

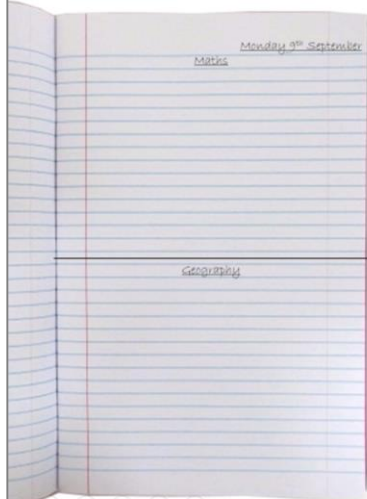


Knowledge Organisers

Year 8 – Term 1

How to complete your Knowledge Organiser Homework

- Learning is an **active process**, just reading the information will not be enough



Each day, in your Knowledge Organiser book, you must write the date at the top and then draw a line to divide the page in half using a ruler.

Use the top half of the page for one subject and the bottom half of the page for the other

You can use some of the techniques you have been taught;

- Look, cover, write, correct, repeat
- Mind maps
- Word Up
- Flashcards

(YouTube channel – Woodrush Online)

Key Points

- Each night you should spend 20 minute learning the information from the knowledge organisers for 2 subjects as set out in your planner
- You should also read your book each night
- You must have evidence of your work in your knowledge organiser exercise book (reading the knowledge organisers is not enough!)
- Your learning of the information will be checked in your lessons
- Your parent/carer must sign your planner each week to confirm that you have been completing your homework
- You may be given option homework to complete but this is not compulsory (but worth lots of achievement points!)

NAME: _____

FORM: _____



English

History of English Language and Literature

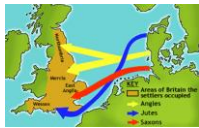
Key Terms

Dialogue	The speech of a character. In prose, this is indicated by using speech marks. In a play, this will be shown alongside the name of the character who is speaking.	Sonnet	A form of poetry which is usually about romantic love, and follows a strict set of rules. They usually contain 14 lines, each line has 10 syllables, and there is a strict rhyme scheme. Shakespeare wrote many sonnets.
Genre	A particular type or style of literature. For example, Shakespeare's plays can be categorised as belonging to the comedy, tragedy or history genre. Other genres in literature may include drama, horror, or thriller.	Status	Someone's status relates to the rank or position they hold in society or in a specific situation. People with high status may be seen as more important and have more power and authority.
Imperatives	These are verbs which give an order or a command. For example Give me that pen. Add flour to the cake mixture.	Themes	Themes are the main ideas and issues that are present in a poem, play or story. For example, a story might have the themes of love, friendship, and power.
Intention	A writer's intention is the purpose of writing something. For example, they may wish to make the reader or audience feel a certain way.	Typical	If something is typical , this means that it follows the rules and conventions of its genre and its content is what is expected.
Society	A society is a group of people who follow the same rules and laws and who may share similar beliefs and ways of behaving. Society changes over time.	Atypical	If something is atypical , this means that it does not follow the expected rules and conventions of its genre or that some elements of the story may not be what is expected.

A Timeline of the English Language



Romans invade and conquer Celtic tribes in Briton

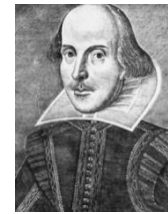


Britain is invaded by Germanic tribes - the Angles, the Saxons, and the Jutes. This mix of languages leads to **Anglo-Saxon** or Old English



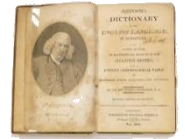
The Normans invade England led by William the conqueror. Many French influences were introduced to the English language.

In 1476 William Caxton sets up the first English printing press in Westminster



William Shakespeare is born in 1564

Jane Austen is born in 1775



In 1755, the first popular dictionary is published by Samuel Johnson

Many people became concerned that English should be spoken 'correctly' and many books are published on this topic.

In 1828 the 1st American dictionary is published by Webster's





English

Shakespeare's Vocabulary

Art – are	Thou – you (informal)
Ay - yes	Thy/Thine – your (possessive singular)
Aught – anything	'Tis – it is
Dost – do	'Twas – it was
Doth – does	Wast – were
'ere – before	Whence – from where?
Hast - have	Wherefore – why
Hence – from now on	Would he were – I wish he were
Hie – hurry	Ye – you (plural)
Nay – no	Yon/yonder – that one over there
Oft – often	
Thee – you	

Analytical phrases you can use instead of 'this shows':

This illustrates that ...	This therefore emphasises...
This presents the idea that...	As a result, this highlights...
This therefore demonstrates...	This word connotes...
This implies...	This is effective because...
This reinforces the idea that...	

History of English Language and Literature

Parts of Speech

Adverbs	Words which give us more information about a verb; they tell us how, why, where, or when a verb is carried out. Often ends in -ly. For example: The athlete sprinted <u>rapidly</u>
Comparative Adjectives	These are adjectives which use the suffix -er or the word 'more' to make a comparison. For example: bigger, taller, <u>more</u> beautiful
Superlative Adjectives	These are adjectives which use the suffix -est or the word 'most' to show that something is at its highest or lowest limit For example: tallest, fastest, <u>most</u> amazing
Plural Nouns	A plural noun is a word that indicates that there is more than one person, animal place, thing, or idea.. When you write about more than one of anything, you usually use the same word, simply adding an s, es, or ies to the end

Apostrophes
In contractions:
 Does not → **Doesn't**
 Should have → **Should've**



To indicate possession:
 That is **Emily's** ruler
 The money was returned to the **boy's** mother

Note that if a word already ends in the letter 's' or is a plural the apostrophe goes at the end:
 We are all going to **James' house**
 The teacher phones all of the **students' parents**

Pay special attention to the word *it's*
It's always means '*it is*'
 If you are unsure, read the sentence back to yourself replacing *it's* with *it is* to see if it makes sense. For example, the sentence below would be incorrect:
 X The dog chased after *it's* owner

Declarative	This is a statement. A declarative presents an idea as a fact.	Shakespeare is the greatest writer the world has ever known
Interrogative	A question. Can show uncertainty.	Have you ever read Macbeth?
Exclamation	A sentence which is marked by an exclamation mark as it indicated an emotion such as anger, excitement, or surprise.	I can't believe we won!
Imperative	An order or command. These may create an aggressive tone, or can be used to give instructions.	Open your books to page 37.



MATHS

Order of Operations

The **lower bound** is the smallest value that would round up to the estimated value.

The **upper bound** is the smallest value that would round up to the **next** estimated value.

For example, a mass of 70 kg, rounded to the nearest 10 kg, has a lower bound of 65 kg, because 65 kg is the smallest mass that rounds to 70 kg. The upper bound is 75 kg, because 75 kg is the smallest mass that would round up to 80kg.

Discrete values (Whole values)

The number of people on a train is 400 to the nearest 100

350 ← **400** → 449

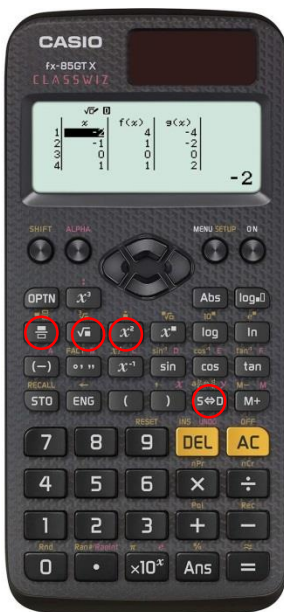
32 cm, measured to the nearest cm:

The degree of accuracy is to the nearest 1 cm.

$$1 \text{ cm} \div 2 = 0.5 \text{ cm}$$

$$\text{Upper bound} = 32 + 0.5 = 32.5 \text{ cm}$$

$$\text{Lower bound} = 32 - 0.5 = 31.5 \text{ cm}$$



Key buttons on your calculator

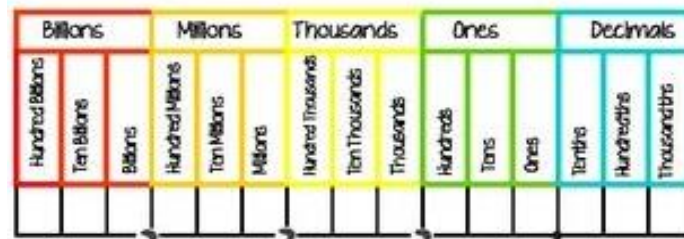
$\frac{\square}{\square}$: Fraction button

x^2 : to square a number

$\sqrt{\square}$: Square root

$S \leftrightarrow D$: Changes an answer to a decimal

Whole numbers and Decimals



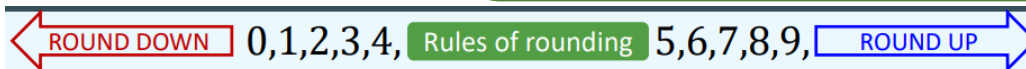
Multiplying

X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces



Dividing

$\div 10$ digits move RIGHT 1 space
 $\div 100$ digits move RIGHT 2 spaces
 $\div 1000$ digits move RIGHT 3 spaces



Rounding whole numbers

Place Value

Thousands
 Hundreds
 Tens
 Units

14672

To the nearest ten

14670

To the nearest hundred

14700

To the nearest thousand

15000

Rounding decimal points

Decimal Places

Count Right from the Decimal Point

1 2 3 4

12.5298

To 1 decimal place

12.5

To 2 decimal places

12.53

To 3 decimal places

12.530

Rounding significant figures

Significant Figures

Count Right from first non-zero Digit

1 2 3 4 5 6

325484

To 1 significant figure

300000

To 2 significant figures

330000

To 3 significant figures

325000



MATHS

Units of measure

There are two systems used for measuring quantities - **metric** and **imperial**.

The **metric system** uses three main units for measuring:

length in metres (m)

mass in kilograms (kg)

volume in cubic metres (m³)

The **imperial system** uses the following units:

length in inches, feet and yards

mass in pounds (lb), ounces (oz) and stons

volume in gallons

Converting between metric units.

You will need to know how to convert between metric units. It is important to learn how many grams are in a kilo gram or how many centimetres are in a metre to help you scale up or down depending on the appropriate size of an object. You might want to know if you have enough ingredients to make a cake and the recipe is in kg and you only know the g.

