**Je suis allé (e)** en ville.
I stayed at home.	**Je suis resté (e)** à la maison.
I visited Nottingham.	**J'ai visité** Nottingham.
I bought a DVD.	**J'ai acheté** un DVD.
We ate a sandwich.	**Nous avons mangé** un sandwich.
It was great.	**C'était** génial.

Quiz 3.1 – Travel and Transport

I like to take **the train.**	J'aime prendre **le train.**
The plane is very fast.	**L'avion** est très rapide.
The bus is not comfortable.	**Le bus** n'est pas confortable.
I went **on the ferry.**	Je suis allé(e) **en ferry/en bateau.**
I travelled **on a coach.**	J'ai voyagé **en car.**
It is easy **in the car.**	C'est facile **en voiture.**

Quiz 3.2 – Monuments in Paris

Eiffel Tower	**la Tour Eiffel**
Arc de Triomphe	**l'Arc de Triomphe**
Notre Dame Cathedral	**la Cathédrale Notre Dame**
Louvre Museum	**le Musée du Louvre**
The Champs-Élysées	**les Champs-Élysées**
The Seine river	**la (rivière) Seine**

Quiz 3.3 – Past tense + monuments

I visited the Arc de Triomphe.	**J'ai visité l'Arc de Triomphe.**
We saw the Sacré Coeur	**Nous avons vu le Sacre Cœur.**
I did a boat ride on **the Seine.**	**J'ai fait** une promenade en bateau **sur la Seine.**
I bought a ticket for the Louvre.	**J'ai acheté** un billet pour **le Louvre.**
I climbed the Eiffel Tower.	**Je suis monté(e) la Tour Eiffel.**
The view **was** really fantastic.	La vue **était** vraiment fantastique.

Quiz 3.4 – Facilities in a hotel and hotel room

I am in **a 5 star hotel.**	Je suis dans **un hôtel cinq étoiles.**
I am in **a double bedroom.**	Je suis dans **une chambre avec un grand lit.**
In my hotel there is...	**Dans mon hôtel** il y a...
...a fantastic restaurant and a heated swimming pool	**... un restaurant fantastique et une piscine chauffée.**
In my bedroom il y a...	**Dans ma chambre** il y a...
...a balcony with a view of the Eiffel Tower and a big shower	**...un balcon avec une vue de la Tour Eiffel et une grande douche.**

Vocab book pages 20-21

Parallel texts

I am staying **in a 5 star hotel** in Paris.	Je reste dans **un hôtel cinq étoiles** à Paris.
It is near **the Eiffel Tower.**	Il est près de **la Tour Eiffel.**
In my hotel there is **a heated swimming pool,**	**Dans mon hôtel** il y a **une piscine chauffée,**
a gym and **a fantastic restaurant.**	**un gymnase** et **un restaurant fantastique.**
I am sharing a room with my sister.	**Je partage une chambre** avec ma sœur.
In my room there is **a plasma screen television**	**Dans ma chambre** il y a **une télévision écran plasma**
and **a minibar.**	et **un minibar.**
I love **the hotel,** but **the room** is a bit small.	J'adore **l'hôtel,** mais **la chambre** est un peu petite.
I travelled on a train from London.	**J'ai voyagé en train** de Londres.
It was **fast** and **very comfortable.**	C'était **rapide** et **très confortable.**
I hope to visit **the Arc de Triomphe**	J'espère visiter **l'Arc de Triomphe**
and **Notre Dame Cathedral.**	et **la Cathédrale Notre Dame.**
Paris is amazing!	Paris est magnifique !

I am staying **in a 5 star hotel** in Paris.	Je reste dans **un hôtel cinq étoiles** à Paris.
It is near **the Eiffel Tower.**	Il est près de **la Tour Eiffel.**
In my hotel there is **a heated swimming pool,**	**Dans mon hôtel** il y a **une piscine chauffée,**
a gym and **a fantastic restaurant.**	**un gymnase** et **un restaurant fantastique.**
I am sharing a room with my sister.	**Je partage une chambre** avec ma sœur.
In my room there is **a plasma screen television**	**Dans ma chambre** il y a **une télévision écran plasma**
and **a minibar.**	et **un minibar.**
I love **the hotel,** but **the room** is a bit small.	J'adore **l'hôtel,** mais **la chambre** est un peu petite.
I travelled on a train from London.	**J'ai voyagé en train** de Londres.
It was **fast** and **very comfortable.**	C'était **rapide** et **très confortable.**
I hope to visit **the Arc de Triomphe**	J'espère visiter **l'Arc de Triomphe**
and **Notre Dame Cathedral.**	et **la Cathédrale Notre Dame.**
Paris is amazing!	Paris est magnifique !

All Saints Absolutes – Year 8 French Term 2b - Paris

Quiz 4.1 – Misconceptions from exam (to be completed after exam analysis)

Write down your WWW and EBI from your exam	

Quiz 4.2 – Future tense

I am going to visit Paris.	**Je vais visiter** Paris.
I am going to buy a souvenir.	**Je vais acheter** un souvenir.
We are going to relax in the hotel.	**Nous allons relaxer** dans l'hôtel.
I would like to go to the Eiffel Tower.	**Je voudrais aller** à la Tour Eiffel.
I would like to eat a pancake.	**Je voudrais manger** une crêpe.
I will go to the Stade de France.	**J'irai** au Stade de France. **HIGHER**

Quiz 4.3 – Future tense + opinions and times

After I am going to watch a show	**Après je vais regarder un spectacle.**
Then I am going to do some shopping.	**Puis je vais faire** du shopping.
Tomorrow I would like to explore Paris .	**Demain je voudrais explorer** Paris.
The following day I will go to the Champs-Élysées.	**Le lendemain j'irai** aux Champs-Élysées.
I will be great.	**Ça sera** génial.
It would be unforgettable.	**Ça serait** inoubliable.

Quiz 4.4 – Writing assessment preparation

I am staying in **a 5 star hotel with my family.**	Je reste dans **un hôtel cinq étoiles avec ma famille.**
We visited lots of monuments.	**Nous avons visité beaucoup de monuments.**
On Monday, I did some shopping and my sister visited the Louvre Museum.	**Le lundi, j'ai fait du shopping et ma sœur a visité le Musée du Louvre.**
After that, we went on a boat trip on the Seine.	**Après ça, nous avons fait une promenade en bateau sur la Seine.**
Tomorrow, I would like to see the Eiffel Tower.	**Demain, je voudrais voir la Tour Eiffel.**
I love Paris, but it is very busy and it can be expensive.	J'adore Paris, mais c'est très pressé est ça peut être cher.

Quiz 4.5 – Working in three tenses

I am in Paris. **(PRESENT)**	**Je suis** à Paris. **(PRÉSENT)**
I like my hotel because it is comfortable. **(PRESENT)**	**J'aime** mon hôtel parce que c'est confortable. **(PRÉSENT)**
Yesterday, **I visited** Notre Dame Cathedral. **(PAST)**	Hier, **j'ai visité** la Cathédrale Notre Dame. **(PASSÉ)**
I did some shopping, but **it was** expensive. **(PAST)**	**J'ai fait** du shopping, mais **c'était** cher. **(PASSÉ)**
Tomorrow, **I will go** to the Louvre Museum. **(FUTURE)**	Hier, **je vais aller/j'irai** au Musée du Louvre. **(FUTUR)**
It will be fun, but **it might be** busy. **(FUTURE)**	**Ça sera** amusant, mais **ça serait** pressé. **(FUTUR)**

Parallel texts

Vocab book pages 20-21

I visited **the Eiffel Tower** with my family.	J'ai visité **la Tour Eiffel** avec ma famille.
It was super and very interesting.	C'était super et très intéressant.
After I went to **the Champs-Élysées**	Après je suis allée **aux Champs-Elysées**
where **I saw the Arc de Triomphe.**	où **j'ai vu l'Arc de Triomphe.**
After having done that, **we saw** lots of	Après avoir fait cela, **nous avons vu** beaucoup de
historic monuments.	**monuments historiques.**
I ate at **the Moulin Rouge** with my parents.	J'ai mangé au **Moulin Rouge** avec mes parents.
I ate chicken and chips and I drank a coke,	J'ai mangé du poulet et des frites et j'ai bu un coca,
whilst my mum ate a big burger!	lorsque ma mère a mangé un gros steak haché!
We ate ice cream afterwards.	Nous avons mangé de la glace après.
It was delicious.	C'était délicieux.
Tomorrow, I would like to visit **the Louvre Museum,**	Demain, je voudrais visiter **le Musée du Louvre**,
because I love to see paintings and statues.	car j'adore voir les peintures et les statues.
Then I would like **to do a boat trip**	Puis je voudrais **faire une promenade en bateau**
on the Seine. It will be amazing,	**sur la Seine**. Ça sera formidable,
however my sister is afraid of water!	cependant ma soeur a peur de l'eau!

I visited **the Eiffel Tower** with my family.	J'ai visité **la Tour Eiffel** avec ma famille.
It was super and very interesting.	C'était super et très intéressant.
After I went to **the Champs-Élysées**	Après je suis allée **aux Champs-Elysées**
where **I saw the Arc de Triomphe.**	où **j'ai vu l'Arc de Triomphe.**
After having done that, **we saw** lots of	Après avoir fait cela, **nous avons vu** beaucoup de
historic monuments.	**monuments historiques.**
I ate at **the Moulin Rouge** with my parents.	J'ai mangé au **Moulin Rouge** avec mes parents.
I ate chicken and chips and I drank a coke,	J'ai mangé du poulet et des frites et j'ai bu un coca,
whilst my mum ate a big burger!	lorsque ma mère a mangé un gros steak haché!
We ate ice cream afterwards.	Nous avons mangé de la glace après.
It was delicious.	C'était délicieux.
Tomorrow, I would like to visit **the Louvre Museum,**	Demain, je voudrais visiter **le Musée du Louvre**,
because I love to see paintings and statues.	car j'adore voir les peintures et les statues.
Then I would like **to do a boat trip**	Puis je voudrais **faire une promenade en bateau**
on the Seine. It will be amazing,	**sur la Seine**. Ça sera formidable,
however my sister is afraid of water!	cependant ma soeur a peur de l'eau!

Half Term 3 – Freizeit (freetime!)

Quiz 3.1 – was machst du in deiner Freizeit?

Ich fahre rad	I cycle
Ich lese einen Roman	I read a novel
Ich schwimme im Freibad	I swim in the outdoor pool
Ich fahre Skateboard	I go on my skateboard
Ich mache Judo	I do judo
Ich sehe fern	I watch TV
Ich sehe Netflix	I watch Netflix
Ich gehe an mein Handy	I go on my phone

Key skills

1. Confidently communicate about self and family
2. Use 'denn' to give justifications
3. Understand questions in German
4. Using verbs accurately in the present tense
5. Understand how to use verb scarers

Quiz 3.2 – Freizeit/warum?

Ich finde es / es ist	I find it / it is....
furchtbar, stinklangweilig, nervig,langweilig, okay	terrible,dead boring, annoying, boring, okay
nicht schlecht,gut,cool,toll,super,irre	not bad, good, cool, super, amazing(crazy)
, weil es toll ist	because it's great
, weil es stinklangweilig ist	because it's dead boring
Wie findest du.....	How do you find..

Quiz 3.3 – Was machst du in deiner Freizeit und wie oft?

Ich gehe ins Kino	I go to the cinema	am Abend	in th
Ich höre Musik	I listen to music	am Wochenende	at th
Ich gehe einkaufen	I go shopping	jeden Tag	ever
Ich spiele Xbox oder Wii	I play x box or wii	oft	Ofte
Ich gehe in den Park	I go to the park	nicht oft	not o
Ich gehe in die Stadt	I go into town	einmal pro Monat	once a month
Ich esse Pizza	I eat pizza	zweimal pro Woche	twice a week
Am Wochenende faulenze ich	At the weekend I chill out		
Am Abend mache ich Sport	In the evening I do sport		

Quiz 3.4 Term one Revision of Basics

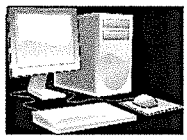
Ich heiße	I am called
Es geht mir gut danke denn ich bin glücklich/müde	I'm fine thanks because I'm happy/tired
In meiner Familie gibt es vier Personen	In my family there are 4 people
Ich bin ziemlich intelligent aber ich bin gar nicht sportlich	I'm quite intelligent but I'm not at all sporty
Ich wohne in Berlin, das ist in Deutschland	I live in Berlin, that is in Germany
Ich habe blaue Augen und braune Haare	I have blue eyes and brown hair

Parallel texts

In meiner Freizeit spiele ich Computerspiele und ich gehe ins Kino mit meinen Freunden. Am Wochenende höre ich Musik, weil es entspannend ist und ich spiele Basketball denn ich bin sportlich. Aber ich gehe nicht gern in die Stadt und einkaufen finde ich furchtbar. Einmal pro Woche gehe ich in den Park mit meinen Freunden und wir chillen oder wir essen Hamburger. Das finde ich irre! Einmal pro Monat mache ich ein Konzert, weil ich Gitarre spiele aber es ist manchmal langweilig	In my free time play I computer games and I go to the cinema with my friends. At the weekend listen I to music, because it relaxing is and I play basketball, because I am sporty But I go not like in the town und shopping find I terrible. One time per week go I in the park with my friends and we chill or we eat hamburger. That find I crazy! One time per month do I a concert, because I guitar play but it is sometimes boring.

In meiner Freizeit spiele ich Computerspiele und ich gehe ins Kino mit meinen Freunden. Am Wochenende höre ich Musik, weil es entspannend ist und ich spiele Basketball denn ich bin sportlich. Aber ich gehe nicht gern in die Stadt und einkaufen finde ich furchtbar. Einmal pro Woche gehe ich in den Park mit meinen Freunden und wir chillen oder wir essen Hamburger. Das finde ich irre! Einmal pro Monat mache ich ein Konzert, weil ich Gitarre spiele aber es ist manchmal langweilig	In my free time play I computer games and I go to the cinema with my friends. At the weekend listen I to music, because it relaxing is and I play basketball, because I am sporty But I go not like in the town und shopping find I terrible One time per week go I in the park with my friends and we chill or we eat hamburger. That find I crazy! One time per month do I a concert, because I guitar play but it is sometimes boring.

Half Term 4 – ich bin online



Key skills

1. Accurate writing
2. Conjugate present tense verbs
3. Use the present tense to indicate future
4. Accurate word order
5. Use time phrases correctly

Quiz 4.1 – ich bin online

Ich chatte mit Freunden auf Facebook	I chat with friends on facebook
Ich mache Fotos oder Filme	I take photos or films
Ich suche und lese Infos für die Hausaufgaben	I look for and read info for homework
Ich simse	I text
Ich lade Musik herunter	I download music
Ich sehe Videos	I watch videos
Ich surfe im Internet	I surf the internet
Ich spiele Computerspiele	I play computer games
Ich telefoniere mit Freunden	I telephone with friends

Quiz 4.2 – wann bist du online?

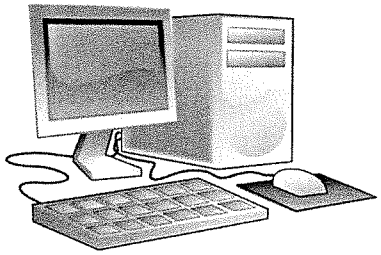
Ich bin jeden Morgen online	I am on line every morning
Ich gehe jeden Tag ins Internet	I go on the internet every day
Wir telefonieren über Skype	We telephone over Skype
Ich mache mene Hausaufgaben	I always do my homework
Mein Vater ist ein Internet-Fan	My dad is an internet fan
Ich chatte manchmal mit Freunden	I sometimes chat with friends
Mein Bruder spielt Computerspiele	My brother plays computer games
Wir sind gute Freunde	We are good friends

Quiz 4.3 – und morgen?

Ich gehe morgen ins Internet	Tomorrow I'm going on the internet
Ich telefoniere nächste Woche mit Sophie	Next week I'm telephoning with Sophie
Heute suche ich Infos für die Hausaufgaben	Today I'm looking for information for h/w
In zwei Wochen mache in Filme online	In 2 weeks I'm making a film online
Am Montag chatte ich mit Freunden über Skype	On Monday I'm chatting with friends over Skype
Heute Abend sehe ich Videos auf Netflix	Tonight I'm watching videos on Netflix

Quiz 4.4 – und deine Familie und Freunde?

Mein Bruder macht Videos	My brother makes videos
Meine Schwester sucht Infos für die Hausaufgaben	My sister looks for info for homework
Meine Mutter chattet mit Freunden	My mum chats with friends
Meine Freunde spielen Computerspiele	My friends play computer games
Mein Vater sieht Filme auf Netflix	My dad watches films on netflix
Wir surfen jeden Tag im Internet	Wie surf the internet every day



Parallel texts

Hallo! Ich heiße Andrea. Ich gehe jeden Tag ins Internet, weil es nützlich ist.	Hello. I am called Andrea. I go every day in the Internet, because it useful is.
Ich habe einen Freund in Deutschland und wir telefonieren oft über Skype denn wir sind gute Freunde	I have a friend in Germany and we telephone often on Skype because we are good friends
Ich mache meine Hausaufgaben immer am Computer denn ich suche und lese Infos im Internet.	I do my homework always on the computer as I look for and read in the internet.
Meine Schwester ist Internet- Fan und sie sieht jeden Tag Videos auf Netflix oder sie chattet mit Freunden auf Snapchat	My sister is an internet fan und she watches every day videos on Netflix or she chats with friends on Snapchat.
Morgen lade ich Musik herunter, weil es kostenlos is und nächste Woche surfe ich im Internet denn ich möchte Geschenke kaufen	Tomorrow I'm downloading music because it free is and next week surfing am I in the internet because I would like presents to buy

Hallo! Ich heiße Andrea. Ich gehe jeden Tag ins Internet, weil es nützlich ist.	Hello. I am called Andrea. I go every day in the Internet, because it useful is.
Ich habe einen Freund in Deutschland und wir telefonieren oft über Skype denn wir sind gute Freunde	I have a friend in Germany and we telephone often on Skype because we are good friends
Ich mache meine Hausaufgaben immer am Computer denn ich suche und lese Infos im Internet.	I do my homework always on the computer as I look for and read in the internet.
Meine Schwester ist Internet- Fan und sie sieht jeden Tag Videos auf Netflix oder sie chattet mit Freunden auf Snapchat	My sister is an internet fan und she watches every day videos on Netflix or she chats with friends on Snapchat.
Morgen lade ich Musik herunter, weil es kostenlos is und nächste Woche surfe ich im Internet denn ich möchte Geschenke kaufen	Tomorrow I'm downloading music because it free is and next week surfing am I in the internet because I would like presents to buy

Development, Globalisation and Superpowers

Development

1.Development can be categorised into different types; each type has a different measurement.

- Economic Development –An improvement in wealth – measurement = GPD or unemployment rate.
- Social development - An improvement in standard of living – measurement = life expectancy and literacy rate.
- Political development - Developing stable and effective representative governments – measurement Corruption perception index.
- Environmental development - Improving or restoring the natural environment – measurement = air pollution levels.

2. It is best to look at multiple types of development for a country to give an overall picture of its development. Composite measures also give a good picture as they look at more than one factor such as HDI.

3.The development gap and inequalities occur both between and within countries and cities. There are numerous factors that can stop a country/city from developing. These can be split into physical and human factors

Human Factors

- Government Corruption – Even if the place is making money the government of the place could be corrupt and therefore not spending it improving the place.
- Colonisation – Places that have been colonised previously tend to have a harder time developing as the country that ruled them take their natural resources.
- War and Conflict – It is hard for a place to develop if it is busy spending money fighting war and conflict.

Physical Factors

- Climate – Extreme hot or cold climates hinder a place from developing.
- Natural Hazards – such as frequent earthquakes can destroy infrastructure and therefore stop a place from developing.
- Location – places at the coast are more likely to develop through trade.

Globalisation

1.Globalisation comes in many forms including:

- Economic globalisation – The growth of trade around the world
- Cultural globalisation - The growth of a shared norm around the world
- Social globalisation - The growth of migration globally
- Political globalisation - The growth of countries joining political group membership

2. Globalisation has increased due to two main factors:

- Transport developments – including trains, ships and air travel. These have enabled goods and people to be transported across the globe faster.
- Technological advancements – including the mobile, the internet and social media these have allowed the purchasing of goods to be a faster process.

3.MNC's – McDonalds

- McDonalds is an American MNC, that established in California in 1940.
- McDonald's became an MNC in 1967 when it opened a restaurant in Canada.
- McDonalds now has over 40,000 restaurants in 120 countries.
- McDonalds employs 200,000 people globally.
- McDonalds make around $10 billion in profit annually.
- The expansion of McDonalds globally has been referred to as 'McDonalisation'

4.The Global Shift has had both positives and negatives for LIC's/NIC's and HIC's.

LIC/NIC
+ More job opportunities lifting the population out of poverty
+ More tax money for the Government
-Increase in air and water pollution from manufacturing
- Growth of informal settlements
HIC
+ Products become cheaper due to it being cheaper to manufacture and import from abroad
+ Fewer pollution
-Loss of jobs, area becomes derelict and crime can occur

Development, Globalisation and Superpowers

Superpowers

1. What factors can make a country a superpower?

- A strong economy
- A strong military
- A strong cultural influence
- Physical location and size
- Natural resources
- A large population

2.History of Superpowers

The British Empire - 1500-1950

- Used hard power through a strong navy and military
- Controlled 25% of land globally during 1920
- India is a former colony of the British Empire, India gained independence in 1947
- British culture still remains in India today through sports, diet, language, architecture and politics.

The Cold War 1945- 1990

- During this time period the USA believed in capitalism whilst the USSR believed in communism
- The two countries never actually physically fought but instead used soft power to spread their politically ideologies to their allies
- The USSR lost the cold war due to a weak economy and weak allies.

Today/Future

- The USA is seen as the only superpower today, it is known as 'the global police' as it tends to get involved with global affairs such as wars.
- The BRICS (Brazil, Russia, India and China) are seen as the emerging superpowers of today.
- The future of superpowers is very hard to predict as anything can happen to help or hinder a countries superpower status.
-

3.IGO's

The World Bank is an IGO that was established after WW2 to help countries develop. The World Bank provides countries with low interest loans to invest in infrastructure e.g. ports. The World Bank along with other IGO's has been criticised for unequal voting rights however. For example, the US holds 16.5% of the World Banks voting rights and has the power to veto any decisions made.

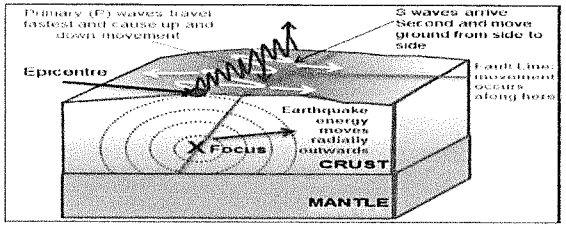
Key terms:

Development – The process of countries getting better.
Development Gap - The widening difference in levels of development between the world's richest and poorest countries. There are also development gaps within countries.
Globalisation - Globalisation is the idea that the world is becoming more interconnected and therefore feels smaller than it did in the past.
MNC - MNC stands for multi-national company, it is a business that operates in more than one country. MNC's are also called TNC's (Transnational Corporations).
The Global Shift - The relocating of the global economic centre of gravity to Asia (LIC's/NIC's) from Europe and North America (HIC's), over the last 30 years.
Superpowers - A country with the ability to project its power and influence anywhere in the world.
Hard Power – Power through force.
Soft Power – Power through persuasion.
Empire - A body that takes over a large amount of territories.
Colony - A country under the full control of another country.
Communism - A political system in which a countries industries are owned in common and are available to all as needed.
Capitalism - A political system in which a countries industry is controlled by individuals for profit.
BRIC - An acronym for Brazil, Russia, India and China – the 4 main emerging economies in the world.
IGO - A group of countries who come together in good faith, on issues of common interest.
Uni/Bi/Multi Polar – Uni- A world with only 1 superpower. Bi - A world with 2 superpowers. Multi- A world with multiple superpowers.

Test Yourself Questions:

1. What are the different types of development?
2. Why is it better to look at composite indicators of development as oppose to single indicators?
3. Give and explain a human reason why a place struggles to develop
4. What are the UN's sustainable development goals? Which one is the most important?
5. Explain with examples what is meant by cultural globalisation
6. Globalisation is sometimes referred to as 'the shrinking world effect' what developments have allowed the world to feel like it has shrunk?
7. How does McDonalds contribute to globalisation?
8. What is the most important factor in creating superpower status? Can you provide an example to support your argument?
9. Is hard or soft power more likely to create superpower status?
10. In your opinion which type of world (uni, bi or multi) will create the most tension globally?

Earthquakes



11. An earthquake = a sudden or violent movement within the Earth's crust followed by a series of shocks.
12. Seismic waves = the vibrations of the crust's movement during an earthquake
13. Focus = the point in the earth's crust where seismic waves begin. Seismic waves are strongest nearest to the focus.
14. Epicentre = on the surface of the earth's crust directly above the focus on the earth's surface.

Causes of earthquakes

15. Convection currents move plates together (at a destructive boundary) or alongside each other (at a conservative boundary).
16. As the plates move past each other tension builds between them.
17. Suddenly this pressure is released as seismic waves and the earth's crust vibrates. This is an earthquake.
18. The seismic waves spread out from the focus.

Measuring earthquakes

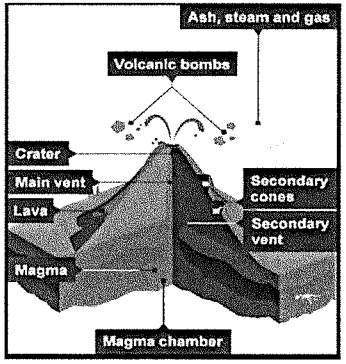
19. Richter scale measures magnitude (amount of energy released) of seismic waves on a logarithmic scale (0-9+)
20. Mercalli scale measures damage done by the earthquake 1 (very little damage) -12 (total destruction)

Volcanoes

21. A volcano is an opening in the Earth's crust. It allows hot magma, ash and gases to escape from below the surface.
22. There are two types of volcano, composite and shield.
23. Composite volcanoes are steep-sided and cone-shaped, made up of layers of ash and lava and containing sticky lava which doesn't flow very far. Mount St Helens is a composite volcano.
24. Shield volcanoes have gently sloping sides and runny lava that covers a wide area. Gases escape very easily from shield volcanoes. Mauna Loa in Hawaii is a shield volcano.

Mt St Helens

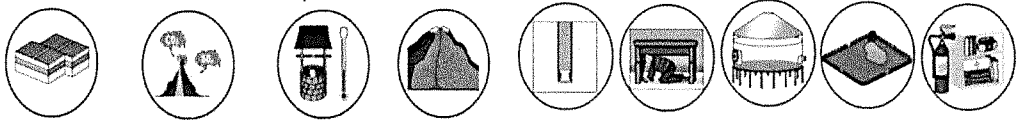
25. Mt St Helens is located in Washington state, North West USA.
26. It erupted on May 18, 1980.
27. It is a composite volcano on a destructive plate boundary where the Pacific plate subducts below the North American plate
28. As the vent was blocked a bulge formed on the flank of the volcano and an unusual lateral blast caused a pyroclastic flow, which killed 57 people.



Management of tectonic hazards

How can volcanoes be predicted?

How can people plan for earthquakes?



29. Monitoring: Recording physical changes, such as earthquake tremors around a volcano, to help forecast when and where a natural hazard might strike. [seismometers to detect tremors, tiltmeters to detect bulges in volcanoes, monitoring of sulphur dioxide levels]
30. Prediction: Attempts to forecast when and where a natural hazard will strike, based on current knowledge. This can be done to some extent for volcanic eruptions, but less reliably for earthquakes. Prediction then allows people to evacuate and move belongings.
31. Planning: Actions taken to enable communities to respond to, and recover from, natural disasters, through measures such as emergency evacuation plans, information management, communications and warning systems.
32. Protection: Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design [automatic shut off switches to gas and electricity supplies to prevent fires following earthquakes, rubber shock absorbers, interlocking bricks/steel frame, shatter proof windows to help buildings withstand earthquakes.]

Why do people live near volcanoes and earthquakes?

The advantages of living near volcanoes:

33. Fertile soils e.g. around Vesuvius where much of Italy's tomato crop is grown.
34. Geothermal power is often a cheap and clean source of power – e.g. Iceland
35. Usually, there are sufficient signs to move to safer places, so while property could be as risk injury is less likely e.g. Mount Pinatubo in the Philippines in 1991 was the 2nd largest eruption in the 20th century but only 300 died because of mass evacuation of the area.
36. People have lived in the area for many years and are confident that there won't be a severe eruption.
37. Tourism is a strong pull, e.g. in Uganda, the volcanic region around Mt Elgon is being heavily promoted for its landscape, huge waterfalls, wildlife, climbing and hiking and its remote 'get away from it all' location.