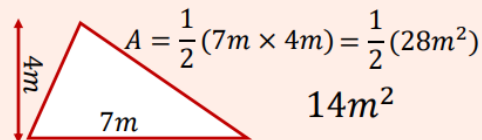
Length	Weight	Volume
1 km = 1,000 m	1 kg = 1,000 g	1 kL = 1,000 L
1 m = .001 km	1 g = .001 kg	1 L = .001 kL
1 m = 100 cm	1 g = 100 cg	1 L = 100 cL
1 cm = .01 m	1 cg = .01 g	1 cL = .01 L
1 m = 1,000 mm	1 g = 1,000 mg	1 L = 1,000 mL
1 mm = .001 m	1 mg = .001 g	1 mL = .001 L

Perimeter, area and volume

Area of triangle

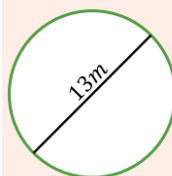
The area of a triangle takes up **half** the space of the rectangle that is formed around it

Area of triangle $\triangle = \frac{1}{2}(b \times h)$



Area of circle

$A = \pi r^2$ → Pi times the radius squared



Diameter is double the radius

$A = \pi \times 6.5^2$

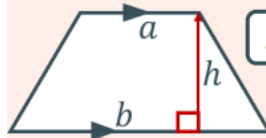
$A = \pi \times 42.25$

$A = 132.73m^2$

Area of a trapezium

A more complex formula to know

$\text{Trapezium} = \frac{1}{2}(a + b) \times h$



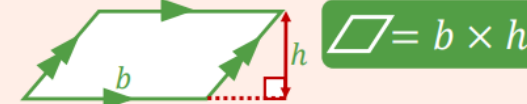
Add the parallel sides

Halve it

Multiply by height

Area of parallelogram

Imagine a tilted rectangle



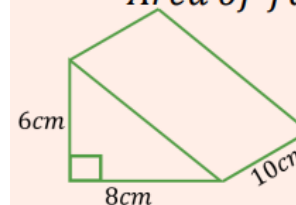
Be sure to use **perpendicular heights**

Volume of prism

The same cross sectional area throughout

$Volume = Area \text{ of face} \times \text{depth}$

Area of face = $\frac{1}{2}(8 \times 6)$



$24cm^2$

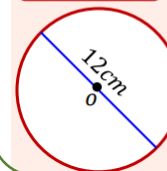
$24cm^2 \times 10cm = 240cm^3$

Circumference of a circle

$C = \pi d$

$C = 2\pi r$

The circumference is always about three times the length of the diameter



$C = \pi \times 12cm$

$C = 37.7cm$



MATHS

Expanding brackets

To expand brackets you need to multiply everything inside the bracket by the number or letter outside.

Multiply terms outside by all terms inside

$$10(x + y + 4) = 10x + 10y + 40$$

$$3x(6x - 2) = 18x^2 - 6x$$

Expanding brackets often the first step in simplifying algebra

$$2(x + 3y) - 7(2x - y) = 2x + 6y - 14x + 7y$$

Include sign in multiplication $= -12x + 13y$

Factorising

Factorising is the opposite of expanding. You are putting the brackets back in!

Look at whole expression, identify HCF and divide out

$$12x - 6y + 3z \quad \text{HCF} = 3$$

$$3(4x - 2y + z)$$

$$ax + aby + 4az \quad \text{HCF} = a$$

$$a(x + by + 4z)$$

Expressions and Formulae

Collecting like terms

Collecting like terms enables us to simplify expressions making them easier to use. Terms that contain the exact same variable can be classed as 'like' terms and be simplified.

Be careful of the signs in front of the variable!

$$5x + 6y - 2x - 5y = 3x + y$$

$$5xy + 3x - 2xy + 4y = 3xy + 3x + 4y$$

$$2x^2 + 3x + 5x^2 - 5x = 7x^2 - 2x$$

Laws of indices

There are rules that you need to learn when working with indices.

Special indices to consider

$$x^1 = x \quad \text{Anything to the power 1 = itself}$$

$$x^0 = 1 \quad \text{Anything to the power 0 = 1}$$

$$1^x = 1 \quad \text{1 to the power of anything = 1}$$

These laws can be applied if the bases are the same

$$x^a \times x^b = x^{a+b}$$
$$z^3 \times z^7 = z^{10}$$

When multiplying powers with the same base - Add the powers

$$x^a \div x^b = x^{a-b}$$
$$s^2 \div s^5 = s^{-3}$$

When dividing powers with the same base - Subtract the powers

$$(x^a)^b = x^{a \times b}$$
$$(e^4)^3 = e^{12}$$

When raising the power (brackets) - Multiply the powers

Re-arranging formulae

You may need to re-arrange a formula in order to be able to calculate what you need. This is often the case in physics and chemistry.

Often it is useful to re-arrange a formula to make a different variable the subject

Make l the subject of the formula

$$P = 4l \quad \xrightarrow{\div 4} \quad \frac{P}{4} = l$$

Use inverse operations

$$y = \frac{18t - 3}{p} \quad \text{Make } t \text{ the subject}$$
$$\times p \quad +3 \quad \div 18$$

$$t = \frac{py + 3}{18}$$



Remember what you do to the top you must do to the bottom!

Converting between mixed numbers and improper fractions

Improper fraction to mixed number:

Mixed number to improper fraction:

$$\frac{13}{5} \text{ Divide numerator by denominator to get whole number}$$

$$2^r3 \text{ Remainder forms new numerator}$$

$$2\frac{3}{5} \text{ Denominator remains the same}$$

$$7\frac{3}{8} \text{ Multiply whole number by denominator}$$

$$56 + 3 \text{ Add on the numerator}$$

$$\frac{59}{8} \text{ Denominator remains the same}$$

Adding and subtracting mixed numbers

In order to add and subtract mixed numbers you need to convert them into improper fractions. Then you make the denominator the same and complete the operation. Don't forget to turn the answer back into a mixed number.

$$6\frac{1}{5} - 4\frac{3}{4} \Rightarrow \frac{31}{5} - \frac{19}{4} \Rightarrow \frac{124}{20} - \frac{95}{20} \Rightarrow \frac{29}{20} = 1\frac{9}{20}$$

$$3\frac{1}{5} + 5\frac{9}{10} \Rightarrow \frac{16}{5} + \frac{59}{10} \Rightarrow \frac{32}{10} + \frac{59}{10} \Rightarrow \frac{91}{10} = 9\frac{1}{10}$$

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Converting recurring decimals to fractions

A recurring decimal is a decimal that repeats and never ends. It is written with a dot above the first and last number that recurs.

$$0.\dot{6} \longrightarrow 0.66666666666666 \dots$$

$$0.21\dot{3} \longrightarrow 0.21333333333333 \dots$$

$$0.\dot{8}4\dot{1} \longrightarrow 0.841841841841 \dots$$

You need to learn what simple decimals that recur as written as a fraction. If all the numbers recur you put the number over a multiple of 9.

$$0.\dot{x} \longrightarrow \text{A single recurring digit will be a fraction over 9} \quad \frac{x}{9}$$

$$0.\dot{x}\dot{y} \longrightarrow \text{A double recurring digit will be a fraction over 99} \quad \frac{xy}{99}$$

$$0.\dot{x}y\dot{z} \longrightarrow \text{A triple recurring digit will be a fraction over 999} \quad \frac{xyz}{999}$$

Fraction to decimal

Divide the numerator by the denominator. Using Bus shelter division

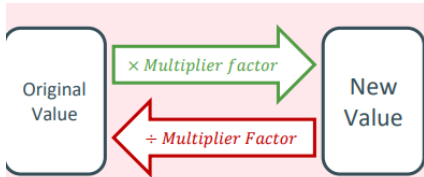
$$\frac{1}{7} \longrightarrow 7 \overline{) 1.0000} \begin{matrix} 0.1428 \\ \underline{7} \\ \underline{30} \\ \underline{20} \\ \underline{30} \\ \underline{20} \\ \underline{10} \\ \underline{0} \end{matrix} \longrightarrow 0.143$$



MATHS

Percentage increase and decrease

To calculate percentage increase or decrease you can convert the percentage to a decimal to find a multiplier and then use that to calculate the new amount.



To find the multiplier you use 100%.
If it is an increase you add to 100.
If it is a decrease you take away from 100.
You then divide your number by 100.

Increase of 23%

$$100 + 23 = 123$$

$$123 \div 100 = 1.23$$

Multiply your amount by 1.23

Decrease of 42%

$$100 - 42 = 58$$

$$58 \div 100 = 0.58$$

Multiply your amount by 0.58

Decimals and percentages

Reverse percentages

If you are going to find the original amount you need to get to a multiple of 100 and then times up to 100%.

John pays £60 for a bag after getting 20% discount. How much did it originally cost?



Remember: Original price is always equal to 100%

$$\text{Sale price} = 100\% - 20\% = 80\%$$



Percentage of amounts

Find 35% of 40

Method 1- Unitary method

Find 1%, 10%, 5% etc.

$$10\% = 4 \quad (\div 10)$$

$$30\% = 12$$

$$+ 5\% = 2$$

$$\hline 14$$

2017

Simple interest

Interest calculated as a percent of the original loan.

Example: a 3-year loan of \$1,000 at 10% costs 3 lots of 10%
So the interest is $3 \times \$1,000 \times 10\% = \300

Simple interest is almost never used in the real world, with compound interest being preferred.

Compound interest

Where interest is calculated on both the amount borrowed plus previous interest. Usually calculated one or more times per year.

To calculate: work out the interest for the first period, add it to the total, and then calculate the interest for the next period, and so on, like this:

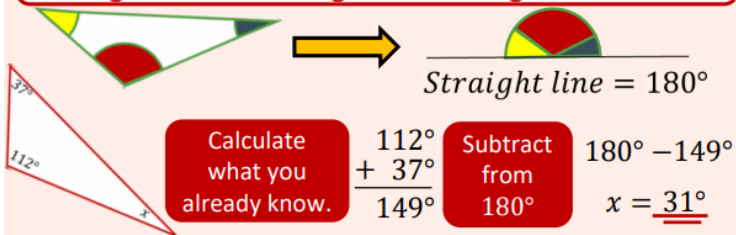




MATHS

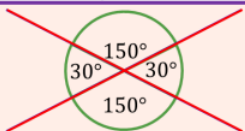
Angles in a triangle

All three angles can be orientated to fit on a straight line → All angles in a triangle make 180°

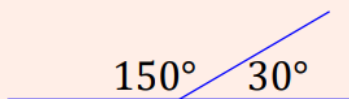


Angle facts

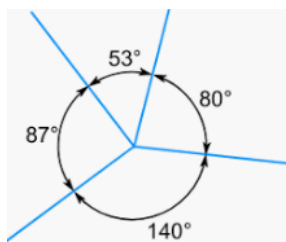
Where two straight lines cross, opposite angles are equal



All angles on a straight line will add up to make 180°

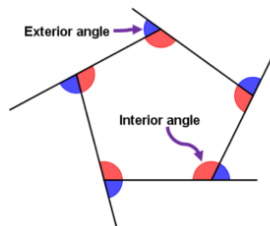


All angles around a point will add up to make 360°



Angles in polygons

Sum interior angles:
 $(n-2) \times 180$
n – number of sides



Angles

Angle properties

Acute

Greater than 0° less than 90°



Looks like a book closing or crocodile jaws

Right

Exactly 90°



Has a square in the angle to indicate that it is 90°

Obtuse

Greater than 90° less than 180°



Looks like a book falling open

Straight

Exactly 180°



A half turn to create a straight line

Reflex

Greater than 180° less than 360°



The larger angle outside the acute or obtuse angle

Full turn

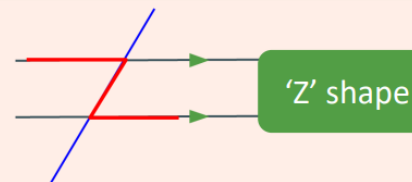
Exactly 360°



A movement around a point to create a circle

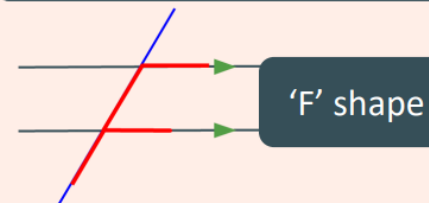
Angles in parallel lines

Alternate



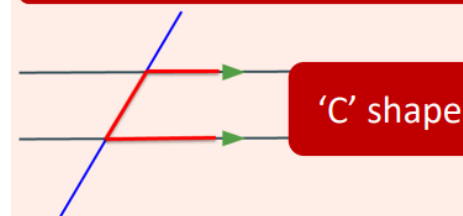
Alternate angles are the same

Corresponding



Corresponding angles are the same

Co-Interior



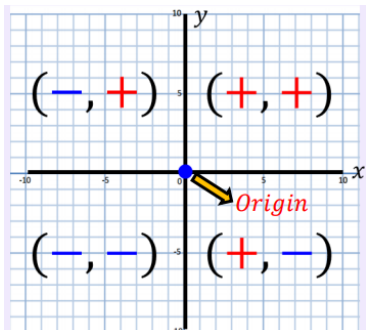
Co-interior angles make 180°



MATHS

Plotting in four quadrants

There are 4 quadrants that you can plot co-ordinates in. Remember with co-ordinates the first one is for the x axis and the second is for the y axis.

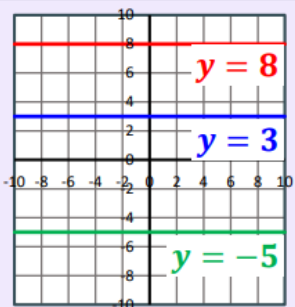


Horizontal and vertical lines

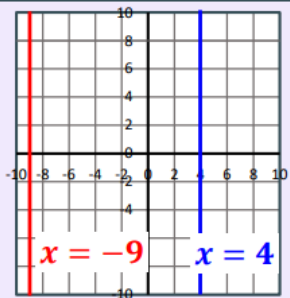
A line that cuts through the x axis is a vertical line as it cuts through the axis.

A line that cuts through the y axis is horizontal line as it cuts through the axis.

Horizontal lines
→ $y = ?$



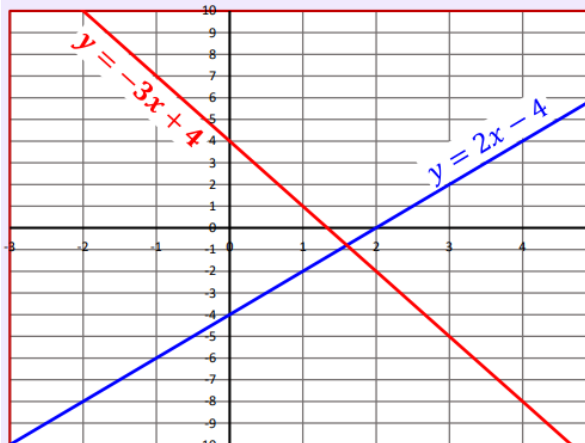
Vertical lines
→ $x = ?$



Algebra - graphs

Equations of a straight line graph

Calculated by $\frac{\text{Change in } y}{\text{Change in } x}$ or $\frac{\text{Rise up}}{\text{Run along}}$



$$y = mx + c$$

↓ ↓
Gradient **y intercept**

All straight lines have the equation $y = mx + c$.

The m tells you the gradient, how steep the line is.

The y tells you where the line cuts through the y axis.

To find the gradient you have to work out the change in the y co-ordinates and divide it by the change in the x co-ordinates.

Plotting straight line graphs

If asked to plot a straight line graph you need to put the value in for x and then find the y co-ordinate before you plot it. E.g. $y = 2x + 3$ first value of x is -3 so it is $2x - 3 + 3 = -3$, then repeat with each number in the table.

ANS

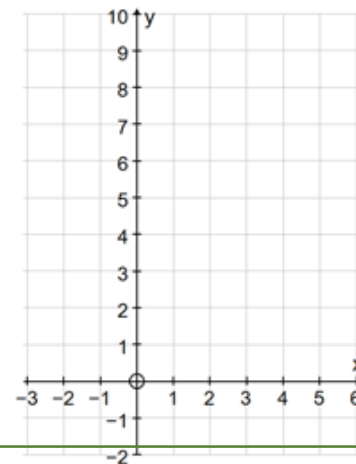
Plot the graph $y = x + 5$ using the table of results.

x	-3	-2	-1	0	1	2	3
$y = x + 5$	2	3	4	5	6	7	8

ANS

Plot the graph $y = 2x + 3$ using the table of results.

x	-3	-2	-1	0	1	2	3
$y = 2x + 3$	-3	-1	1	3	5	7	9





Science

Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.

Fertilisation The process where the nucleus of a sperm cell joins with the nucleus of an egg cell.

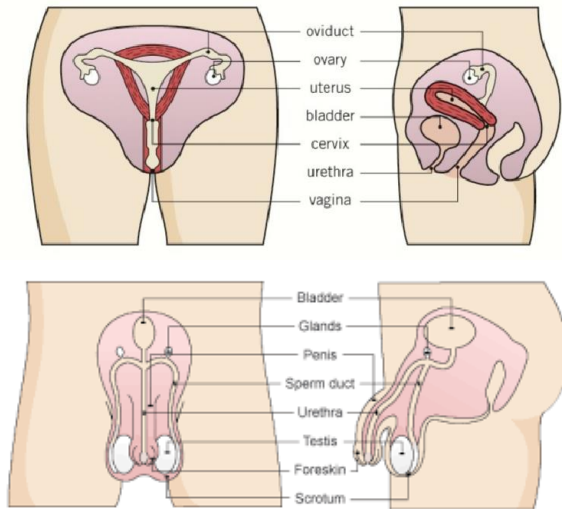
Ovary: Organ which contains eggs.

Testes: Organs where sperm are produced.

Menstruation: Loss of the lining of the uterus during the menstrual cycle

Foetus: The developing baby during pregnancy.

Ovulation: The release of an egg from an ovary

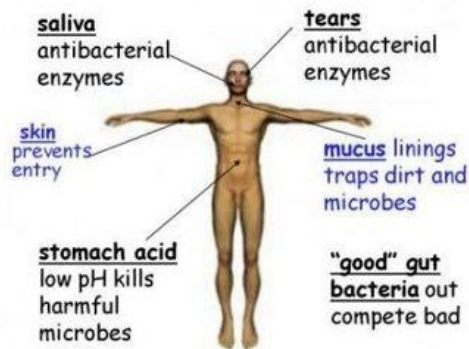


B3 Health

Type of pathogen	How it affects the body	Examples
Bacteria	Releases toxins (harmful chemicals)	Food poisoning, tonsillitis, cholera
Virus	Affects the DNA of cell	Flu, colds, HIV
Fungi	Penetrate skin and cause damage	Athletes foot
Protozoa	Are often parasites (live on organism and cause harm)	Malaria

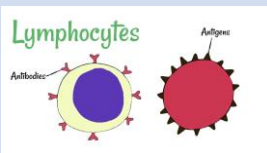
Type of drug	Effect on the body
Stimulant	Increase alertness and speed up nervous system
Depressant	Slow down nervous system
Hallucinogen	Alter how you see and feel
Painkiller	Reduce pain

First Lines of Defence



Nutrient	Use in the body	Good sources
Carbohydrate	To provide energy	Cereals, bread, pasta, rice and potatoes
Protein	For growth and repair	Fish, meat, eggs, beans, pulses and dairy products
Lipids (fats and oils)	To provide energy. Also to store energy in the body and insulate it against the cold.	Butter, oil and nuts
Minerals	Needed in small amounts to maintain health	Salt, milk (for calcium) and liver (for iron)
Vitamins	Needed in small amounts to maintain health	Fruit, vegetables, dairy foods
Dietary fibre	To provide roughage to help to keep the food moving through the gut	Vegetables, bran
Water	Needed for cells and body fluids	Water, fruit juice, milk

Phagocyte	Lymphocyte
Engulf and digest pathogens	Produce antibodies



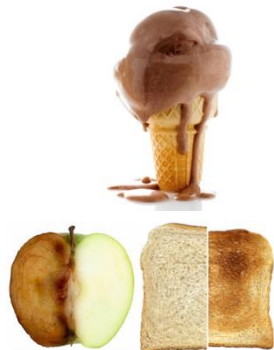


Science

Types of Changes

Physical changes do not create new substances. They are **reversible**.
e.g. Ice melting to liquid water

Chemical changes involve the atoms rearranging to form new substances. They are usually **irreversible**.
e.g. An egg being cooked



Energy of Reactions

Endothermic reactions take energy in from the surroundings. This causes a **decrease** in temperature. e.g. thermal decomposition



Exothermic reactions give out energy to the surroundings. This causes an **increase** in temperature. e.g. Combustion



Oxidation



Rusting is the reaction of iron with oxygen.
iron + oxygen → iron oxide
Rusting requires oxygen from the air and water. Salt speeds up the reaction.



Combustion is a reaction with oxygen and heat
fuel + oxygen → carbon dioxide + water
Combustion gives off thermal **energy**
If there is not enough oxygen to react with, toxic carbon monoxide gas is made.

C3 Changes

Reactions

Formulae use element symbols to show what types of atoms are in a compound and how many of each.
e.g. CO₂ contains 1 carbon atom and 2 oxygen atoms



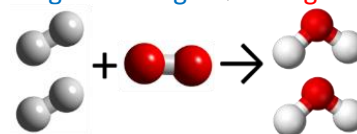
Word equations show chemical reactions:
Reactant + Reactant → Product + Product

Reactants are what you start with. **Products** are what is made
e.g. **Hydrogen + oxygen → water**

Conservation of Mass

Total mass of reactants = Total mass of products

e.g. **hydrogen + oxygen → water**
4 g + 32 g → 36 g

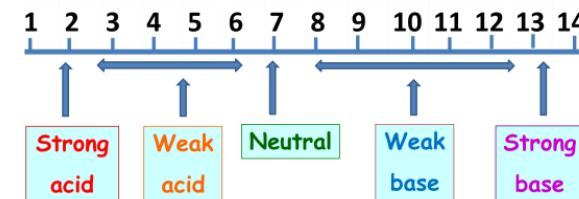
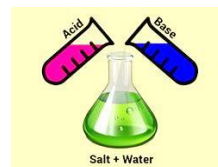


In chemical reactions, the atoms are not created or destroyed, they are just **rearranged**.

The pH scale

Indicators change colour in different pHs.

Alkali is a soluble base. Strong acids and alkalis are both **corrosive**.



When an acid and an alkali react they form a **neutral solution**.

acid + alkali → salt + water

The name of the salt comes from the names of the reactants;

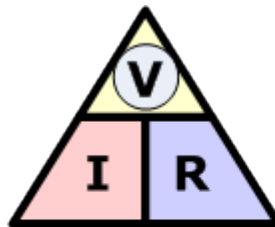
e.g. **hydrochloric acid + sodium hydroxide → sodium chloride + water**



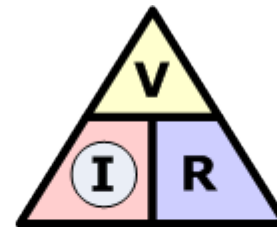
Keywords

Word	Definition
Current	The rate of flow of electrons
Amp (A)	The unit for Current
Voltage	Gives the energy needed to create Current
Volt (V)	The unit for Voltage
Resistance	Acts to reduce/slow current
Ohm (Ω)	The unit for Resistance

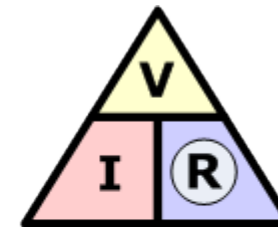
Calculating Resistance



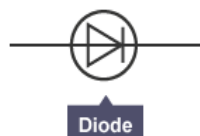
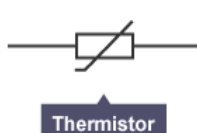
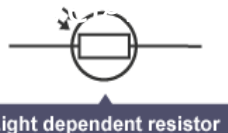
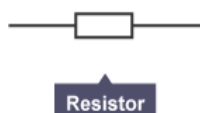
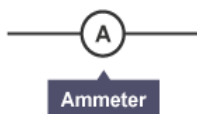
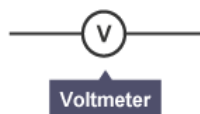
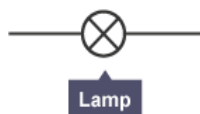
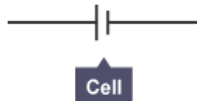
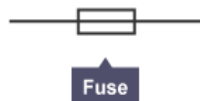
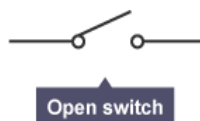
$$V = I \times R$$