The advantages of living in earthquake zones:

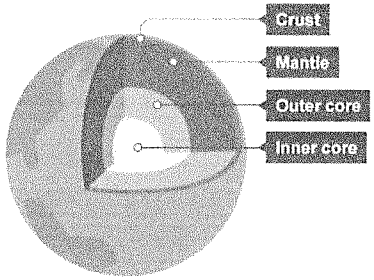
38. Many earthquake areas are close to the coast – the climate is good, fishing and farming are easy.
39. Many of these places like Japan get daily earthquakes and they have learnt to deal with them. They cause little or no damage as they adjust building methods for example.
40. The big ones are very infrequent – 1906 and 1989 in San Francisco, so people believe they can manage

All Saints' Absolutes - Geography: Year 8 – Tectonics

Earth Structure and Location of Volcanoes and Earthquakes

Earthquakes and volcanic eruptions are the result of physical processes.

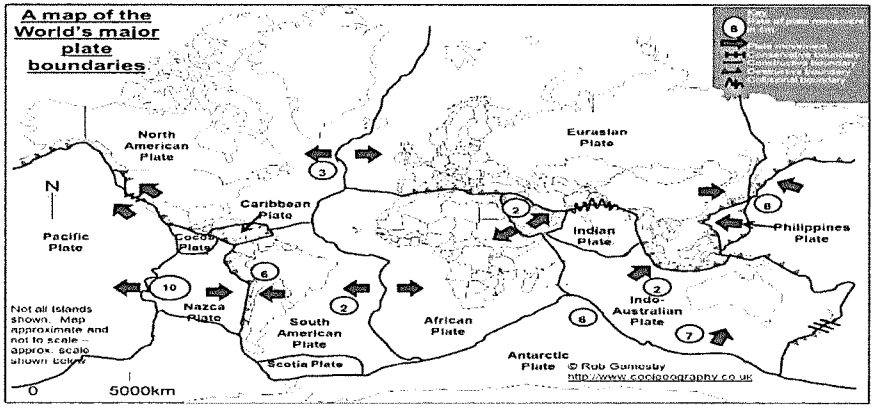
1. Plate tectonics theory.



Layers of the earth
Crust – rock layer at different thickness
Mantle – super heated, semi-molten rock
Crust – Made of metals such as iron and nickel

2. The crust is broken up into large slabs called tectonic plates. These plates float on the semi-molten rock of the mantle and are moved around by convection currents.
3. Continental plates: thick (30-50km) but light and old. Cannot be destroyed.
4. Oceanic plates: thinner (5-10km) but dense and younger.
5. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.

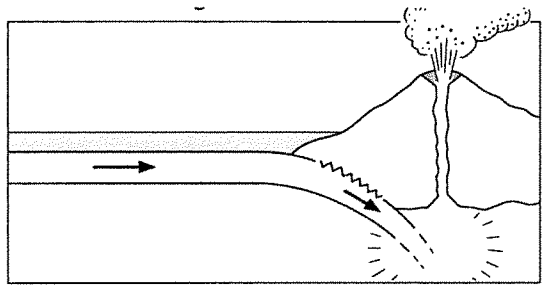
Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins



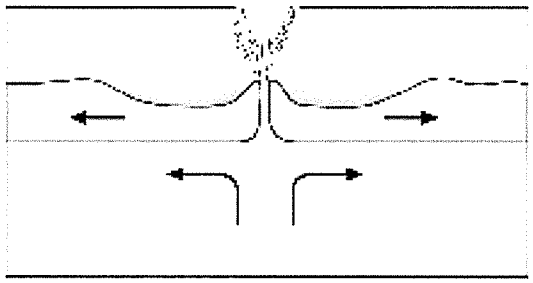
6. Volcanoes and earthquakes tend to be found along plate boundaries.
7. Volcanoes can be found mainly on constructive and destructive plate boundaries
8. Earthquakes can be found on all four types of plate boundary (see below)
9. Many volcanoes and earthquakes are found around the Pacific plate (ring of fire)
10. Areas further away from plate boundaries do not normally experience tectonic hazards.

Types of plate boundary

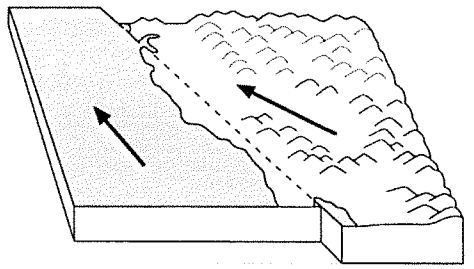
Destructive → ← Tectonic plate margin where two plates are converging or coming together and oceanic plate is subducted. (e.g. Nazca and South American plates) = earthquakes and volcanoes



Constructive ← → Tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart. e.g. North American and Eurasian plate) = volcanoes

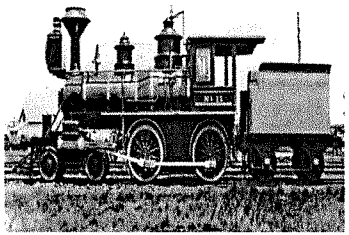


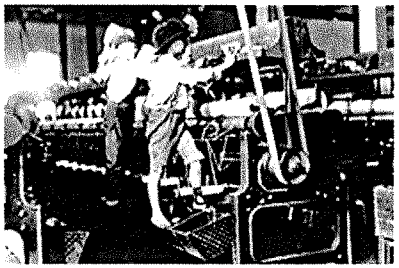
Conservative ↑↓ Tectonic plate margin where two tectonic plates slide past each other. e.g. Pacific and North American plate creating San Andreas fault) = earthquakes



History Year 8 Topic Industrial Revolution

Timeline		
1.	1771	Richard Arkwright opens the first factory in Cromford, Derbyshire
2.	1825	The first passenger steam railway travels between Stockton and Darlington– invented by George Stephenson
3.	1830	The first inter-city railway is opened, travelling between Manchester and Liverpool.
4.	1831	Brunel designs Clifton Suspension Bridge
5.	1832	Reform Act- Began to give more people the vote including small landowners, tenant farmers and shopkeepers
6.	1833	Factory Act- No children under nine to work in factories, nine hours of work maximum per day for children aged 9-13, two hours of school per day. Factory inspectors appointed.
7.	1842	Edwin Chadwick writes a report to the government on the poor working and living conditions in London.
8.	1844	Factory Act- No women to work more than 12 hours per day, machines ot be made safer.
8.	1847	Ten Hour Act- Maximum ten hour day for all women and workers under 18.
9.	1850	Factory Act- Machines to only be operated by women and children between 6am and 6pm.
10.	1851	The Great Exhibition is opened in Hyde Park, showcasing Britain's Industrial achievements.
11.	1854	John Snow discovers the cause of cholera
12.	1863	London underground is opened
13.	1867	Second Reform Act– gave working class men the vote for the first time
14.	1888	Jack the Ripper murders 5 women in London. The killer is never caught
15.	1895	Factory Act– Children under 13 to work a maximum of 30 hours per week





Key words		
1.	Population	All the people who live in a particular place
2.	Transport	Carry people/goods from one place to another
3.	Living conditions	Circumstances of a persons life e.g. shelter, food, clothing, safety, clean water
4.	Working conditions	The working environment e.g. hours, breaks, pay.
5.	Back to back houses	Form of terraced housing, share 3 out of 4 walls. The only windows and door are on the front.
6.	Cholera	Infectious disease of the small intestine, caught from infected water supply.
7.	Rural	Countryside
8.	Urban	Town/city
9.	Steam engine	Use steam to create power
10.	Spinning frame	Invention for spinning thread from cotton/wool
11.	Smallpox	Contagious disease which caused fever and spots all over the body.

Key individuals		
1.	John Snow	Discovered that dirty water caused cholera by plotting the deaths and linking them to the Broad Street pump. When the handle of the water pump was removed, the deaths stopped.
2.	Richard Arkwright	Opened the first factory in England and developed several machines to create thread from cotton and wool quickly
3.	George Stephenson	Invented the steam engine
4.	Abraham Darby	Invented smelting iron which was then used to create bridges and trains
5.	Isambard K Brunel	Designed bridges and tunnels which improved transport and access
6.	Jack the Ripper	A serial killer who killed 5 women in the Whitechapel area of London in 1888
7.	Edwin Chadwick	Wrote a report for the government on the poor living and working conditions in London to try and persuade them to make improvements.
8.	Edward Jenner	Discovered that smallpox could be prevented by giving people vaccinations containing cowpox.

History

Year 8

Topic—The Holocaust

Timeline		
1.	30th January 1933	Hitler became Chancellor of Germany
2.	1st April 1933	Hitler orders boycott of Jewish shops, doctors and lawyers.
3.	2nd August 1934	Hitler became Fuhrer of Germany
4.	May 1935	Jews forbidden to join the army
5.	Summer 1935	Signs saying 'Jews not wanted here' displayed in towns and villages, shops, restaurants and cafes etc.
6.	15th September 1935	Nuremberg Laws passed
7.	14th November 1935	National Law of citizenship- Jews are no longer German citizens
8.	1936	Anti- Jewish campaign slows down because of the Olympics which are held in Berlin. 25000 Jews emigrate.
9.	17th August 1937	All Jews to change their names to Israel and Sarah .
10.	5th October 1938	Jewish passports stamped with a red J.
11.	9th November 1938	Kristallnacht 'night of broken glass'.
12.	12th November 1938	Jews fined for the damage of Kristallnacht.
13.	15th November 1938	Jewish children had to go to Jewish schools.
14.	23rd September 1939	All Jewish radio sets were confiscated.
15.	8th December 1940	First deportations to extermination camps (Chelmno), SS and police begin killing operations.
16.	1941	All Jews over 6 forced to wear the yellow Star of David.
17.	January 1942	The Wannsee Conference took place—the Final Solution to the Jewish Question was created.
18.	June 1942	First mass gassings of Jews at Auschwitz concentration camp.
19.	30th April 1945	Adolf Hitler dies at the Fuhrerbunker.
20.	20th November 1945—1st October 1946	The Nuremberg trials, a series of military tribunals notably of leader of Nazi Germany, held after World War II by the Allied forces under international law and the laws of war.

Key words		
1.	Prejudice	Preconceived opinion that is not based on reason or actual experience.
2.	Anti-Semitism	Hostility to or prejudice against Jews.
3.	Kristallnacht	Targeted attacks against Jews and their homes and business in occupied Europe. Means night of broken glass.
4.	Holocaust	Destruction or slaughter on a mass scale
5.	Concentration camp	A place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.
6.	Nuremburg Laws	A set of Laws passed by Hitler which excluded the Jews from German life and took away their rights.
7.	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
8.	Aryan race	Nazi belief about a superior Germanic race, typically with blonde hair and blue eyes.
9.	Ghetto	Small areas of cities where Jews were forced to live in poor conditions.
10.	Final Solution	The Nazi policy of exterminating European Jews.
11.	Bystander	A person who is present at an event or incident but does not take part.
12.	Perpetrator	A person who carries out a harmful, illegal, or immoral act.

Key people		
1.	Adolf Hitler	Leader of Nazi Germany between 1933 and 1945.
2.	Anne Frank	Lived in hiding in Amsterdam, died in Bergen-Belsen concentration camp. Famous for her diary documenting her years in hiding.
3.	Reinhard Heydrich	High-ranking member of the SS, leader of the Gestapo and SD. He chaired the Wannsee Conference.
4.	Joseph Goebbels	German Nazi politician and Reich Minister of Propaganda of Nazi Germany from 1933 to 1945.
5.	Maximillian Kolbe	A Polish Franciscan friar who volunteered to die in place of a stranger in the death camp, Auschwitz,
6.	Nicholas Winton	He supervised the rescue of 669 children, most of them Jewish, from Czechoslovakia on the eve of World War II - known as the kinder transport.
7.	Oskar Schindler	German industrialist and a member of the Nazi Party who is credited with saving the lives of 1,200 Jews by employing them in his factories.
8.	Adolf Eichman	One of the architects of the Final Solution to the Jewish Question.

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

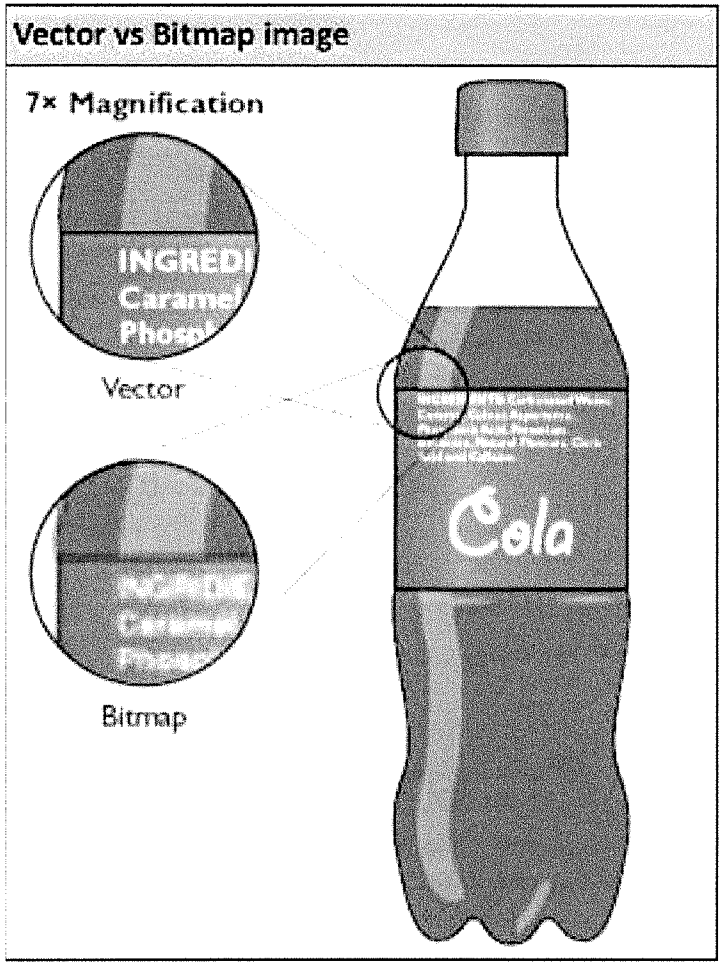
ALLIED POWERS			AXIS POWERS		
Country	Date Joined	Death Toll	Country	Date Joined	Death Toll
FRANCE	3rd Sep, 1939	600,000 1.44% of population in 1939	GERMANY	1st Sep, 1939	approx. 7,200,000 6.5% of population in 1939
UK	3rd Sep, 1939	450,900 0.94% of population in 1939	ITALY	11th Jun, 1940	approx. 500,000 1.14% of population in 1939
SOVIET UNION	22nd Jun, 1941	approx. 24,000,000 13.7% of population in 1939	HUNGARY	27th Jun, 1941	464,000 5.08% of population in 1939
USA	8th Dec, 1941	419,400 0.32% of population in 1939	JAPAN	7th Dec, 1941	approx. 3,000,000 4.4% 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.	Blitzkreig	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 which 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