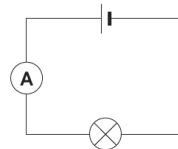
$$I = \frac{V}{R}$$



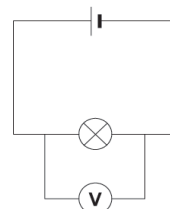
$$R = \frac{V}{I}$$



Ammeters connect in series



Voltmeters connect in parallel



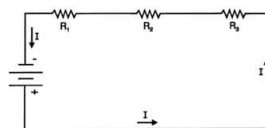
Resistors in series

The total resistance of the resistors are



$$R_t = R_1 + R_2 + R_3$$

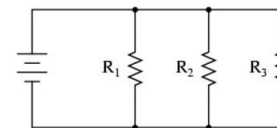
Series vs. Parallel



CURRENT Same current through all series elements

VOLTAGE Voltages add to total circuit voltage

RESISTANCE Adding resistance increases total R

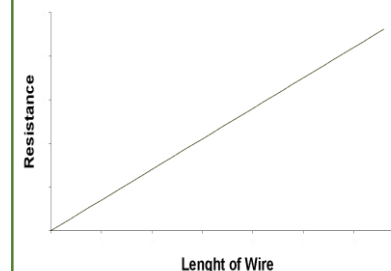


Current "splits up" through parallel branches

Same voltage across all parallel branches

Adding resistance reduces total R

Graph of Resistance versus Length



History

Causes of the First World War

Long-term causes:

Imperialism:

Each of the major powers in Europe were **developing their own empires and wanted to take over as many countries as they could** to have the biggest empire possible. This **led to some clashes between powers that wanted to take over the same place, or from the people living in the colony who wanted their independence.**



Nationalism:

Is the **belief that your country is always right and is better than other countries.** This **led to hatred and aggression** towards other countries, while **countries that were part of an empire wanted their independence.**



Militarism:

Many countries in Europe were **developing their armed forces and weaponry** at the turn of the 20th century. **Germany and Britain particularly competed over the size of their navies.** Though governments often said they were doing this for defensive reasons, **they often went on the attack.**



Alliances:

An **alliance is an agreement between countries to support each other.** Most of the major powers in Europe were in one of two alliances. **When one of them was attacked, they promised to fight on the other countries behalf.**

The 4 MAIN long-term causes of the First World War

The road to war in 1914:

June 28th 1914- The **Austrian Arch-Duke Franz Ferdinand was shot in Serbia**, a part of the Austro-Hungarian empire.

July 5th- **Austro-Hungary receive support from Germany** saying that they'll enter the war if Russia gets involved (Russia was an ally of Serbia).

July 23rd- Austro-Hungary demand that the Serbs hand over the assassins.

July 25th- Serbia refuses and France agrees with Russia that they'll enter the war if Russia does.

July 28th- **Austria declares war on Serbia.**

July 30th- Russia prepares it's armed forces for war.

August 1st- **Germany declares war on Russia**, while France gears its armed forces up for war.

August 3rd- **Germany declares war on France.**

August 4th- **Britain joins the war in defense of France.**

The Alliances:

The Triple Alliance

Germany



Austro-Hungary



Italy*



*Italy changed sides in 1915 and joined the Entente.



The Triple Entente

Great Britain (and it's empire)



France



Russia



Key Terms:

Ally	A country which supports another
Empire	A collection of countries ruled by another country
Colony	A country which is part of another's empire
Assassin	Someone who kills somebody important
Independence	Freedom



History

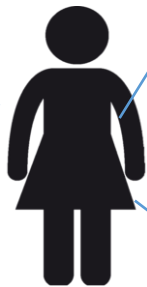
First World War: Home Front

Women:

250,000 women went to work digging millions of extra acres of land for farming. These women were a part of what became known as 'The Land Army'.



When conscription was introduced in 1916, forcing men to join the army, **women replaced men in the workplace** doing many jobs which before were seen as "male" jobs.



Many women who worked in factories had young children to care for. In response the munitions **factories provided nurseries** to care for the children while their mothers worked.



Some women turned yellow due to the toxic chemicals they used and were nicknamed "Canary Girls."



Women who **worked in factories making weapons** were known as "munitionettes" - including at the BSA in Birmingham.



Other groups:

Youth:

Boys:

Scouts **guarded railway stations as well as telephone and telegraph lines**. They also assisted with **air raid duties**, including sounding the all-clear signal after an attack.

Girls:

Sent packages to the soldiers on the front line; prepared **hostels and first-aid dressing stations** for use by those injured in air raids or accidents; **grew food**; helped at **hospitals, government offices and factories**.



Prisoners of War:

Captured **enemy soldiers were used in farming and maintaining forests**.

As many as 40,000 were put to work in 1917. **Without them, the vital grain and potato harvest which kept the country fed would not have been possible.**

Most POWs didn't return to Germany until a year after the end of the war!



Food:

A lot of Britain's food before the war was grown abroad; however, the Germans were aware of this and **began sinking our ships using submarines**. To fix this, any **spare land in Britain was given over to growing food**- even the garden at Buckingham Palace was given over to growing turnips!

As well as this, the **government introduced rationing** to ensure that all people in Britain had enough food to get around and no one would starve.



Key Terms:

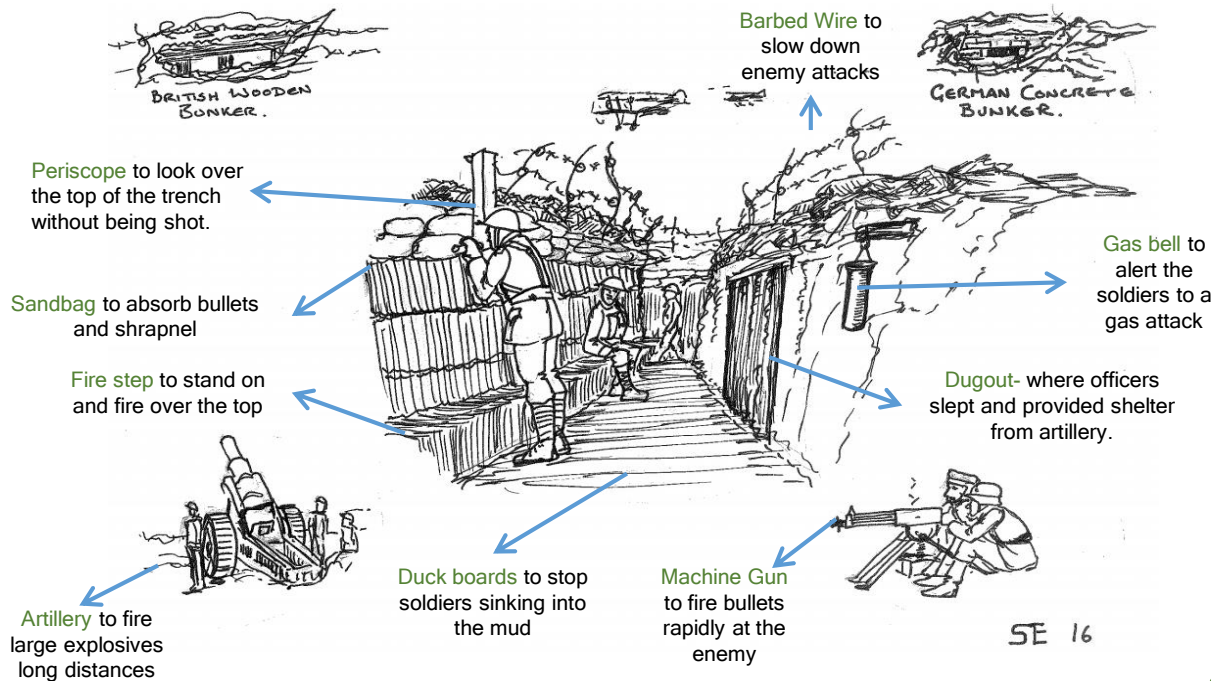
Harvest	The time of year when the food grown on farms is collected.
Prisoner of War (POW)	Soldiers captured by their enemy during a war.
Conscription	Forcing people to join the armed services.
Munitions	Weapons, ammunition and vehicles.
Rationing	Limiting the amount of food anyone can buy to make sure everyone gets an equal share and no one starves.
Submarines (U-Boats)	Boats under the sea which are used to sneak into position without being seen and sink enemy ships.



History

First World War: The Front Line

Trench Life:



The key battles:

Battle of the Marne (September 1914)	British and French forces stopped the German army from taking over France. As a result, the war turned to trench warfare.
Gallipoli (April 1915- January 1916)	A failed invasion of Turkey (an ally of Germany) using Anzac troops who took heavy losses in terrible conditions.
Jutland (31 st May- 1 st June 1916)	A naval battle in which both sides took heavy losses. However, the Germans never actually let their ships leave port again afterwards which allowed us to blockade Germany until the end of the war.
Battle of Verdun (February-December 1916)	A battle for a heavily fortified French town in which over 400,000 Germans and 500,000 Frenchmen were killed. The heavy French losses meant that the British army had to lead the following attacks.
Battle of the Somme (July- November 1916)	Planned to be a war-winning battle for the British and French. However, only 14 miles were taken in a battle which cost over a million men. Valuable lessons were learnt on the Somme which were used later in the war.
Brusilov Offensive (June-September 1916)	Russia's last attack of the war against Austro-Hungary. It was such a success that the Germans had to move soldiers from France and Belgium to help the Austrians.
Passchendaele (July- November 1917)	British soldiers fought in Belgium to ruin the German's position in the country. However, heavy rain meant that the battle was fought in thick mud. Britain took heavy losses for little gain.
German Spring Offensive (March- July 1918)	Germany's final attack. While they take miles of ground, they suffer heavy losses from which their army never fully recovers.
Battle of Amiens (August 1918)	Britain combined the use of new machines such as aeroplanes and tanks to win the first battle of the 100 "day campaign" which led to the end of the war.

The role of the British Empire in the war effort:

Where did the soldiers in the "British Army" come from?

Britain: 5,000,000
 India: 1,440,437
 Canada: 628,964
 Australia: 412,953
 South Africa: 136,070
 New Zealand: 128,825
 Other colonies: 134,837



Soldiers from all over the empire fought for Britain during the First World War. They fought in the trenches of France and Belgium, and guarded British colonies from enemy attack too. Perhaps the most well known battle in which empire soldiers took part was Gallipoli in 1915. This was a failed invasion of Turkey (on the side of the Germans) in which 27,000 ANZACs (Australians and New Zealanders) were either killed or wounded.



History

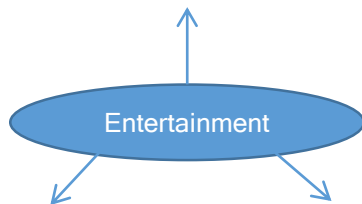
The 1920s in America are sometimes known as the “Roaring 20s”, but it wasn’t a positive for everyone.

The Roaring Twenties

Radio and Jazz: Radio became really popular- in 1922 **508 new radio stations were set up**. Even poorer families could afford to rent one, if not buy it outright. A new type of music was played on the radio called **Jazz which became really popular among young people**. However, the dance moves and the fact that many musicians were African Americans meant that many older people disliked it.



Cinema: this period is known as the Golden Age of Hollywood with stars including **Charlie Chaplin and the Marx Brothers**. Each week **100 million tickets were sold**- that’s roughly the amount sold in a year in Britain today. People were influenced by the behaviour of the film stars and characters, leading to groups such as the **Flappers**.



Sport: there was **greater interest in sport than ever before as people had more money and more time**. The most popular sports were **Baseball (starring Babe Ruth), Basketball, Boxing (starring Jack Dempsey) and Football**. Even people outside of the towns could take an interest due to **live broadcasts on the radio!**

Flappers were a group of generally middle classed women from the cities who did things that their parents generation would never such as **smoke, drink alcohol, dance to Jazz music, have short hair, ride on the back of motor cycles and wear short dresses!**



The “Roaring 20s” came to an end in 1929 when the stock market collapsed leading to people becoming bankrupt and unemployed. This not only affected America but across the world including Britain and Germany.

America 1919-1933

The land of opportunity?

Women



While the Flapper movement did improve the life of some women, the **majority of poorer women and those from the countryside were not affected**. They were still in **poorly paid jobs and expected to marry and have children**. While women were given the vote, **hardly any were able to become politicians themselves**.

African Americans



Even though Slavery had been banned for nearly 60 years, African Americans in the south were **still heavily discriminated against and faced violence from groups such as the Ku Klux Klan**. While African Americans in the North faced less open violence, they still were **badly paid and lived in poor conditions**. Nevertheless, a great artistic movement grew up called the Harlem Renaissance which was partly based around Jazz!

Migrants



Groups came from all over the world to America during this time in search of a better life. However, most of the time they **lived in terrible conditions and were poorly paid**. They also faced violence against them from groups such as the KKK too. Many migrants were accused of trying to spread communism in America which had just been at the centre of a bloody revolution in Russia. **This became known as the “Red Scare”**.

Key Terms:

Communism	A political system where all property is owned by the state and wealth is meant to be divided equally amongst everyone.
Discrimination	Treating people differently due to their race, religion, sexuality, political views etc.
Stock Market	Where shares in businesses were traded- if the value of shares fall this can have wide spread consequences.



Geography

Our developing world: Part 1

Key terms

Life Expectancy- The average age a countries population is expected to live for

GDP- Gross domestic product- The value of goods made by a country each year.

GDP per capita - Gross domestic product- The value of goods made by a country each year divided by the population of that country

Infant Mortality- The number of babies who die before their first birthday/ per 1000

HDI index- A way of measuring development that includes literacy rate, life expectancy and wealth.

Literacy rate- The % of people in a country who can read and write.

Fair Trade-Trade between richer and poorer countries where a fair price is given for goods.

Debt Relief- When a rich country reduces the debt owed by a poorer country

Primary economy- Goods sold by a country that involve taking raw materials out of the ground eg Farming, mining or fishing.

Secondary economy- Goods that are manufactured (produced in a factory) and then sold.



The Geography of Malawi

- Malawi is located in South East Africa, between the Equator and the Tropic of Capricorn.
- It is a landlocked country that has no access to the sea.
- Malawi is approximately half the size of the UK
- Malawi's capital city is Lilongwe.
- Lake Malawi is a large lake the runs to the East of the country



Why is Malawi under-developed?

COLONIALISM: Malawi was controlled by the British until 1965 so was exploited by the British government.

LANDLOCKED COUNTRY: With no access to the sea, Malawi struggles to trade with countries outside of Africa.

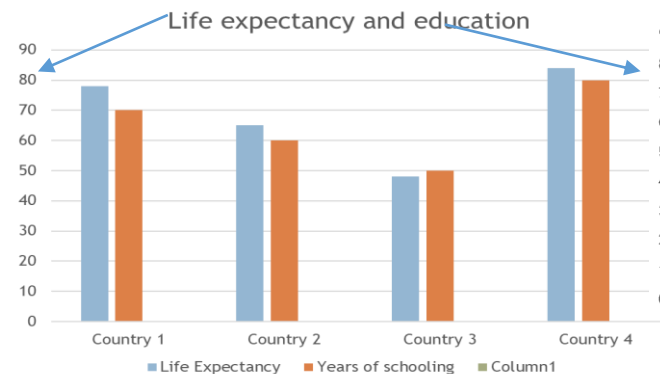
DISEASE: Malawi has over 1 million orphaned children due to AID's which means few get opportunities to make money. There is only one doctor for every 50000 people.

EDUCATION: 30% of children in Malawi do not start primary school which means they gain few qualifications.

NATURAL DISASTERS: Times of little rainfall lead to drought and times of too much rainfall lead to flooding. This affects farming which affects peoples food supply.

Creating a clustered bar chart

- 1) Choose the correct numbers for each axis by checking the highest life expectancy and highest years of education
- 2) Blue bars take the left axis, orange bars take the right axis
- 3) Include a key and leave a space between each set of data





Geography

Our developing world: Part 2

How can we help Malawi develop?

TOURISM-Lake Malawi has opportunities for beach holidays and the national parks could be used for safaris. This will provide jobs in construction and as tour guides, lifting people out of poverty.



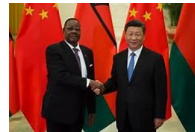
AID- Charities and governments can provide tools for work, medicine for disease and loans to start small businesses. This would enable more people to work more effectively.

IMPROVED TECHNOLOGY- Ploughs for farmers and small dams for irrigation would enable higher yields when farming for crops. This means more profit.



FAIR TRADE- If the UK offers a fair price for Malawi's sugar. The extra money could be used to help farmers grow their business and pay workers a fair wage.

INVESTMENT FROM CHINA- China has been allowed to move some of its business into Malawi. In exchange, Chinese companies can provide employment for young Malawians.



Does China have a pollution problem?

Yes

- In 2017 it was estimated China was building a non renewable power station every week
- 1.4 Billion people need electricity and energy
- China emits more overall CO2 than any other country.
- More Chinese own cars than ever before
- Rivers are highly polluted by waste and fossil fuels

No

- Huge turbines on dams produce clean energy for 11% of China.
- China now produces more wind power than both the USA and UK combined.
- Per person China produces less CO2 than the USA.
- In 2015 China invested \$100 billion into clean energy, in 2005 it was just \$3 billion

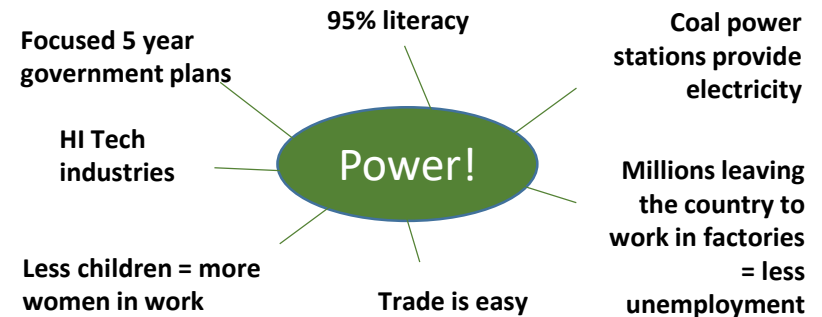
Why people migrating within China?



The **West** is **cold** and **mountainous**
The **North** is **dry desert**
People are **moving** to the **South and East** because:

- The climate is warm
- There are plenty of jobs
- There is a coastline
- Better schools and hospitals

Why is China's economy growing so quickly?



Is China really developed?

This is for you to decide but remember, development isn't just about wealth!

It also includes
Education
Health
Overall quality of life
Treating members of society equally!



Spanish



Unit 1: Media



Model Text		
1.	Normalmente navego por internet y descargo música.	Normally I surf the internet and I download music.
2.	Prefiero la música pop porque pienso que es marchosa	I prefer pop music because I think it has a good beat.
3.	Ayer fui al cine y vi una película de acción. ¡Fue genial!	Yesterday I went to the cinema and I watched an action film. It was great!
4.	Mi programa de televisión favorito se llama Coronation Street. Es una telenovela.	My favourite TV programme is called Coronation street. It is a soap opera.
5.	En mi opinión, Blue Planet es más interesante que X Factor.	In my opinion, Blue Planet is more interesting than X Factor.

Line 1: What do you use your computer for?

Time phrase	Activity
Siempre (always)	veo videos en Youtube (I watch videos on Youtube)
A menudo (often)	hago mis deberes (I do my homework)
A veces (sometimes)	juego a los videojuegos (I play video games)
De vez en cuando (from time to time)	descargo música (I download music)
Después de colegio (after school)	escribo correos electrónicos (I write emails)
Raramente (rarely)	leo un blog (I read a blog)
Nunca (never)	mando mensajes (I send messages)
	navego por internet (I surf the internet)
	chateo con mis amigos (I chat with my friends)

Line 2: What type of music do you prefer?

Opinion	Type of music	Because	What you think of it	Adjective
Me gusta (I like)	la música clásica (classical music)	porque (because)	pienso que es (I think that it is)	fenomenal (great)
No me gusta (I dislike)	la música latina (latin music)		creo que es (I believe that it is)	fantástica (fantastic)
Me encanta (I love)	la música pop (pop music)			alegre (happy)
Odio (I hate)	la música de los años ochenta (80s music)			marchosa (has a good beat)
Prefiero (I prefer)	la música bailable (dance music)			aburrida (boring)
	la música rap (rap music)			lenta (slow)
	la música rock (rock music)			rápida (fast)
	la música jazz (jazz music)			fatal (awful)
				relajante (relaxing)



Spanish



Unit 1: Media

Line 3: What film have you seen recently? What was it like?

Time phrase	What you did	Type of film	It was	Adjective
Ayer (yesterday)	fui al cine y vi (I went to the cinema and I saw)	una película de acción (an action film)	Fue (it was)	Emocionante (exciting)
El fin de semana (at the weekend)		una película de amor (a love film)		Divertida (fun)
Anoche (last night)		una película de terror (a horror film)		Interesante (interesting)
En el verano (in the summer)		una película del Oeste (a Western film)		Genial (great)
		una película de ciencia ficción (a sci-fi film)		Aterradora (scary)
		una película de artes marciales (a martial art film)		Aburrida (boring)
		una película de guerra (a war film)		Mala (bad)
		una película de comedia (a comedy film)		Tonta (stupid)

Line 4: What is your favourite TV show?

Mi programa de televisión favorito se llama (My favourite TV show is called)	*add the name of your favourite show*	es (it is)	un programa de tele realidad (a reality tv show)
	e.g. Grand Designs		un programa de deporte (a sport programme)
	The X Factor		un programa de música (a music programme)
	Britain's Got Talent		un documental (a documentary)
	The Simpsons		una telenovela (a soap opera)
	Eastenders		un concurso (a game show)
	Futurama		una serie de policiaca (a crime series)
	Friends		una comedia (a comedy)

Line 5: Comparing TV programmes



Creo que (I believe that)	Grand Designs	es menos (is less)	divertida (fun)	e.g. Grand Designs
Pienso que (I think that)	The X Factor		interesante (interesting)	The X Factor
Diría que (I'd say that)	Britain's Got Talent		genial (great)	Britain's Got Talent
	The Simpsons		aterradora (scary)	The Simpsons
	Eastenders		aburrida (boring)	Eastenders
	Futurama		tonta (silly)	Futurama
	Friends			Friends
	I'm a Celebrity			I'm A Celebrity
		es mejor que (is better than) es peor que (is worse than)		



Last year, the top 3 most watched TV shows in Spain were:

1. Copa del Rey – Barcelona vs. Valencia (Like the FA Cup)
2. Eurovision
3. Supervivientes (*Survivors* – A Reality TV show about people marooned on an island!)