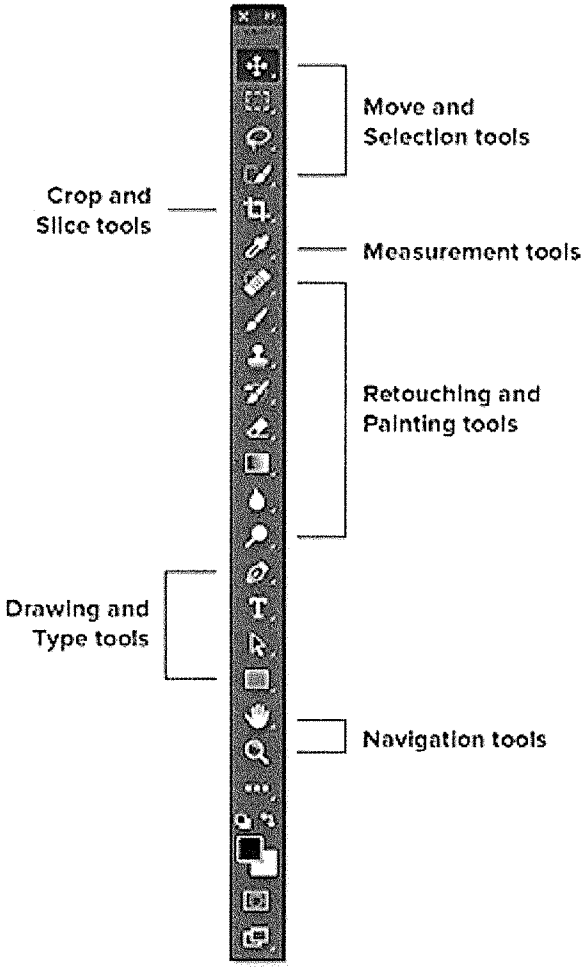
Key People		
1.	Sir Winston Churchill	Was the British Prime Minister between 1940-45. He is often remembered for his excellent leadership in those difficult times.
2.	Adolf Hitler	Was a German politician who became the chancellor of Germany in 1933.
3.	Franklin D Roosevelt	Was President of the USA 1933-1945. 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 – Graphics

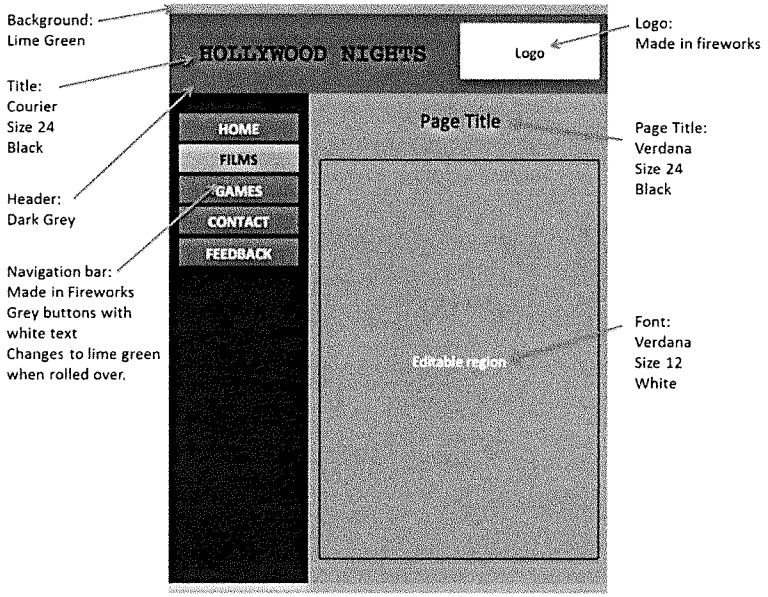
Types of images



Photoshop Tools



Visualisation Diagram



This is a rough diagram / plan of still products (i.e. non-moving).

They give an outline idea of what a final product may look like.

They should include graphics and sketches

They show details such as; Where things will be placed, Size, colour, fonts

Year 8 Computing – Web Design

Navigation

Navigation usually occurs in the form of a navigation bar at the top of the webpage.

External links

External links will take the user to another website. This is usually done for social media icons and other related websites.

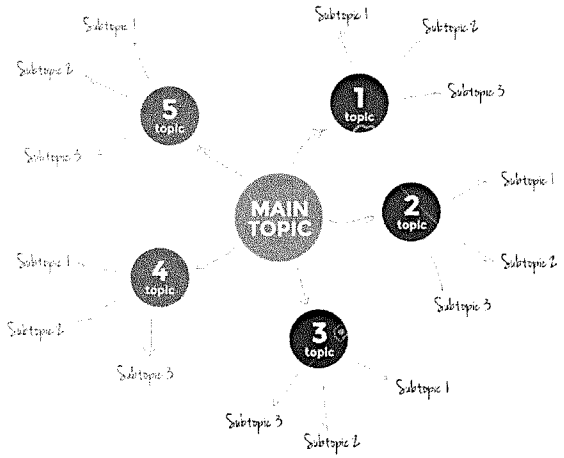
Image Gallery

Image Galleries are used to display multiple images in a certain section of a webpage.

Video/ Sound

Videos and audio can be embedded in a webpage to make the webpages more interesting to the viewer.

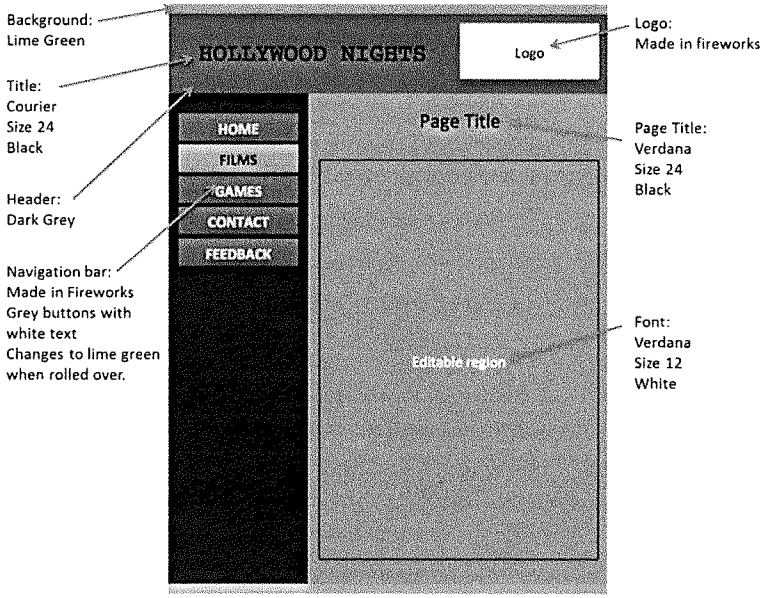
Mind Map



The purpose:

- Generate ideas
- Show content of a media product
- Show development routes
- Show content needed e.g. images and text for a magazine

Visualisation Diagram



This is a rough diagram / plan of still products (i.e. non-moving).

They give an outline idea of what a final product may look like.

They should include graphics and sketches

They show details such as; Where things will be placed, Size, colour, fonts

HTML Cheat sheet

Year 8 Computing – HTML

Basic Tags	
<html></html>	HTML document
<head></head>	Page head
<body></body>	Page body
<title></title>	Page title
	Creates a hyperlink

Formatting Tags	
	Creates a new paragraph
 	Inserts a line break
	Creates a numbered list
	Precedes each list item, and adds a number
	Creates a bulleted list

Image Tags	
<img src=" image name">	Adds an image
<img src=" image name " align="left">	Aligns an image: left
<img src=" image name " align="right">	Aligns an image: right
<img src=" image name " align="top">	Aligns an image: top
<img src=" image name " style="border: 5px solid red;"	Adds a 5px border around an image

Text Tags	
<hl></hl>	Creates the largest headline
	Creates the smallest headline
	Creates bold text
	Creates italic text
	Sets h1 font size 13
	Sets paragraph colour to red

Pie Charts

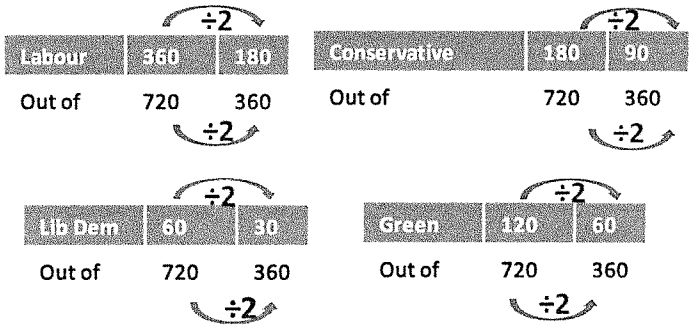
ie Chart - a special chart that uses "pie slices" to show relative zes of data.

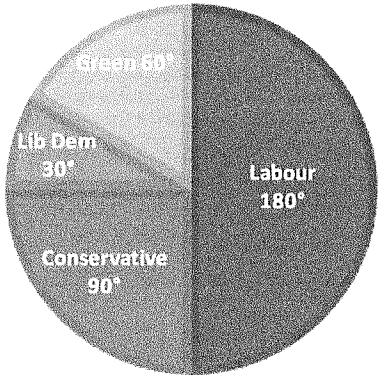
ne chart is divided into sectors, where each sector shows the lative size of each value

rawing a Pie Chart with a Protractor

xample: Draw a pie chart to represent the following data

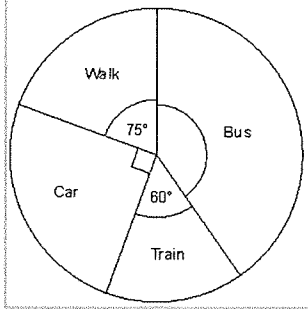
Party	Votes
Labour	360
Conservative	180
Liberal Democrat	60
Green	120
Total	720



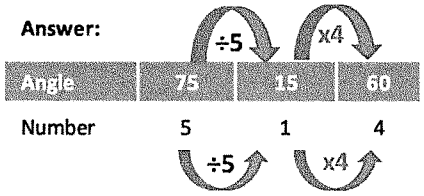


Interpreting a Pie Chart

Example: If 5 people walk how many go by train?



Answer:



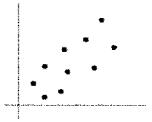
Train = 4 people

Scatter Graphs

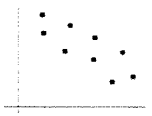
Scatter graph – A graph showing paired data plotted as (x , y) points
Outlier - A value that "lies outside" (is much smaller or larger than) most of the other values in a set of data.

Correlation

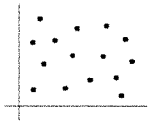
A measure of how close points are lying on a straight line



Positive correlation – as one value increases so does the other



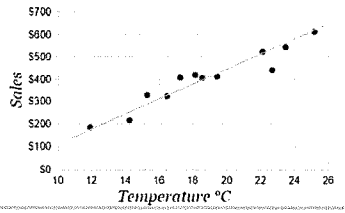
Negative correlation – as one value increases the other decreases



No correlation – no relationship between the two variables

Line of best fit

A straight line drawn through a set of points to show a trend



Frequency Tables

HT

Frequency Table - A record of **how often each value** in a set of data **occurs.**

They can be made by using a tally.

4, 4, 5, 5, 6, 6, 6, 6, 7, 7, 7, 7, 7

becomes:

Mark	Tally	Frequency
4	II	2
5	II	2
6	IIII	4
7	IIII	5

Averages from Frequency Tables

Pets	Frequency
0	12
1	7
2	11

The **mode** is the value with the highest frequency.

Mode: 0

The **median** is the middle value.
To find the middle value, divide the total frequency by 2.
Count up the frequency of each value until you get to the middle value.

Median:
Divide the total frequency by 2 to work out the middle value.
12+7+11=30, 30÷2=15
The first 12 values are 0. The next 7 values (so the 8th, 9th, 10th...) are 1
So the median is the 15th value, which is 1.

To work out the **Mean** you divide the total by the total frequency.

Mean:
Total = 0x12 + 1x7 + 2x11 =29
Total Frequency = 30
Mean= 29 ÷ 30 = 0.96666...

Grouped Frequency Tables

rouped Data

there are **lots of different values**, it can make it easier if you put them to **groups**. Sometimes each group is called a **class.**

› represent the class of all the marks between 1 and 10, I can write this: **10** or this: **0<m≤10**

verages from Grouped Data

Marks	Frequency
0<m≤100	15
100<m≤200	17
200<m≤300	11

timated Mean

›u can only **estimate**

ke the midpoint of each group

ıen multiply the midpoint by the frequency and follow the same steps you did with a frequency table.

Marks	Frequency	Mid	Freq
0<m≤100	15	50	15
100<m≤200	17	150	17
200<m≤300	11	250	11

50 x 15 = 750
150 x 17 = 2550
250 x 11=2750
Total/Total Frequency = 6050/43
605043=140.7

edian Group

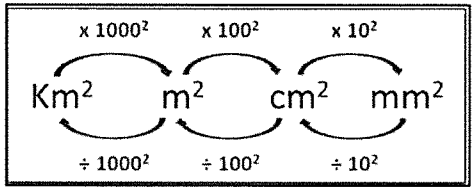
›u can find out which group the median would be in by following the me steps as you did from the frequency table

15+17+11=43
43÷2=21.5
The 22nd number is in the group:
100<m≤200

odal Class

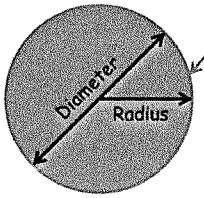
›u can only find the modal class - the group that had the highest equency. 100<m≤200 had the highest frequency

Converting Units of Area

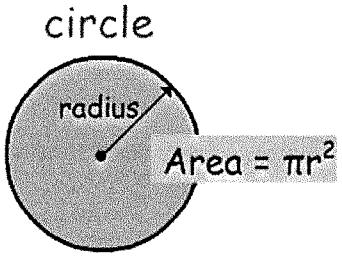


Circumference and Area of a Circle

Circumference – perimeter of a circle **C: 61**
Arc – part of the circumference of a circle
Radius – The distance from the centre of a circle to the circumference
Diameter - the distance across the circle through the centre



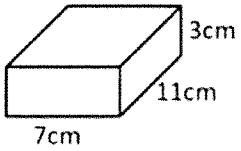
Circumference = π × Diameter
Or...
$C = \pi D$
Circumference = π × 2 × Radius
$C = 2\pi r$



Surface Area

Surface Area - the total area of the surface of a three-dimensional object.

Example:

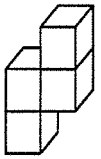


Face are 7 x 3, 11 x 7 and 11 x 3
So the Surface Area
= 21 + 21 + 77 + 77 + 33 + 33
= 262cm²

Volume

HT

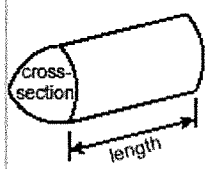
Volume - is a measure of the amount of space inside a solid shape.



Volume: 4cm³

Volume of a Prism

Prism - a 3D shape whose cross section is the same throughout.

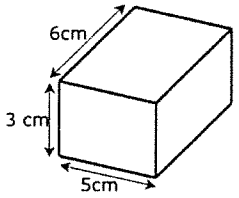


Volume = cross sectional area x length

Volume of a Cube/Cuboid

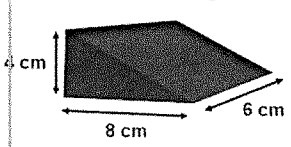
V=Length × Width × Height
V=L×W×H

You can also use the Volume of a Prism formula for a cube/cuboid.



volume = 6 x 5 x 3
= 90 cm³

Volume of a Triangular Prism



Area of Triangle = ½ x b x h
= ½ x 8 x 4
= 16 cm²
Volume = Area x Height
= 16 x 6
= 96 cm³ ✓

Dr Frost Maths Key Skills

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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.

Grouped Data

K58a: Find the mean of listed data.
K128c: Find the mode of listed data.
K128a: Find the median of listed data.
K128b: Find the range of listed data.
K129c: Find a missing item given the mean and the other items.
K131b: Read off frequency values from ungrouped frequency tables.
K131c: Form a frequency table from discrete data.
K130b: Calculate mean from ungrouped frequency tables.
K133a: Identify the mode from an ungrouped frequency table.
K133c: Find the range from ungrouped frequency tables.
K134a: Find the median from an ungrouped frequency table.
K131d: Form a grouped frequency table.
K132b: Estimate the mean from grouped frequency tables.
K133b: Identify the modal class from a grouped frequency table.
K134b: Identify the class interval of the median for a grouped frequency table.
K136a: Draw a stem-and-leaf diagram.
K136b: Find the mean from a stem-and-leaf diagram.
K136b: Find the median from a stem-and-leaf diagram.
K136d: Find the mode from a stem-and-leaf diagram.
K136e: Find the range from a stem-and-leaf diagram.
K137b: Interpret a pie chart.
K137a: Draw a pie chart.

Scatter Graphs

K135a Plot a point on a scatter graph.
K135b: Intepret the correlation represented on a scatter graph.
K135c: Use a line of best fit on a scatter graph.

Circles

K143a: Find the circumference of a full circle given its radius.
K143b: Find the circumference of a full circle given its diameter.
K144a Find the area of a full circle given its radius.
K144b: Find the area of a full circle given its diameter.
K145b: Find the perimeter of a simple fraction of a circle.
K145a: Find the area of a simple fraction of a circle.

Volume and Surface Area

K161a: Find the volume of a cuboid by counting cubes.
K161b: Find the volume of a cuboid.
K161c: Find a missing dimension of a cuboid given its volume.
K162a: Find the surface area of a cuboid.
K163a: Find the volume of a prism.
K162b: Find the surface area of a prism.
K164a: Find the volume of a cylinder from its radius and height.
K164b: Find the volume of a cylinder from its diameter and height.
K165a: Find the surface area of a cylinder from its radius and height.
K165b: Find the surface area of a cylinder from its diameter and height.

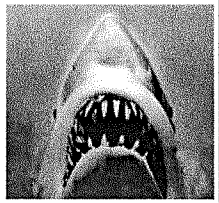
SOUNDTRACKS Year 8 – Term 2

A. The Purpose of Music in Film

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

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**) ->
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-MOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing continuity
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the geographic location (using instruments associated with a particular country) or historical period (using music 'of the time').

D. Leitmotifs



LEITMOTIF – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a "subtle hint" to the listener *e.g. the "Jaws" Leitmotif*

B. How the Elements of Music are used in Film Music

PITCH AND MELODY – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME. Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.
DYNAMICS – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm/resolve. **CRESCENDOS** used for increasing threat, triumph or proximity and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horro Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to 'shock the listener'.
HARMONY – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY OR CHORDS** for "good" and **DISSONANT HARMONY OR CHARDS** for "evil". **SEVENTH CHORDS** often used in Westerns soundtracks.
DURATION – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.
TEXTURE – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles.
ARTICULATION – **LEGATO** for flowing or happy scenes, **STACCATO** for 'frozen' or 'icy' wintery scenes. **ACCENTS (>)** for violence or shock.
RHYTHM & METRE – 2/4 or 4/4 for Marches (battles), 3/4 for Waltzes, 4/4 for "Big Themes" in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds *e.g. horses.*

C. Film Music Key Words

SOUNDTRACK – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.
MUSIC SPOTTING – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.
STORYBOARD – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack.
CUESHEET – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.
CLICK TRACKS – An electronic **METRONOME** which helps film composers accurately time their music to on-screen action through a series of 'clicks' (often heard through headphones) – used extensively in cartoons and animated films.
DIEGETIC FILM MUSIC – Music within the film for both the characters and audience to hear *e.g. a car radio, a band in a nightclub or sound effects.*
NON-DIEGETIC FILM MUSIC – Music which is put "over the top" of the action of a film for the audience's benefit and which the characters within a film can't hear – also known as **UNDERSCORE** or **INCIDENTAL MUSIC.**

E. History of Film Music

Early films had no soundtrack **("SILENT CINEMA")** and music was provided live, usually **IMPROVISED** by a pianist or organist. The first **SOUNDTRACKS** appeared in the 1920's and used existing music **(BORROWED MUSIC** – music composed for other (non-film) purposes) from composers such as Wagner and Verdi's operas and ballets. In the 1930's and 1940's Hollywood hired composers to write huge Romantic-style soundtracks. **JAZZ** and **EXPERIEMENTAL MUSIC** was sometimes used in the 1960's and 1970's. Today, film music often blends **POPULAR, ELECTRONIC** and **CLASSICAL** music together in a flexible way that suits the needs of a particular film.

F. Film Music Composers and their Soundtracks

Jerry Goldsmith
Planet of the Apes
Star Trek: The Motion Picture
The Omen
Alien

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

James Horner
Titanic
Apollo 13
Braveheart
Star Trek II
Aliens

Ennio Morricone
The Good, The Bad and The Ugly
For a Few Dollars More
The Mission

Danny Elfman
Mission Impossible
Batman Returns
Men in Black
Spider Man

Hans Zimmer
The Lion King
Gladiator
Dunkirk
Blade Runner 2049
No Time to Die

Bernard Hermann
Psycho
Vertigo
Taxi Driver

HW 4: Understanding skills, decision making and rules of Sport

Handball

Core Skills	Demonstration	Key coaching points	Decision making	Key term (Positions)
Passing Overhead pass Flick or Side Pass Bounce pass		**1.Overhead Pass**: Weight is always on the front foot. 2 The ball is gripped using fingers and thumbs and never balanced in the palm. 3 The arm is raised, with the throwing elbow above shoulder level. 4 In levering the arm back to generate power don't forget to keep the height. 5 Throw, don't push, the ball into the path of another player. **2.Frontal catch position**: Catching the ball with two hands is the best method. The fingers must be relaxed- palms facing the ball. Elbows bent.	3.Pass with the right and left hand • The ball must be passed in front of a player, taking into account the player's speed • The pass should be performed while moving of 3 steps • Both short and long passes are useful 4.A ball feint could be in the guise of pretending to take a pass or shot, to outwit an opponent and gain an advantage 5.Be prepared to receive the ball from various positions, including the side and behind. 6.Receive the ball on the move, attacking the space	1.**GOAL KEEPER (GK)** the goal-keepers role is to prevent goals and organise the team. **2.RIGHT/LEFT BACK (RH/LH)** Normally bigger than the wingers, the half backs are shooters. They are strong and physical in de-fence - creating a wall for the opposition to shoot over. The bigger and stronger the wall, the better chance your team have of conceding fewer goals. In attack, the half backs are dangerous with their height, power and ability to shoot from distance. **3.RIGHT/LEFT WINGER (RW/LW)** Very fast, agile and fit, this posi-tion requires a player who can run up and down the court all day long. They are the first players in attack and the first to return to defence. **4.PLAY MAKER:** Brain of the team; the creator. The centre player starts moves and gives the halfs and wingers the very best opportunities to score. **5.LINE PLAYER (LP)** The line player's main role is to sit within the defence and disrupt the opposition by putting blocks/ screens on in order to give his players an easier route through the defence **CHALLENGE:** Wider reading: KS4 handball resource 2updated-ilovepdf-compressed (1).pdf (englandhandball.com) Learn more and find out your local team @ www.englandhandball.com
Shooting Standing Shot Jump Shot		1.Standing: Receive the ball on the move when driving at the defence • Raise the throw-ing arm backwards and high (above the shoulder) • Transfer weight from back to front (nose over toes) • Release the ball at the highest point and aim the shot appropriately 2.Jump: The third and/or final step should be explosive and allow the player to take off • The hips should go back with the throwing arm • The ball should be released before landing • The player can land inside the 6m line	3.Analyse the indicators – is there a possibility to score a goal? 4. Consider where in the goal to aim the shot 5.Vary where you shoot and how you do this. Aim for the corners. Score from a bounce. 5. Consider the power needed to beat the goalkeeper, but not at the expense of accuracy	
Dribbling		1.After receiving the ball and before dribbling, a player holds the ball with both hands • The ball should be dribbled in one hand at hip level • The angle of the bounce depends on the speed that the player is moving at; the faster the run the more the angle becomes obtuse • If an opponent comes close, the ball should be shielded using the body and the centre of gravity lowered.	1. Only dribble in the following situations: To freeze time, to progress up the court WHEN there is NO ONE to pass to. You get a quick break from a deflected attack. 2. Do NOT dribble for the sake of it- this demonstrates poor decision skills.	
Attacking		1. Counter attack – all your team moves forward quickly when you win the ball back from the opposition and attack before your opponents can get back to defend. 2. P.A.S.S- Keep **possession, Advance** forward, Get into **Space, Shoot.**	3.Look for space on the field and attempt to move away from the opposition to give your teammate and option to pass to you. 4.Decide whether to dribble or pass based on the position of your teammates.	
Tackling/ Blocking		1. With a right handed attacker, you should meet the opponent w ith your left arm on the opponent`s shooting arm and your right arm on the hip of the opponent 2. Meet the opponent with bent arms 3. If the opponent is shooting with the right hand, place your left foot in front 4. Move accordingly with the opponent The difference between tackling and blocking is that by a tackle you attempt to prevent the opponent from shooting. When blocking, the opponent is able to shoot and you try to place one or both hands in front of the ball.	5.Defen ding in handball is strategically preventing the opposition gaining a clear sight on goal and denying goal scoring opportunities. Individual defending techniques include blocking and tackling, Blocking with the arms is used to stop an attacker`s shot at goal or to support the goalkeeper by covering a part of the goal. 6.Meet the opponent well balanced • Be closest to the shooting arm of the attacker • Use both arms raised • The arms should be so close together that the ball cannot pass through • A slight bend in the elbows • Keep hands and fingers extended, pointing up • Aim to block the ball with your palm or under-arm.	
Rules and regulations		1. Each team consists of 7 players; a goalkeeper and 6 outfield players. 2..Outfield players can touch the ball with any part of their body that is above the knee. • Once a player receives possession, they can pass, hold possession or shoot. 3. If a player holds possession, they can dribble or take three steps for up to three sec-onds without dribbling 4. Goalkeepers are allowed out of the goal area but must not retain possession if they are outside the goal area. Only allowed to score in the D.	5..Ensure you know all rules of Handball. 6. Demonstrate fair play- Playing by the rules 7. Demonstrate Sportsmanship- e.g. Shaking the oppositions hand/ Accepting the decisions of the referee. 8. Do not display deviant behaviour e.g. illegal tackle. Norwegian tactics Explained	

NETBALL

Skills	Demonstration	Key coaching points	Decision making
Foot-work		1.Landing foot (1 foot – 2nd foot) 2.Double foot landing 3.Pivoting Pivot (turning) with the ball once you have caught it. 4.Keep one foot fixed to the ground. Push and turn with the other foot. 5.Release the ball off in a different direction.	6.Decide which foot you are going to land on when you are in the air. 7.Do not lift or drag your chosen foot when pivoting or passing the ball.
Passing (different passes)		**Overhead pass 1.** Bend your arms and keep your elbows close to your body. **2.**Lift the ball over your head. 3.Step forward and release the ball. 4.The flight of the ball should be high. **5.Shoulder pass** (opposite foot to throwing arm steps into the pass, transfer weight from back foot to front foot, hold the ball with 2 hands then move to one, follow through the pass, pass ahead of the player) **6.Chest pass –** (two hands on the ball at chest height elbows down and in, spread fingers round he ball thumbs behind the ball step forward as you pass and release the ball) **7.Bounce pass** (step forward with the ball, push the ball to land 2/3 of the distance towards the receiv-	8.Decide which pass to play depending on how far away your teammate is. 9.Ensure you aim the ball at your teammate for it to be an accurate pass. 10.If your teammate is marked throw it into space or to another teammate who is unmarked.
Shoot-ing		Feet shoulder-width apart facing the target Ball held high directly ABOVE head. Knees are slightly bent to push off with. Eyes looking at a point above the ring. Push the ball upwards using wrist and fingers.	6.Keep your eyes on the target. 7.Do not rush the shot, relax and take your time to aim correctly. 8.Ensure you put enough power into the shot dependant on the distance you are away from the net.
Posi-tional play		Goal Shooter (GS) – to score goals and to work in and around the circle with the GA Goal Attack (GA) – To feed and work with GS and to score goals Wing Attack (WA) – To feed the GA and GS giving them shooting opportunities Centre (C) – To take the centre pass and to link defence and attack. Wing Defence (WD) – To look for interceptions and prevent opposition WA feeding the circle. Goal Defence (GD) – To win the ball and stopping the opposition GA from shooting.	8.Do not go into a section of the netball court you are not allowed. 9.If you are playing a new position ensure you know the sections you are allowed to enter.
Dodging and Attack-ing – creating space		Use fast feet to move away from the player who is marking you. Fake to move one way and go another way to confuse the defender and find space. Principles of attack Possession /Advance /Space /Shoot	ontact: You can't touch or push any player during the game as it is a non-contact sport, this will result in a penalty pass or if they contact you whilst you are in the shooting circle, you will get a

Positions

The Role of the Positions:

GK—To work with the GD and to prevent the GA/GS from scoring.