Spanish



Unit 2: Lets Eat!

Model Text

1.	Me gusta mucho la carne con arroz, pero odio los huevos.	I really like to eat meat with rice, but I hate eggs.
2.	Desayuno cereales y tostadas. A veces tomo un café.	For breakfast I have cereal and toast. Sometimes I have a coffee.
3.	Ceno pollo con ensalada y bebo agua.	For dinner I eat chicken with salad and I drink water.
4.	De primer plato voy a tomar tortilla española y de segundo plato voy a tomar chuletas de cerdo.	I am hungry. To start, I am going to have Spanish omelette and for my second course I am going to have pork chops.
5.	Voy a hacer una fiesta mexicana. Voy a comprar fajitas y caramelos. ¡Va a ser superguay!	I am going to throw a Mexican party. I am going to buy fajitas and sweets, it is going to be really cool!
6.	El fin de semana pasado fui a una fiesta mexicana. Comí quesadillas y bebí limonada.	Last weekend I went to a Mexican festival. I ate quesadillas and I drank lemonade.

Line 1: What do you like to eat?

Opinion phrase	Food / drink
Me gusta (I like)	el agua (water)
Me gusta mucho (I really like)	la leche (milk)
Me encanta (I love)	el arroz (rice)
Prefiero (I prefer)	el marisco (seafood / shellfish)
No me gusta (I dislike)	el pescado (fish)
No me gusta nada (I really don't like)	el chocolate (chocolate)
Odio (I hate)	el helado (ice cream)
	el queso (cheese)
	la carne (meat)
	la fruta (fruit)
	la ensalada (salad)
Me gustan (I like)	los caramelos (sweets)
Me gustan mucho (I really like)	los huevos (eggs)
Me encantan (I love)	las verduras (vegetables)
Prefiero (I prefer)	las hamburguesas (burgers)
No me gustan (I dislike)	



Lines 2 and 3: What do you eat at different meal times?

Time phrase	Verb	Food
Normalmente (normally)	desayuno (for breakfast I have)	cereales (cereal)
A veces (sometimes)	como (for lunch I have)	churros (churros – like donuts)
De vez en cuando (from time to time)	ceno (for dinner I have)	tostadas (toast)
Una vez a la semana (once a week)		yogur (yoghurt)
Todos los días (everyday)		huevos (eggs)
Los fines de semana (at the weekend)		un bocadillo (a sandwich)
		espagueti (pasta)
		pollo (chicken)
		patatas fritas (chips)
	bebo (I drink)	café (coffee)
		té (tea)
		agua (water)
		chocolate caliente (hot chocolate)
		zum de naranja (Orange juice)
		cola (coke)



Spanish



Unit 2: Lets Eat!

Line 4: Ordering food in a restaurant

¿Qué va a tomar? (What are you going to have? – one person)

¿Qué van a tomar? (What are you going to have? – more than one person)

¿Para beber? (And to drink?)

¿Algo más? (Anything else?)

De primer plato (as a starter)	voy a tomar (I am going to have)	ensalada mixta (mixed salad)
De Segundo plato (for main course)		sopa (soup)
De postre (for dessert)		pan (bread)
		chuletas de cerdo (pork chops)
	albondigas (meatballs)	
		gambas (prawns)
		calamares (squid rings)
		tortilla española (Spanish omelette)
		filete (steak)
		pollo con pimientos (chicken with peppers)
		helado de fresa (strawberry ice cream)
		tarta de queso (cheese cake)
		flan (crème caramel)
Para beber (to drink)	voy a tomar (I am going to have)	cola (coke)
		agua (water)
		limonada (lemonade)
		zumo de piña (pineapple juice)

Line 5: Planning a party

Voy a hacer una fiesta mexicana (I am going to throw a party)	
Voy a comprar (I am going to buy)	caramelos (sweets) chocolate (chocolate) una botella de limonada (a bottle of lemonade) una botella de Coca (a bottle of coke) una piñata (a paper container filled with sweets) globos (balloons) adornos (decorations)
Voy a hacer (I am going to make)	quesadillas (toasted cheese tortillas) nachos (tortilla crisps) fajitas (tortillas filled with chicken and peppers) tacos (small tortillas) pastelitos (cupcakes)
Va a ser	superguay (really cool) superdivertida (really fun) emocionante (exciting)

Line 5: Describing the party

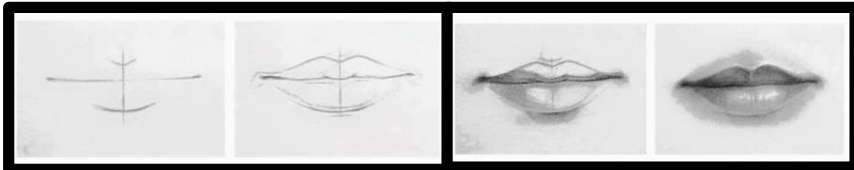
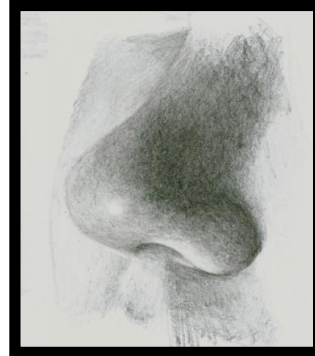
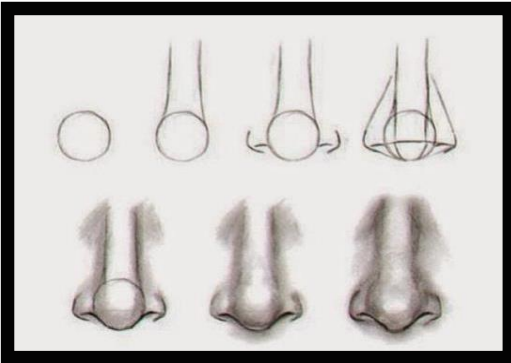
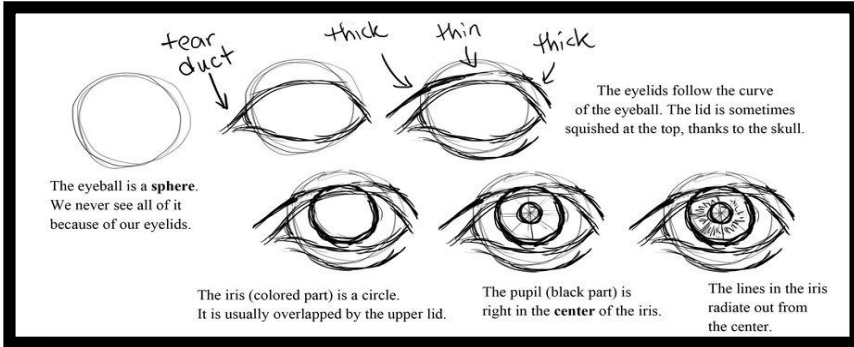
Time phrase		What you did	Opinion
El fin de semana pasado (last weekend)	Fui a una fiesta (I went to a party)	comí palomitas (I ate popcorn)	Me gustó la fiesta (I liked the party)
La semana pasada (last week)		bebí limonada (I drank lemonade) vi a mis amigos (I saw my friends) bailé (I danced) canté karaoke (I sang karaoke)	Me encantó la fiesta (I loved the party)
El mes pasado (last month)		jugué tenis de mesa (I played table tennis) escuché música (I listened to music) hablé con mucha gente (I talked to lots of people)	Lo pasé bomba (I had a great time) Lo pasé mal (I had a bad time)





Art

Developing skills

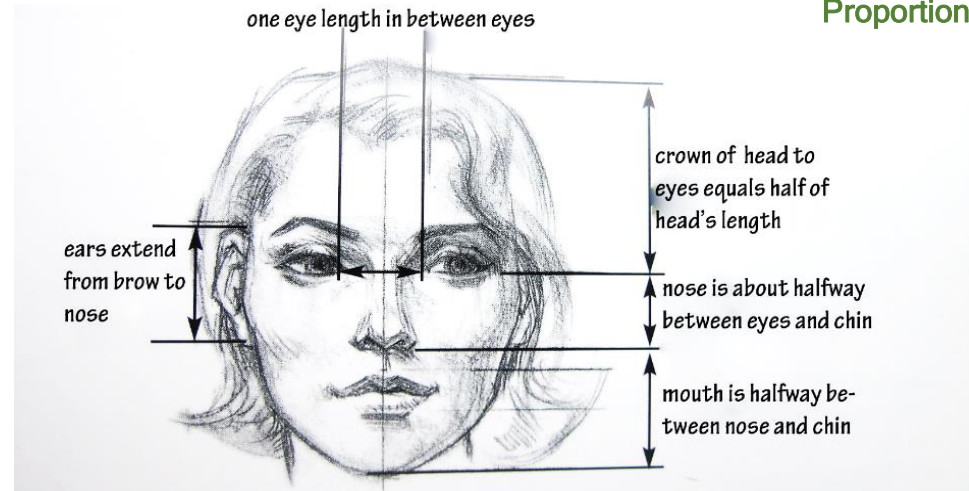


Great You Tube Video to help you understand proportions.

<https://www.youtube.com/watch?v=WROSZ6803cE>

Portraiture

Proportions



Keywords

Self Portrait - a portrait of yourself created by yourself

Contour drawing- a drawing that is essentially an outline; the French word **contour** meaning, "outline."

Proportion - refers to the relationship in size and placement between one object and another.

Tonal Value - is the light or dark of a subject independent of its colour.

Practicing Skills

Take a photograph of your own face front on.

Using the You Tube clip draw out the proportions of your face

Sketch out lightly and then spend at least 20 minutes on each feature

Add a wide range of tones so that your portrait becomes less flat (2D) and looks more realistic (3D)

Artist in Focus

Luke Dixon is a graphic artist, illustrator and print maker from the north of England. he is the founder of The Bear Hug Company.





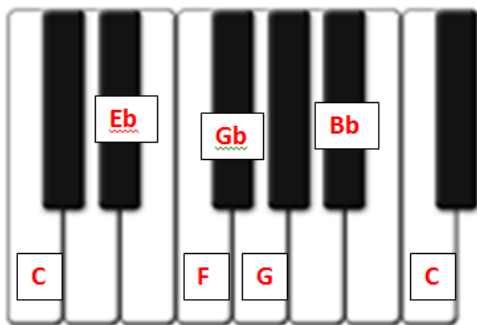
Music

12 Bar Blues Chords in C

C	C	C	C
F	F	C	C
G	F	C	C

C = CEG
F = FAC
G = GBD

Blues Scale in C



Key Features

Blues:

- Slow tempo
- Sad Lyrics
- Repetitive melodies and words.
- Instruments such as brass , piano and vocals were popular in traditional blues music.

Jazz:

- Swing rhythm patterns used.
- Improvised melody line.
- Melody played by instruments such as vocals, trumpet, clarinet, flute.
- Drum kit, piano and double bass keep the ensemble in time and are part of the rhythm section.

Keywords

Improvisation	Spontaneous performance without specific or scripted preparation.
Swing rhythm	Alternately lengthening and shortening the pulse-divisions in a rhythm.
Chords	A group of (typically three or more) notes sounded together, as a basis of harmony.
Walking Bass Line	A walking bass line simply walks through the appropriate scale of each chord, one note per beat.