GD– To win the ball and reduce the effectiveness of the GA.

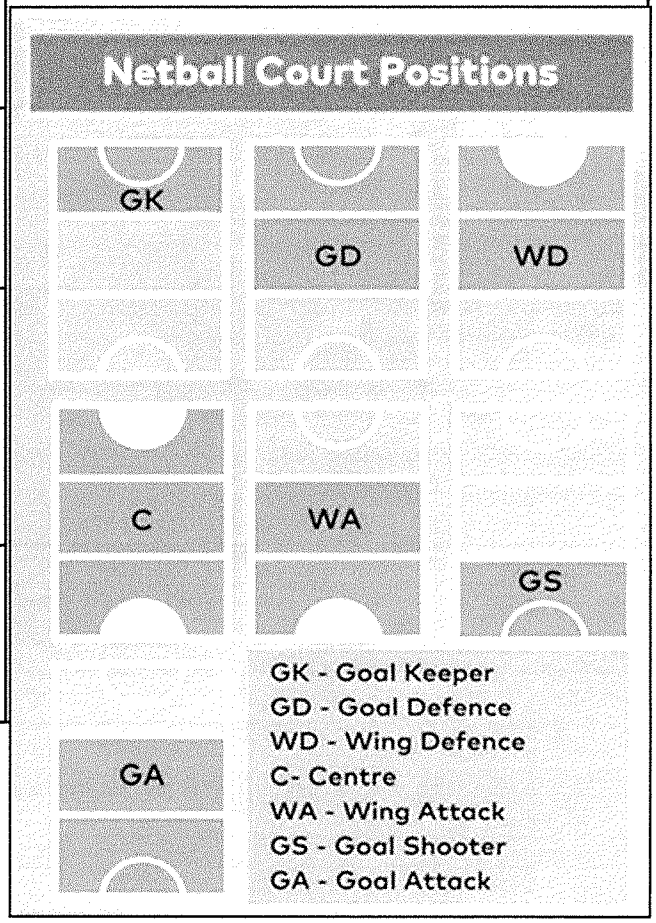
WD—To look for interceptions and prevent the WA from feeding into the circle.

C—To take the centre pass and to link the defence and the attack.

WA—To feed the circle players giving them shooting opportunities.

GA—To feed and work with GS to score goals.

GS—To score goals and work in and around the circle.



Famous Netball players

Layla Guscoth-is an England netball international. She was a member of the England squad that won a bronze medal at the 2019 Netball World Cup.

Beth Cobden-is an England netball international. She was a member of the England teams that won gold medals at the 2017 Fast5 Netball World Series and the 2018 Commonwealth Games.

Rugby				
Core Skills	Demonstration	Key coaching points	Decision making	Key term
Movement		Carry the ball in two hands Accelerate into spaces and run direct Draw players towards creating space for others to run into. If a player knocks on (drops the ball forward) the opposing side will gain possession via a scrum.	Draw players to create space for others. Identify and look to pick gaps in defensive lines. Use different running lines and moves to create scoring opportunities	Contact– person to person physical touch. Passing (pace, feint pass) Running (ball carrying) Defending (line positioning) Attacking (diagonally) Awareness (back up) Offensive line Ball Handling Scrum Tackling Ruck
Tackling		Low body position. Shoulder drive below the hip. Tackling must be below shoulder Head safe side. Lock arms to prevent leg drive. Release once player is fully grounded.	Wait for the correct moment to make the tackle. Wait for the attacker to move before committing to the tackle.	
Ruck		Low body position Hips above shoulders Stay on feet if you want to play the ball. Drive opposition players off or create a solid base to play from. You must enter a ruck from the back foot of your side of the ruck.	No hands in the ruck. Decide whether to drive over the ball or go for the ball.	
5. Positional play		Use of width. Ensure you are level or behind your teammate when they have the ball. Any player in front of a player kicking must wait for the kicker to pass or they will be offside	Identify the correct moment to pass the ball wide to create space to score a try.	The haka; war dance The Haka used in rugby is a **war dance**. It was traditionally performed by Maori tribes before battle. The purpose of the dance is to scare the enemy was also raising morale. In rugby, New Zealand sports teams' practice of performing a haka before their international matches has made haka more widely known around the world. This tradition began with the 1888–89 New Zealand Native football team tour and has been carried on by the New Zealand rugby union team (known as the All Blacks) since 1905
6. Tactics		Draw players to create spaces for others. Run direct and look for gaps in the defence. Straight defensive line. Use different running lines and moves to create scoring opportunities	Identify weaknesses in your opponent's defence and attempt to exploit this when you attack. Plan numerous attacks to use if your first phase of play is not successful. Defenders communicate to ensure there are no gaps in the defensive line.	

RE –

Church History

Big Themes: Exploring: the spread of Christianity from the time just after Jesus and the role of the Roman Empire. The arrival of Catholicism to England through Missionaries. Martin Luther and the European reformation – the break away from Rome with the creation of the Protestant Church. The rollercoaster of changes in the English Church brought about by the English reformation. Modernisation of the Catholic Church is explored through the second Vatican council, opened in 1962, and analysing 4 key documents this council produced and their impact of Catholic practices.

Key

Vocabulary/Tier 2 for now and forever

1. Martyr
2. Reformation
3. Missionary
4. Emancipation
5. Vatican II

Factual Knowledge:

The spread of Christianity increases when Roman Emperor Constantine converts to Christianity. Missionaries then travelled to parts of the Roman Empire to spread Christianity. However, the arrival of Christianity isn't met with total conversion and many early missionaries and converts are martyred (killed for their faith).

The greatest single event to impact Christianity in England is the Reformation when England turned away from the Pope and the Anglican denomination (Church of England) was formed. Henry VIII made the break with Rome but did little to change Catholic beliefs; Edward VI was a true Protestant whose reign saw major changes to the Church including the iconoclast movement. Next came Mary I who was determined to make England Catholic again. Elizabeth was a Protestant. There was brutal conflict between Protestants and Catholics. At first she tried to follow a 'middle way' which promoted Protestantism but allowed for forms of worship which would allow Catholics to compromise. This failed. The Pope excommunicated her in 1570. Catholic emancipation took place in England in 1829 reducing and removing many of the restrictions on Catholics.

The biggest change to modernise the Catholic Church came through the Second Vatican Council, which lasted for three years between 1962 and 1965. The Council produced 16 documents; of these, 4 are known as the four major constitutions; were the result of the council: Sacrosanctum Concilium (Constitution on Sacred Liturgy) / Lumen gentium (Dogmatic Constitution on the Church) / Dei verbum (Dogmatic Constitution on Divine Revelation) / Gaudium et spes (Pastoral Constitution on Church in the Modern World) Each document changed how the Church interacted with the modern world, with other Christian and non-Christian denominations and with practices within the Church.

Key Teaching - Catechism

Everyone wants the forthcoming Ecumenical Council to give all possible impetus to the spread of Christianity...and help to bring about the wider extension of "the kingdom of God" in the world...The Council will be endeavouring to inspire to truth and virtue, to the worship of God both in private and in public, to a disciplined life and to missionary zeal.

John XXIII. 1962

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1.Constantine	1.Conversion	1.Saint	1.Patron	1.Indulgences	1. Catholic	1.Monarch
2.Rome	2.Miracle	2.Martyr	2.Preach	2.Corruption	2.Anglican	2.Devout
3.Roman	3.Chi Ro	3.Dark Ages	3.Monasteries	3.Hierachy	3. Protestant	3.Uniformity
4.Empire	4.Nicaea	4.Pagan	4.Monks	4.Authority	4.Loyality	4.Excommunica

This unit will link to the work you have done this year and to elements of your studies in History.

R.E: Y8

Journey of a catholic

Big Themes: A sacrament is an outward sign of an inward grace given by God. When Jesus was on earth, everything he said and did was a sign of God's love. Christians believe he left the Church to be his body, and the way to connect with Him is through sacraments. There are 7 catholic sacraments: **Sacraments of Initiation**: Baptism, confirmation, Eucharist, **Sacraments of healing**: reconciliation, anointing of the sick, **Sacraments of commitment and service**: holy orders and marriage. Sacraments originated in the life and work of Jesus.

Key Vocabulary/ Tier 2 for now and forever
1. Absolution
2. Sacrament
3. Anoint
4. Eucharist
5. Palliative Care

Factual Knowledge: <u>Initiation</u>: **Baptism** - Jesus was baptised. He commanded his disciples to baptise in order to welcome new members into the Church. Catholics believe baptism cleanses you of Original Sin & welcomes you into God's family. Baptism takes place during Mass. The baby is dressed in white, symbolising purity. The priest, anoints the child's head with holy oil, making the sign of the cross. This is followed by pouring holy water on the child's head three times. Other elements include promises made by godparents to reject evil on behalf of the child. The priest gives the child's family a lit candle to symbolise receiving the light of Christ. **Confirmation** - renew and confirm for yourself, vows that were made on your behalf at baptism. It is performed by the bishop. He lays his hands on the candidate's head. This is to call down the power and blessing of God. He then anoints the believer's forehead with holy oil called chrism. **Eucharist** is when Christians remember the Last Supper. The Eucharist involves spiritually feeding participants with the body and blood of Christ. The Church teaches the Eucharist is "the source and summit of the Christian life" (C.C.C. 1324). This means that Christian spirituality flows from the Eucharist (the source) and so Christian actions should be directed towards it (the summit). Every other sacrament is linked to the Eucharist. Catholics believe in transubstantiation, that the bread and the wine become the flesh and blood of Jesus Christ.

<u>Healing:</u> **Reconciliation** - four stages of forgiveness: <u>Contrition</u> - feeling remorseful / <u>Confession</u> - say sorry and promise to change their ways. / <u>Penance</u> - priest sets a task or suggests prayers to be said in order to achieve forgiveness. / <u>Absolution</u> - release from the feeling of guilt. Catholics believe they must seek forgiveness in order to restore their relationship with God. **Anointing of the sick** is given to those suffering from a serious illness and also to those who are likely to die soon. It is given by a priest. It can take place in hospital and also in a person's home. This sacrament gives spiritual comfort and often helps people to recover their health. The sacrament is linked to Christ's suffering and allows sins to be forgiven. Jesus showed special care for the sick and told his followers to have the same concern.

Dying Well- This means being prepared – making peace with family and friends etc. It is important to turn to God and seek forgiveness. Management of pain is at the heart of palliative care and involves medication and supervision with the help of medical professionals and carers. The aim is to help the person die with dignity.

<u>Commitment:</u> **Marriage** - For Catholics it is a public sign that an individual is giving themselves totally to another person. Catholics believe that God is present at the marriage ceremony and witnesses the promises made before him. The purpose of marriage is to be life –giving; exclusive; always faithful; freely chosen.

Key religious teachings:

Forgiveness of sins brings reconciliation with God, but also with the Church.

Catechism of the Catholic Church 1462

They cast out many demons, and anointed with oil many that were sick and healed them.

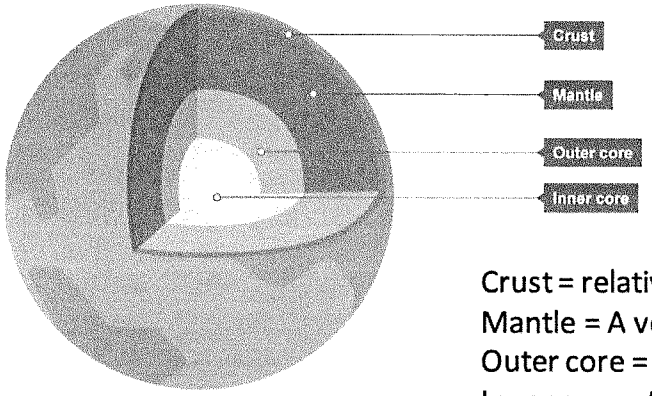
Mark 6:13

This unit will link to GCSE
Component 1 – life & death.
2 – the seven sacraments / importance of Eucharist

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1. Visible	1. Baptism	1. Vows	1. confession	1. Viaticum	1. Rite	1. consent
2. presence	2. chrism	2. absolution	2. prodigal	2. Spiritual	2. quality of life	2. commitment
3. sign	3. forgiveness	3. penance	3. forgiveness	3. suffering	3. terminal	3. permanent
4. foundation	4. Pentecost	4. contrition	4. parable	4. Hospice	4. sanctity	4. exclusive

The Earth

. 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 squash 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

. Metamorphic & Igneous Rock

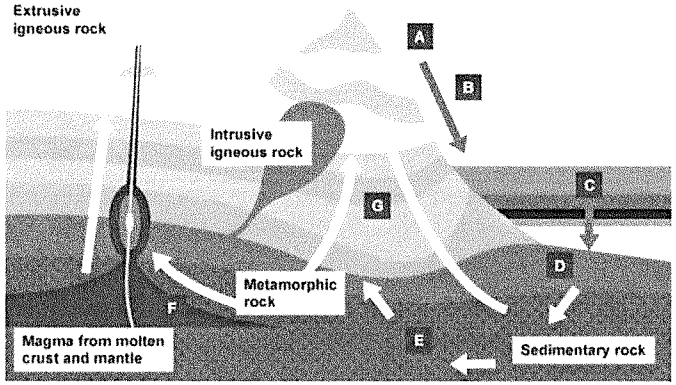
<u>Metamorphic</u>

Metamorphic rock 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.

<u>Igneous</u>

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.

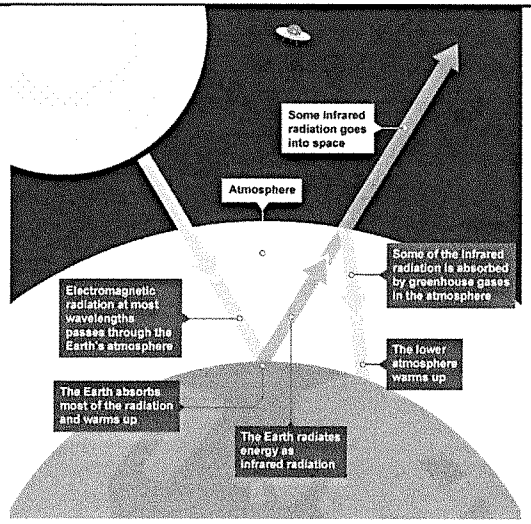
The Earth

. Evolution of Atmosphere

Scientists believe that the Earth was formed about 4.5 billions years ago.
The Earth early atmosphere was formed from gases given out by volcanoes.
The Earth early atmosphere was: mostly carbon dioxide and smaller proportions of water vapour, ammonia and methane. There was little oxygen in the atmosphere.
Today, the atmosphere is approximately 80% Nitrogen, 20% Oxygen and small proportions of carbon dioxide, water vapour and argon.

6. Global Warming

- Greenhouse gases such as carbon dioxide 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.



7. Climate Change

Climate change and its effects as a result of global warming includes:

- 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.

. Where do our resources come from?

Many of the resources we use come from the ground. To extract the resources, it has to be quarried. This involves digging large holes in the ground to extract the resources and transporting them to be processed.

Quarrying has many advantages including: creating jobs, there is a large demand for resources as well as improving transport links to remote parts of the country.

However, there are also a few disadvantages linked to quarrying including: wildlife habitats are destroyed, lots of noise and visual pollution as well as valuable agricultural land is taken away.

9. Recycling

- 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.

10. Treatment of water

Water can be made safe to drink from two sources: ground water (lake / reservoir) or from sewage water (water from your toilet!)

<u>Ground water</u>

1. The water is filtered to remove insoluble objects e.g. sticks
2. The water is then sterilised using chlorine to kill bacteria.

<u>Sewage Water</u>

Treating sewage water requires more steps as the water needs to be purified more:

1. The water is filtered to remove insoluble objects e.g. cotton buds
2. The water then goes into a sedimentation tank where the sludge and effluent separate.
3. The sludge is treated with anaerobic bacteria which produces a biogas and is then used as a fertiliser.
4. The effluent is treated with aerobic bacteria which helps to break down organic matter.

1.Periodic Table

Elements arranged in order of atomic number

Periodic table has 8 groups (columns)

Elements also arranged in periods (rows)

Metals are on the left of the periodic table, non-metals on the right.

The period that an element is in tells us the number of shells the atom of that element has.

The group tells us the number of electrons in the outer shell or energy level

2. Properties of metals and non-metals

Metals can conduct electricity and heat, are malleable and ductile, are shiny and most have high density.

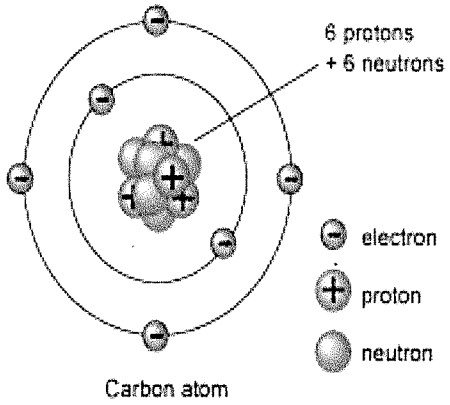
Non-metals are usually poor conducts of electricity and heat, are brittle, are dull and have low density.

malleable a property of a metal, it means it can be hammered or pressed into a thin sheet without it breaking

Ductile can be stretched into a thin wire.

3

Inside an atom



Carbon atom

An atom is the smallest particle of a chemical element that can exist

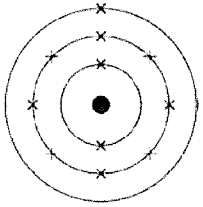
Name of Particle	Relative Charge	Relative Mass
Proton	+1	1
Neutron	0	1
Electron	-1	Very small

Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Nucleus the central part of an atom
Proton positive particle found in the nucleus
Neutron particle in the nucleus with zero charge (neutral)
Electron particle found orbiting the nucleus in shells or energy levels.

4. Electronic structure

This diagram shows the shells around the nucleus. The first shell is the one nearest the nucleus. The **first** shell can hold **2 electrons,** the second, third and fourth energy shells can hold **8 electrons.**



Electron configuration

The electron configuration is writing down the number of electrons in each shell with a comma in between to represent a new shell for example the diagram here has an electron configuration of 2,8,1.

5. Forming Ions

Ion: a charged atom that has lost or gained electrons.

All atoms become stable when they have a full outer shell of electrons. Metals will lose electrons and non metals will gain electrons.

When a metal loses electrons, it becomes a positive ion.

When a non metal gains electrons it forms a negative ion.

Group 1 atoms lose 1 electron to form a +1 ion

Group 2 atoms lose 2 electrons to form a +2 ion

Group 7 atoms gain 1 electron to form a -1 ion

6. Group 1 elements

Group 1 contains reactive metals called alkali metals. **(Lithium, Li; Sodium, Na; Potassium, K; Rubidium, Rb; Caesium, Cs; and Francium, Fr)**

The **reactivity of the elements increase going down the group.**

Group 1 elements **lose** an electron forming a **positive ion.**

Reactions of Group 1 metals with water produces hydroxides which dissolve in the water to form alkaline solutions. These turn universal indicator purple - showing that the pH is more than 7

Metal + Water → Metal Hydroxide + Hydrogen

7. Group 7 elements

Group 7 contains non-metals called halogens. **(Flourine, F; Chlorine, Cl; Bromine, Br; Iodine, I)**

They all have **7 electrons in their outer shell** and are non metals.

The reactivity of the elements **decrease down the group.**

Displacement reaction is a reaction that involves replacing a less reactive metal with a more reactive one in a compound.

Bromine + Sodium Iodide → Sodium Bromide + Iodine

Chlorine + Sodium Bromide → Sodium Chloride + Bromine

8. Group 0 Elements

Group 0 contains unreactive gases called **noble gases.**

(Helium, He; Neon, Ne; Argon, Ar; Krypton, Kr; Xenon, Xe and Radon, Rn)

They are **unreactive** and do not easily form molecules because their atoms have a full outer shell

9. Metal and Non-metal oxides

Metal + oxygen → metal oxide

Oxidation: adding oxygen

Metal oxides eg sodium oxide are alkaline

Non metal oxides eg sulphur dioxide are acidic

10. Rusting and Corrosion

Rusting is the oxidation of iron to form iron oxide

Corrosion is the oxidation of other metals

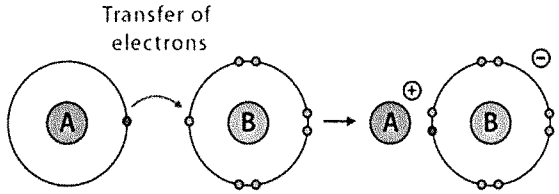
Both water and air are needed for rusting

Rusting can be prevented by painting or covering iron in a layer of oil

11. Metal and non-metal reactions

Iron + sulphur → iron sulphide

The metal will lose it's outer electrons and give them to the non-metal so both have a full outer shell and a new compound is formed



12. Extracting metals

Some metals are so unreactive they exist in their native state(can be found pure in the Earth like gold).

Others will be found in the Earth as compounds in rocks. A rock with metal in it to extract is called an **ore.**

If the metal in the ore is less reactive than carbon we can heat it with carbon to extract the metal. If the metal is more reactive than carbon then electrolysis is used.

13. Boiling points of metals and non-metals

Metals have higher boiling points than non-metals as the attraction inside a metal is stronger than the attraction between non-metal molecules

14. History of the periodic table

Before the discovery of protons, neutrons and electrons, scientists tried to classify the elements in order of their atomic mass.

The early periodic tables were incomplete as many elements had not yet been discovered.

Elements were not placed in groups of elements with similar properties and the metals & the non-metals got mixed up too.

This was fixed by leaving gaps in his groups for undiscovered elements.

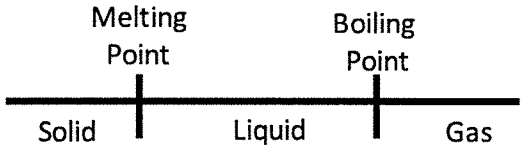
This meant that when a new element was discovered, it could be grouped with other elements that had similar properties – fitting the pattern!

Year 8 – Particles and Matter

1 – Boiling Point

"The temperature at which a liquid boils (or a gas condenses)."

- Different substances have different boiling points
- Pure substances have one exact melting point and boiling point.
- The boiling point of pure water is 100°C
- Impure substances have a range of melting and boiling points.



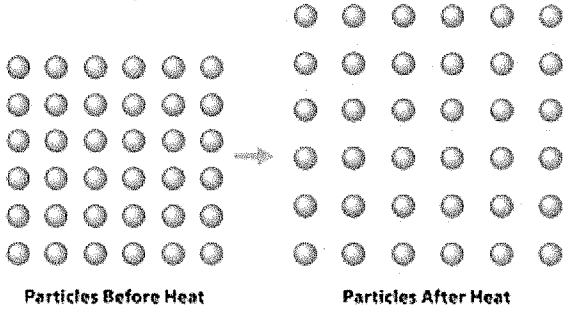
2 – Internal Energy

Internal energy is the sum of the kinetic and potential energy of the particles.

- As particles heat up, they move faster
- This causes the kinetic energy of the particles to increase
- The temperature of a substance is linked to the kinetic energy of its particles
- Potential energy tells us how spread out the particles are

3 – Thermal Expansion

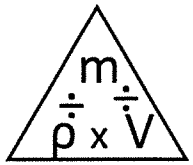
- As the temperature of a solid increases, its particles vibrate more.
- This means that they take up more space.
- The solid EXPANDS.
- The particles DO NOT EXPAND

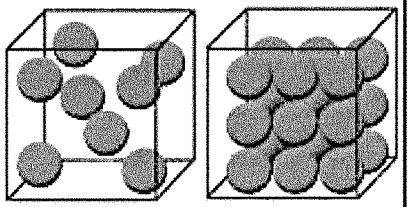


4 – Density

- Density tells us how much matter is in a certain volume of space.
- It is measured in g/cm^3 or kg/m^3

$$\text{Density, } \rho = \frac{\text{Mass, m}}{\text{Volume, V}}$$



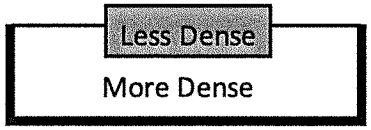


A is less dense than B

5 – Investigating Density

Floating and sinking

If an object is less dense than the fluid it is placed in, it will float.
If it is more dense, it will sink.



Density of liquids

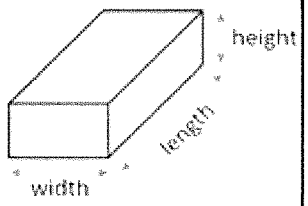
The volume of a liquid can be found using a measuring cylinder.
1 ml= 1 cm^3
Then the density equation can be used

5 – Investigating Density 2

1. Measure the mass with a mass balance
2. work out the volume of the object
3. calculate its density from mass ÷ volume.

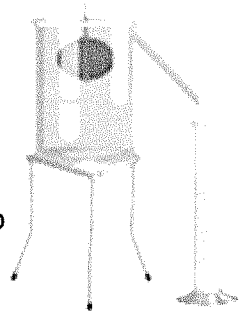
Regular Shaped Objects

Measure the sides of the object and calculate its volume.



Irregular Shaped Objects

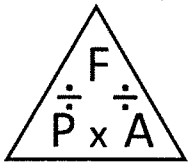
Fill a Eureka can with water up to the spout.
Put a measuring cylinder at the spout.
Gently lower the object into the water and measure the volume of water displaced.



Year 8 – Particles and **Matter**

6 – Pressure

$$\text{Pressure, P (N/m}^2\text{)} = \frac{\text{Force, F (N)}}{\text{Area, A (m}^2\text{)}}$$



To increase pressure:

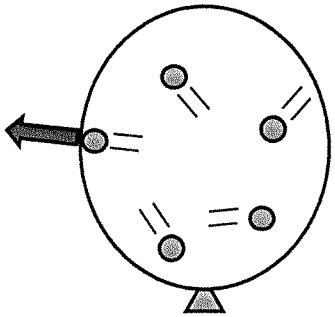
- Increase force
- Reduce surface area

High pressure is useful when trying to cut through things – eg, sharp knives.

Low pressure is useful when trying to prevent passing through things – eg, snow shoes.

7 – Pressure in Gases

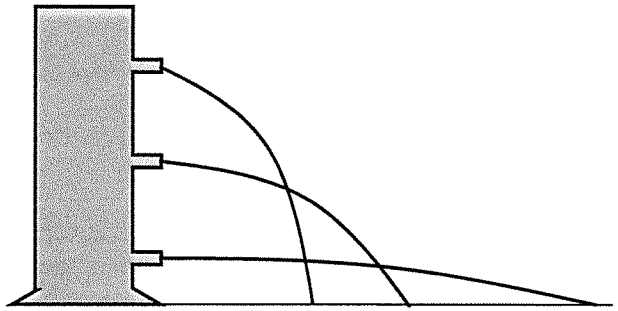
- Particles collide with walls of container
- Producing a force
- Causing an outwards pressure.



- Higher temperatures have faster particles
- So force and pressure increases.

8 – Pressure in Liquids

Pressure in a liquid increases as depth increases.



Greater pressure below an object than above creates the force of UPTHRUST.

9 – Bottle Rockets

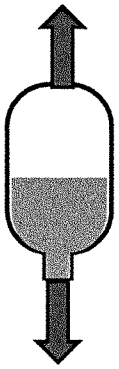
Newton's 3rd Law:

Action Force = Reaction Force

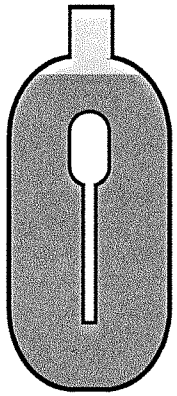
Pressure from compressed air produces a downwards *action* force on the water.

This produces an upwards *reaction* force on the bottle.

An aerodynamic design reduces air resistance, making the resultant force greater.



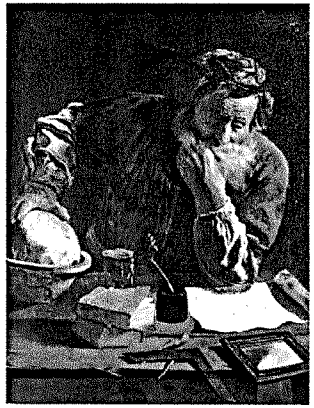
10 – Cartesian Divers



- Increasing the pressure in the bottle reduces the volume of the diver.
- This reduces the upthrust.
- So the diver sinks.