Blues and Jazz

History and Background

- In the 18th and 19th Centuries Africans were taken from Africa and brought to North America to work as slaves for white landlords.
- Blues Music usually has sad words about the way people have been treated.
- Blues music started in America by African slaves working under harsh conditions.
- Blues music originated from the slaves working in the cotton fields.

Key Musicians

Bessie Smith (1894 - 1937) was an American blues singer. Nicknamed the **Empress of the Blues**, she was the most popular female blues singer of the 1920s and 1930s.



BB King (1925 - 2015) was an American blues singer, electric guitarist, songwriter, and record producer. King introduced a sophisticated style of soloing based on fluid string bending and shimmering vibrato that influenced many later electric blues guitarists



Muddy Waters (1913 - 1983) was an American blues singer-songwriter and musician who is often cited as the "father of modern Chicago blues", and an important figure on the post-war blues scene.



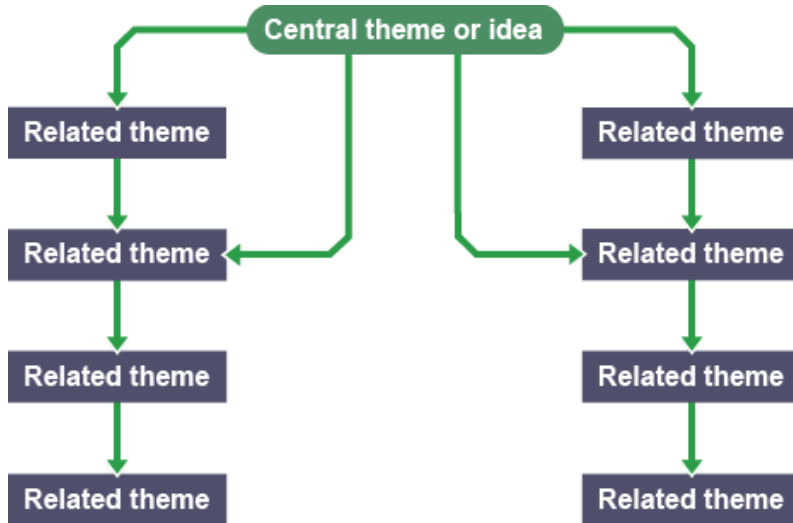


Drama



Creating Drama from Stimuli

Using a Stimulus



- Once you have chosen a theme to focus on, start to branch out and generate ideas.
- From this, choose your idea for your performance.
- Create one scene. Does it work? Do you need to go back to the drawing board?



Performance Tips

	Face the audience all the time. No one wants to see the back of your head!
	Stay in role! Try not to laugh or come out of character.
	Project!
	Know what you're doing! Practice means confidence.

Types of Stimuli

- artefacts, eg photographs, paintings, props, costumes, art pieces
- music
- newspaper, magazine or online articles
- poetry
- book extracts
- video clips
- live theatre performances
- scripts



What are the differences between devising and script?

When devising, we have to create the piece ourselves from scratch. That's characters, plots, staging, dialogue, everything!



In scripted work, the characters, plot and dialogue are given to us. We just have to figure out the staging.





Drama



Hamlet

Characters



Plot

The ghost of the King of Denmark tells his son Hamlet to avenge his murder by killing the new king, Hamlet's uncle. Hamlet feigns madness, contemplates life and death, and seeks revenge. His uncle, fearing for his life, also devises plots to kill Hamlet. The play ends with a duel, during which the King, Queen, Hamlet's opponent and Hamlet himself are all killed.



Performance Tips

	Face the audience all the time. No one wants to see the back of your head!
	Stay in role! Try not to laugh or come out of character.
	Project!
	Know what you're doing! Practice means confidence.

Shakespeare

- Born: 1564 in Stratford-upon-Avon
- Died: 1616
- Shakespeare was an actor before he wrote plays.
- He wrote 154 sonnets and around 40 plays.
- These were a mixture of histories, tragedies and comedies.
- Shakespeare's wife was called Anne Hathaway.
- They had three children.
- Shakespeare's plays were performed for Queen Elizabeth I and King James I.
- A lot of the phrases Shakespeare wrote are still around today.



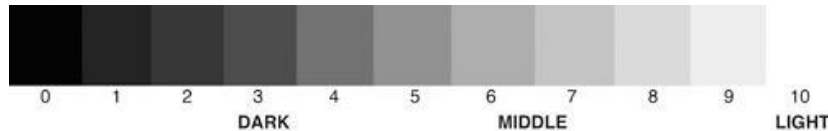
The Globe Theatre



The Globe Theatre is in London. It has eight sides and the audience sat on most of these. If you were wealthy, you could pay for a comfortable seat however the poor people could play a penny and stand in the middle. Women were not allowed to act so men had to play all of the parts.



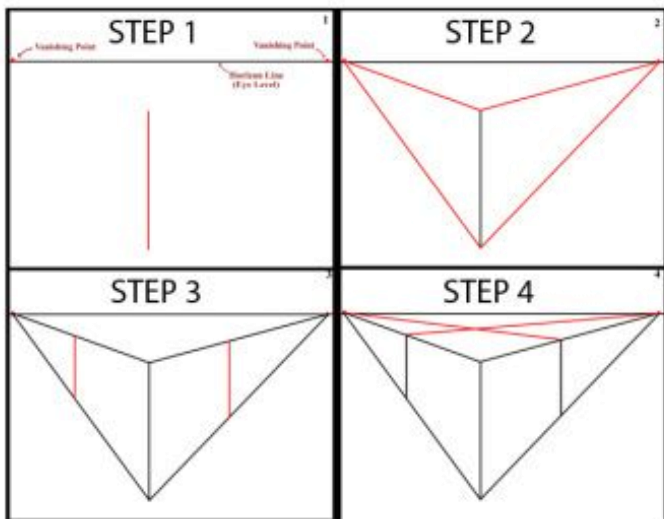
Graphics



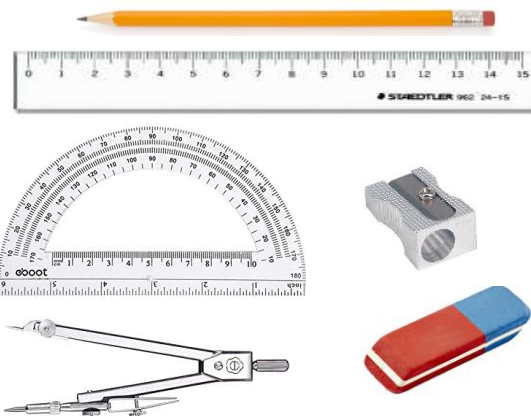
Year 8

Graphics Techniques

2 Point Perspective

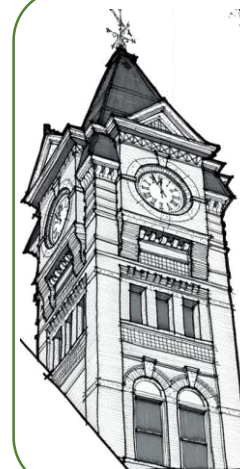


Key Equipment



Keywords

Perspective	Perspective is what gives a three-dimensional feeling to a flat image such as a drawing or a painting
Illustration	An illustration is a decoration, interpretation or visual explanation of a text, concept or process.
Tone	Tone refers to how light or dark a colour or shade is.
Construction Lines	Lines which are lightly added to a drawing to help guide you to create the correct angles.
Typography	The style and appearance of writing.



Careers: Architecture

Architects create designs for new construction projects, alterations and redevelopments. They use their specialist construction knowledge and high-level drawing skills to design buildings that are functional, safe, sustainable and aesthetically pleasing.

The average **salary** for **Architect** jobs is £77,500.

Useful tools for Inkscape

- ← **Selector**
- ← **Bezier Tool**
- ← **Rectangle Tool**
- ← **Type Tool**
- ← **Spray Tool**
- ← **Eraser Tool**
- ← **Paint Bucket Tool**
- ← **Gradient Tool**



Frank Miller

As a Graphic Designer, Miller began his career creating illustrations for comics. Marvel has worked for Marvel and DC. He has a distinct style creating powerful images using silhouettes. His art stands out against other graphic designers.

Miller's distinct style, world-building, and elevation of the anti-hero have awarded him every major comic book industry award and a global following.





The eight healthy eating guidelines

1. Base your meals on starch carbohydrates
2. Eat lots of fruit and vegetables
3. Eat more fish
4. Cut down on saturated fats
5. Eat less salt
6. Drink plenty of water
7. Do not skip breakfast
8. Get active and try to maintain a healthy weight

Food in the news

Poor diet quality was directly responsible for 11 million deaths world wide in 2017

In April 2019 a report was published that stated 'more people world wide are dying due to poor diet, than smoking and high blood pressure.' It went on to say that 'we spend too much time looking at what we shouldn't eat, when we should be focused on what we should eat.'

Measurements

G = grams

kg = kilograms - 1kg = 1000g

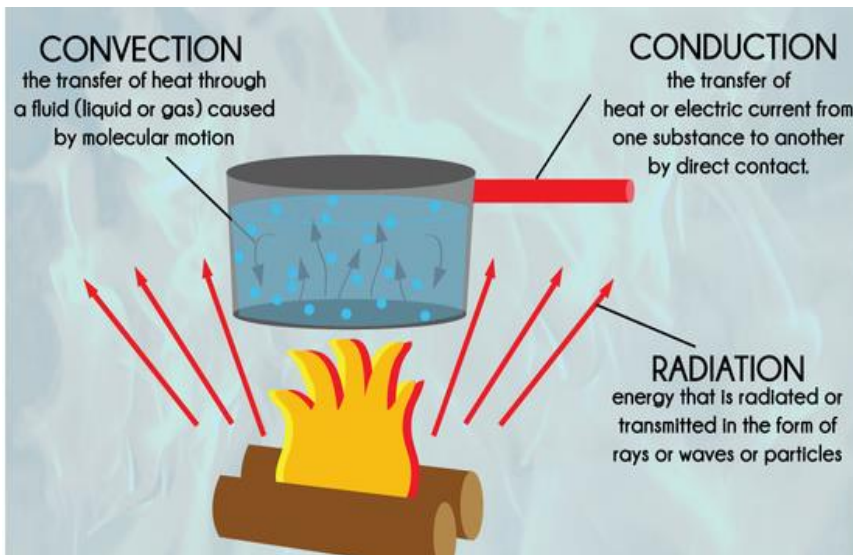
ml = millilitre

L = litre - 1 litre = 1000ml

Tsp = teaspoon = 1 tsp = 5g

Tbsp = tablespoon = 1 tbsp = 15g

Methods of Heat Transfer



Key Words

Macronutrient	Nutrients required by the body in larger amounts. Carbohydrates, protein & fats
Micronutrient	Nutrients required by the body in smaller amounts. Vitamins & minerals
Viscosity	The thickness of a liquid
Gelatinisation	The thickening of a liquid due to the swelling of starch grains when heat is applied
Maillard reaction	A chemical reaction between a protein and a carbohydrate in the presence of dry heat



Textiles

Pencil Case Project

Textile Techniques

Applique

Pieces of fabric sewn on to a larger piece to form a picture or pattern.



Seams

A line where two pieces of fabric are sewn together on a product.



Tie-dye

Produce patterns in on fabric by tying parts of it to shield it from the dye.



Stiches

Running Stitch



Back stitch



Blanket stitch



Key Equipment



Fabric Scissors are sharper than paper scissors in order to cut fabrics. You must not use them for paper as it makes them blunt.



The sewing machine is used to sew materials together to make garments and interior products.

You can also use it to add decoration to fabric.