Know Your Scientists!

Archimedes (287-212 BC)

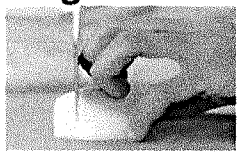


Considered to be the greatest mathematician of ancient history, and one of the greatest of all time. He discovered the law of upthrust:

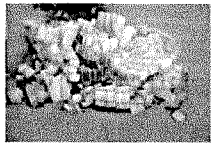
"An object in a fluid experiences an upthrust equal to, the weight of the fluid displaced."

Y8 Food Preparation and Nutrition – Knowledge Absolute

Bridge and Claw

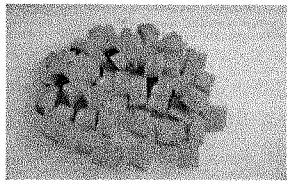


Fine Dice



Slicing

Medium Dice

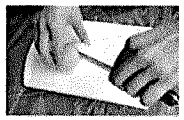


Chopping an onion

Step 1: Chop off the papery top

Step 2: Chop the onion in half through the root

Step 3: Peel the onion skin



Step 4: Follow the lines of the onion to cut to the root but not through it

Step 5: Dice backwards then discard the root

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

esign onsideratio	Issues
lealthy ating	• 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
llergies	• 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.
lealth roblems	• 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
egetarian/ egan	• 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
eligion	• 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
nvironmenta	• 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

unction of ingredients

SR Flour - (raises the product) and plain flour - add bulk and 'form' to the ixture - create the structure
olden syrup - adds sweetness, flavour, colour and moisture to the product
utter/margarine - binds the ingredients and adds flavour, colour and oisture
icarbonate of soda/ baking powder (chemical raising agents)help the ixture to rise by releasing carbon dioxide
Water/milk - add moisture and 'bind' the ingredients together; help the ixture to rise (steam)

Storage of foods

- ✓ 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

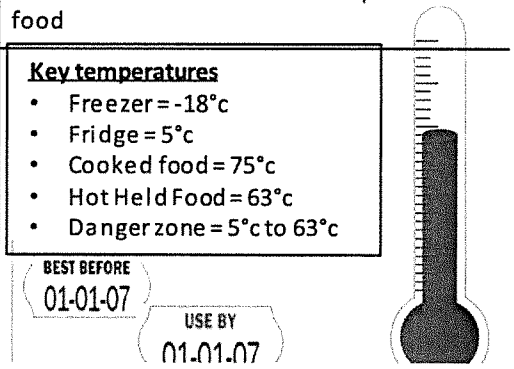
Date marks

Best Before The date after which foods may not be at their best, although probably safe to eat if stored according to instructions.

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.

Key temperatures

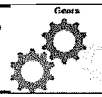
- Freezer = -18°c
- Fridge = 5°c
- Cooked food = 75°c
- Hot Held Food = 63°c
- Danger zone = 5°c to 63°c



All Saints's Absolutes : Design & Technology Yo Clock

KEYWORDS

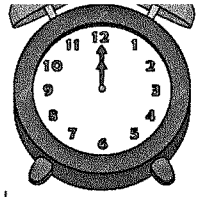
Customer	The person that you are designing for or who buys your product
Client Interview	Finding out the needs and wants of a client by asking questions, which will help a designer design a product.
Materials	What products are made from, metals, woods, manufactured boards, polymers (plastics), fabrics, papers and cards. Fixtures (nails, screws) and adhesives (glues)
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.
Mood board	This is a page of images that shows a range of existing products that help to produce a range of designs
Testing	A range of tests are carried out to check the performance and or quality of materials and or products for summative evaluation.
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.
Market research	Market research involves gathering in-depth information about customer or user needs and preferences.

Specialist Terms	Uses
Mould	A former used to shape materials. E.g. for pewter casting
Gear 	A mechanism used to transfer rotary motion, which can also change the direction and magnitude of force transmitted.
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.
Stock Form-	The different shapes that materials can be bought in. Rods, sheets, planks, tubes etc.
The 4 Motions	**The four types of motion are:** Linear, rotation, reciprocation, oscillation.

Specialist equipment	Uses
Scroll saw	Scroll saws have a thin blade that allows you to cut intricate curves and corners.
Coping Saw	To cut shapes and cut small areas in wood and manufactured boards
Vacuum Former	Vacuum Forming is an industrial technique which may be used for batch production or mass production. The process deforms polymer sheet material.
Finite-	resource that will run out eventually. Also called a non renewable resource. For example : coal, oil or gas will run out.
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.
Deforming processes	The method of shaping materials by either bending in a straight line or by creating a bowl or dish shape.

Materials	Meaning
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.
High Density Polystyrene HIPS	A tough, rigid polymer material with high impact strength. Used to vacuum form the clock design using the mould.
Acrylic -	A thermoplastic . 
Thermoforming Polymer / plastics	A type of plastic that can be melted and remoulded over and over again. E.g. acrylic, HIP's ...
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
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.

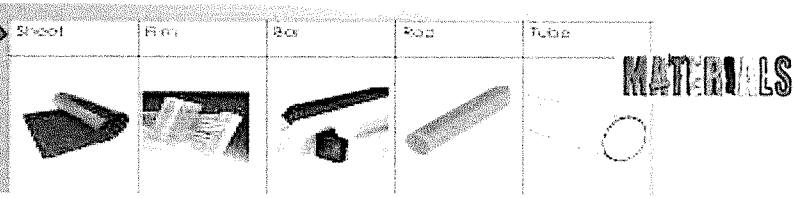
The 'Design Specification' is a list of conditions a product must meet, called design criteria. A specification is written in bullet points with each point explained. It is a detailed document providing information about the characteristics of a project to set criteria the developers will need to meet. 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

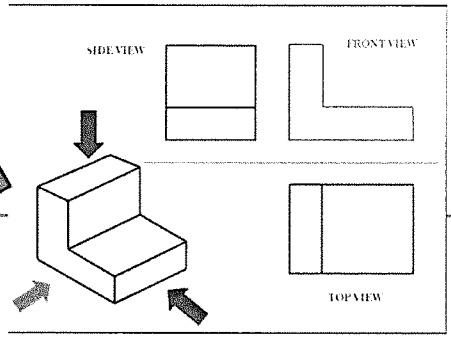
Stock Forms

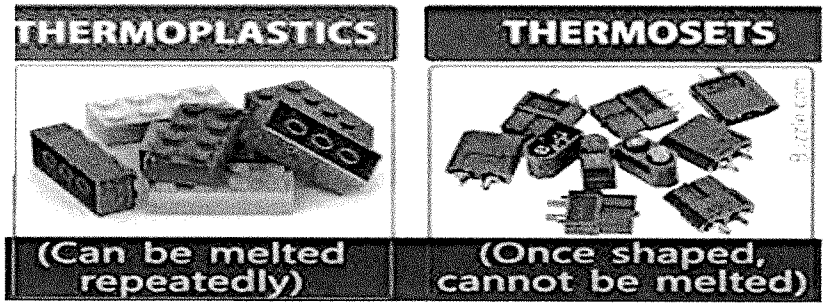
Polymers come in different forms - sheets tubes and rods can be cut to size and bent.



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.





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.

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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	Laminate 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.

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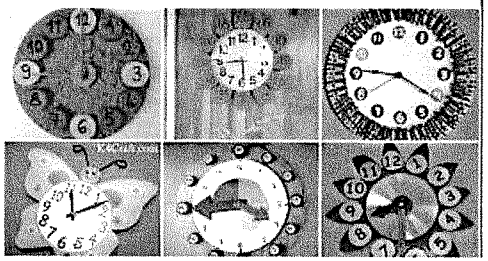
CAD CAM Modelling

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 is 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

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)

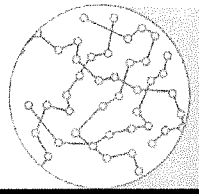
Properties
High tensile strength, heat resistant, good electrical insulator, hard, brittle, easily injection moulded

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

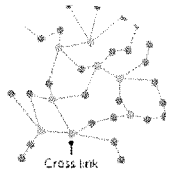
Melamine formaldehyde (MF)

Properties
Lightweight, hard but brittle

Uses
Worktops, surfaces, some kitchenware.



Thermoforming 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

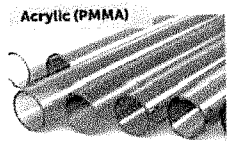
Plastics are mainly synthetic materials made from **polymers** traditionally derived from finite petrochemical resources. Naturally occurring plastics include amber and rubber.

Thermoforming 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, wheelie bins.

High impact polystyrene (HIPS)

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

Polyvinyl chloride (PVC)

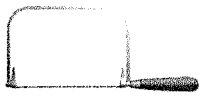
Properties: flexible, easy to extrude, tough, chemical resistant
Uses: Pipes, electrical tape

Polyethylene terephthalate (PET)

Properties: blow moulding, chemically resistant, recyclable
Uses: Drinks bottles, food containers.

Design and technology clock

Coping saw

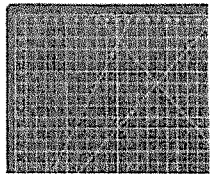


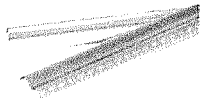
Uses: For cutting curved lines through a thin material

For: Timber, plastic and thin metal.

Craft knife
General cutting and scoring of various materials.

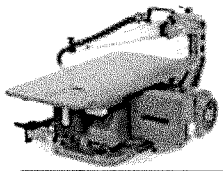
Cutting mat
Safe anti-slip, self-healing mat to protect work surfaces.





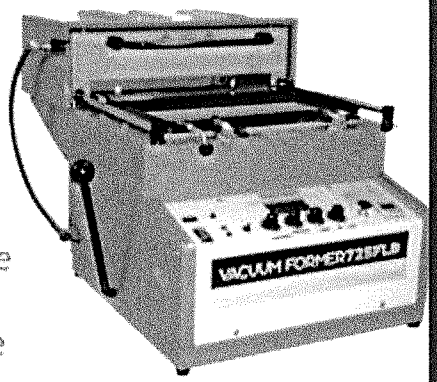
Maun safety rule
The rule has a 'M' profile which keeps fingers away from a knife when cutting or scoring paper.

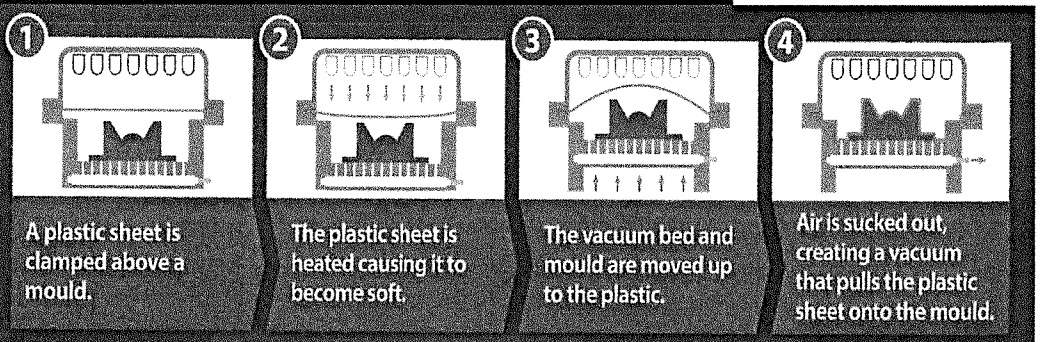
Scroll saws are used for cutting curves that are too intricate for a coping saw or jigsaw.



Vacuum forming

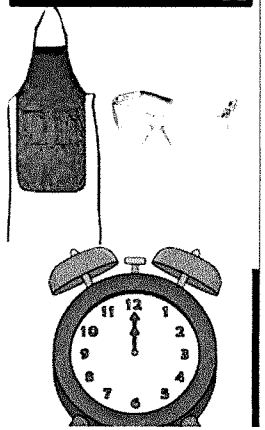
This technique is used to shape plastic. It works by heating a sheet of plastic, which is then pulled by the vacuum to form around the shape or mould. Once the plastic has cooled and set hard it can be removed from the moulding tool.





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

PPE : personal protective equipment



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

PRACTICAL SKILLS

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-unpicks. You insert the unpicker between the stitches and pull up so the trends 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.

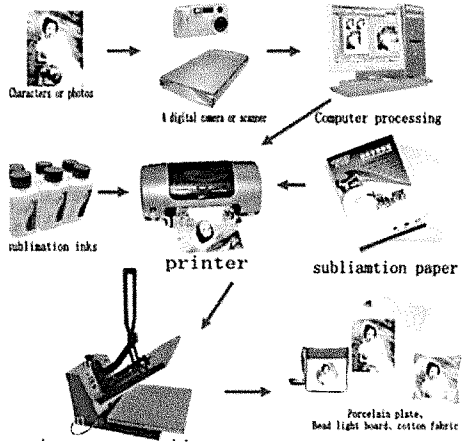
Client Interview - Interviews can give you more detailed information than a questionnaire. They can be difficult to analyse results than a questionnaire because of the breadth of knowledge. Information for the client will guide your design ideas.

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)

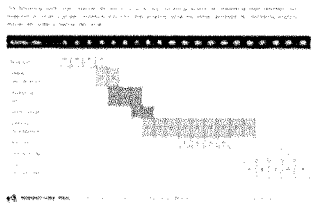
Manufacturing Process- Sublimation Printing

- 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.



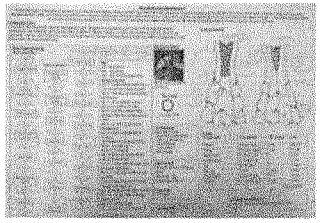
Gantt Chart

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.



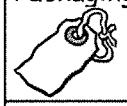
Manufacturing Specification

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:

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

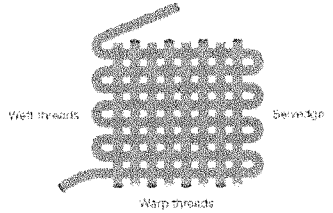
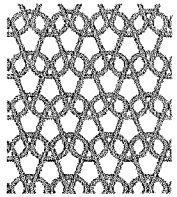
Key Word- **"Biodegradable"** refers to the ability of things being broken down by the action of living things (such as microorganisms) disintegrated (decomposed) naturally. There's no ecological harm during the process.

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

Synthetic fibres are manufactured from oil based chemicals.

	Example	Properties	Uses
Polyester		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)	 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.	Simple and cheaper to produce than more complicated weaves, stronger than other weave patterns	Used on textiles such as cotton calicos, 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.	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