Sewing Machine Keywords

Bobbin	A small cylinder wound with thread that is placed in the bottom of the sewing machine in order to make stitches.
Presser Foot	This keeps the fabric in place when sewing. The presser foot must always be put down on the fabric before sewing.
Hand Wheel	This is located at the side of the machine and moves the needle up and down.
Stitch length	The dial that controls the stitch length will make your stitches longer or shorter depending on what you are sewing.
Stitch width	The dial that controls the stitch width will make your stitches go from straight to wide meaning that you can product zig-zag stitches.

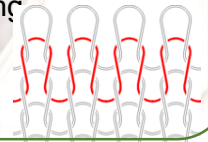
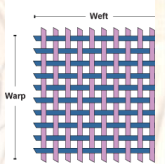
Fibres and Fabrics

Natural Fibres - sourced from plants and animals

Synthetic fibres - fibres that are man-made

Woven Fabric - warp and weft interlacing threads

Knitted Fabric - warp and weft interlocking loops



Designers

Prinkie Roberts is a stitch textile artist who is inspired by the world around her. She uses complementary colours and creates abstract scenes.

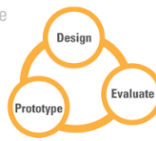


Gareth Pugh is a fashion designer his known for fashion-as-performance-art work. He uses mostly black and white geometric shapes.



Jenny Rolfe is a quilt artist who uses nature as her source of inspiration. She makes her own fabrics for her work.





What is Product Design and why is it important?

The role of **design** is to create a marketable **product** from an innovation. Design is often the deciding factor in the success of a product. Many customers make purchasing decisions based primarily on product design, because good product design ensures **quality, appearance, performance, ease of use, and reliability.**

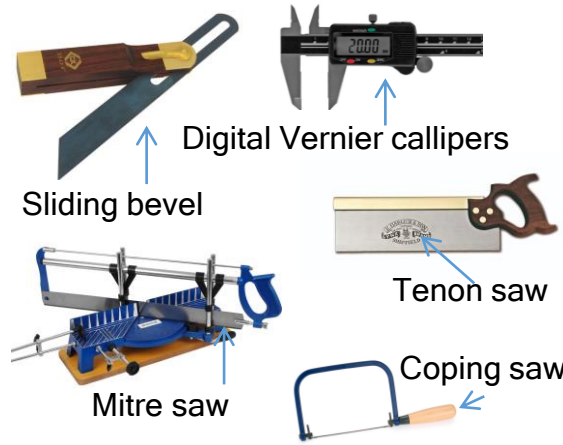


Inclusive and exclusive designs

Inclusive design is about Ensuring that products and Systems can be used by Everyone, or as many People as possible.

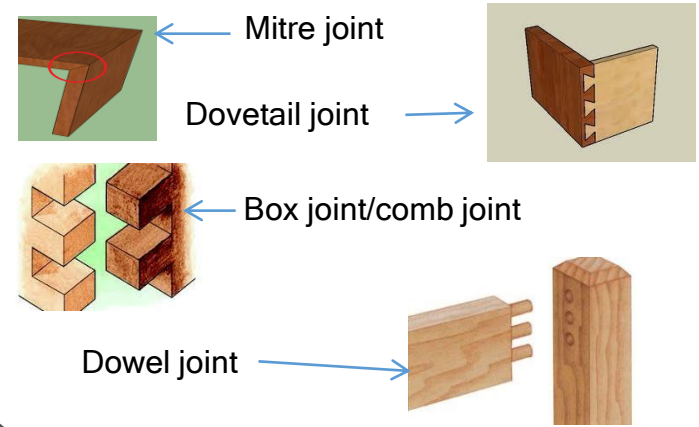
Exclusive design is when Products are designed for a particular group of people.

Identifying the equipment



Precision	Being exact and accurate when marking and cutting out.
Tolerance	An allowable amount of variation of a specified quantity, especially in the dimensions of a machine or part e.g. +/- 0.25mm.
Aesthetics	The look and/or feel of a product and how this is incorporated into the design.
Ergonomics	Human factors and ergonomics is the application of psychological and physiological principles to the design of products, processes, and systems
Stakeholders	A person with an interest or concern in something, especially a business.

Shaping and joining



Marc Newson.



Famous Designers

- Marc Andrew Newson CBE is an **industrial designer.**
- His style uses smooth **geometric lines, translucency**, strength, transparency, and tends to have an absence of sharp edges.
- Marc Newson has been described as the most **influential** designer of his generation.
- Mark Newson's current stakeholders include Nike (trainers), Jaegar (clocks), Mont Blanc (pens), Louis Vuitton (kitchen ware) and Ferrari (automotive), Pentax (camera).

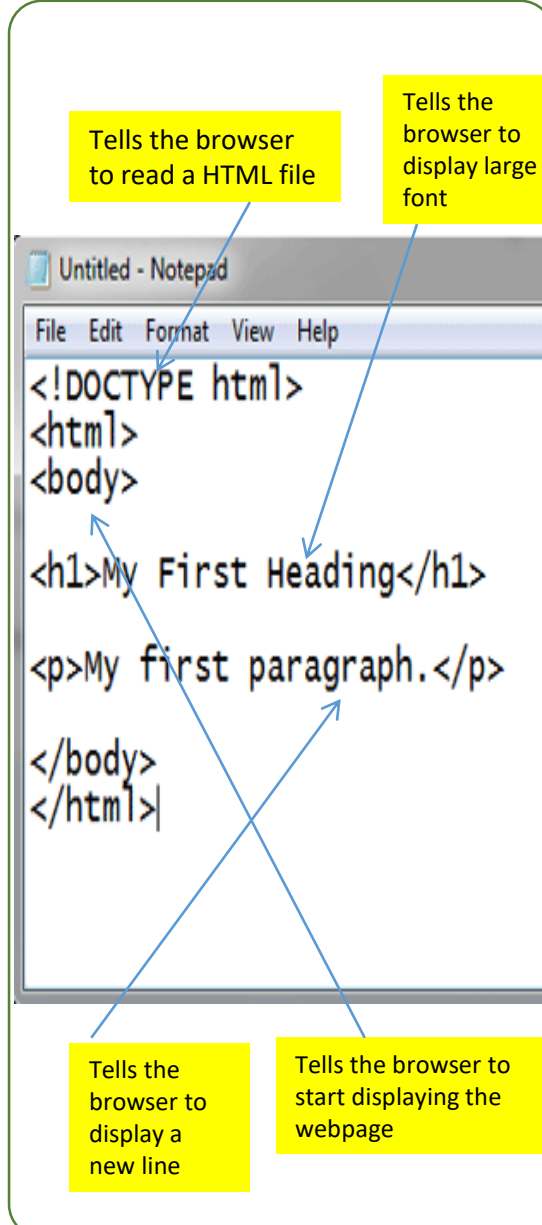


Computing

HTML

Key Words

HTML		Hypertext Markup Language, a standardized system for tagging text files to achieve font, colour, graphic, and hyperlink effects on Web pages.
WWW		World Wide Web.
tags		An instruction appended to a piece of text in a markup language in order to specify how it is displayed or interpreted.
Hyperlinks		A link from a hypertext document to another location, activated by clicking on a highlighted word or image.
Internet		The global system of interconnected computer networks
Source code		A text listing of commands to be compiled or assembled into an executable computer program
URL		<i>Universal resource locator</i> . The address of a World Wide Web page.
http		Hypertext Transport (or Transfer) Protocol, the data transfer protocol used on the World Wide Web



Untitled - Notepad

File Edit Format View Help

```

<!DOCTYPE html>
<html>
<body>

<h1>My First Heading</h1>

<p>My first paragraph.</p>

</body>
</html>

```

Tells the browser to read a HTML file

Tells the browser to display large font

Tells the browser to display a new line

Tells the browser to start displaying the webpage



Computing

Key Words

Virtual reality:	the computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors.
Artificial intelligence:	the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.
3D:	three-dimensional
Micro service	Is an approach to application development in which a large application is built as a suite of modular components or services.

New Technologies

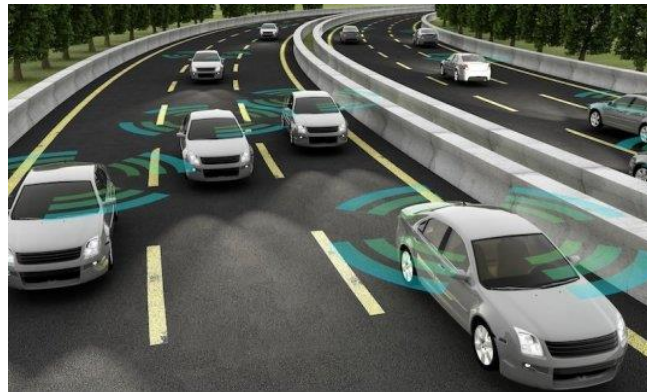
Key Words

Quantum computer	A computer which makes use of the quantum states of subatomic particles to store information.
Zettabyte:	a unit of information equal to one thousand million million (10^{15}) or, strictly, 2^{50} bytes.
Robotic Process Automation:	The use of software to automate business processes. It automates repetitive tasks that people used to do



Hondas Asimo, the most advanced robot in the western world

Driverless cars will all communicate via 5G



What laws will be required when flying cars are a reality?





P.E.

Badminton

Core Skills

- Service - high, low & flick (forehand or backhand).
- Overhead - clear & drop (forehand and backhand).
- Underarm - clear, drive & drop (forehand and backhand).
- Net play
- Smash

Tactics (Tactics, Strategies & Compositional Ideas):

- A: AWAY keep the shuttle away from your opponent.
- B: Play on their weakness usually their BACKHAND.
- C: Keep the shuttle in the COURT but play to the COURT boundaries.
- D: Hit DOWN so your opponent has to hit up

Select shots that are appropriate for defending and attacking.

Select simple shot combinations which move your opponent out of position.

Rules:

- There are three basic things to remember for scoring singles badminton:
- After each rally a point is scored.
- You keep serving until you lose a rally, the serve will then go over to your opponent.
- You serve from the Left if your score is Odd. You serve from the Right if your score is Even. This is the 'LORE of the SCORE'.



Badminton and Football

Football

Core Skills

- Passing/receiving - either foot.
- Dribbling/moving with the ball - either foot.
- Shooting
- Heading.
- Tackling, jockeying, closing down and marking.

Tactics (Tactics, Strategies & Compositional Ideas):

Attacking and Defending principles:

Attacking:

- Pace
- Depth
- Width.
- Make the pitch as big as possible
- Support: Angle and Distance.

Defending:

- Deny the opposition time and space.
- Make the pitch as small as possible.
- Use of the offside .
- Support: Angle and Distance





P.E.

Athletics

Core skills

Track:

- Starts/finishes.
- Arm action – effectiveness and consistency.
- Leg action to create appropriate pace – consistency and/or change of pace.

Tactics and strategies:

Use pace judgement to run at a sustained pace for specified periods of time

Analysis of performance:

Compare performances to previous ones, personal bests and Athletics Awards (ESAA Secondary Awards Scheme).



Athletics and Dance

Dance

Core Skills

Action:

Creating a motif

1. Travel, locomotion, stepping and pathways.
2. Balance (static and/or dynamic).
3. Rotation, turning and weight transference.
4. Jumps and elevations.
5. Gestures

Dynamics:

Performing an action and/or motif

- fast or slow
- smooth or sharp
- heavy or light

Space & relationships:

- _ Direction_
- _ Levels_
- _ Formation_
- _ Canon_
- _ Unison_

Performance

Perform a full routine in a competition/performance.

This can be in a solo performance, a duet performance or a group performance and should last approximately two minutes.

Perform within the recognised dance style.

