



Knowledge Organisers

Year 8 – Term 1

Homework Retrieval Practice and Using your Knowledge Organiser

- Homework will be set on Microsoft Teams as an assignment.
- Homework tasks will be knowledge-based retrieval activities. They will consist of 10-20 questions which assess key knowledge that has been taught within that subject that week; e.g. When was the battle of Hastings? What is an integer? Identify the noun in this sentence.
- Feedback for these pieces of homework will then take place in lessons. The start of some of your lessons will be based on these homework tasks- so you must ensure you keep up with them all.
- You will have homework in every subject, except for PE and ASPIRE, and you will have a week to complete it. A1's will be given to everyone who completes their homework. If you don't complete it you will get a C1 and the teacher will tell you when they will be checking it again.



Assignments

Assigned

Returned

Drafts

What is History? Quiz

Due September 7, 2022 9:00 AM

What is History? Quiz

Due September 7, 2022 9:00 AM

Instructions

Complete the retrieval practice quiz.

Student work



What is History? Quiz (10BHi)



NAME: _____

FORM: _____



Knowledge Organisers

Year 8 – Term 1

- Knowledge Organisers contain the most important information you need to know for each of your subjects
- Learning these facts will help you to succeed in lessons
- If you struggle with your homework retrieval practice you can use these knowledge organisers to support you.
- You can also use these knowledge organisers as part of your revision for upcoming tests.
- You should also read your book each night
- You may be given optional homework to complete but this is not compulsory (but worth lots of achievement points!)





Need some ideas?

If you have watched the Woodrush Online YouTube videos and you are still not sure what to do you can use these ideas on these pages for activities to complete and tick them off. You can use as many or as few of these ideas as you want! Keep repeating the tasks until you get them right first time.

Science

Read all of the keywords, close you knowledge organiser and see how many you can remember. Check and correct	
Write definitions for produces, consumer, herbivore, carnivore, omnivore, predator, prey and top predator. Give at least one example for each for your own knowledge	
Define what the word adaptation means, think of three different plants or animals and describe how they are adapted to their environment	
List the 5 stages of natural selection and then try and use those stages to explain why giraffes have evolved to have long necks	
Draw the wave diagram from memory, include labels and definitions. Check and correct	
Explain the difference between reflection and reactions making sure you include all key words. Check and correct	
Create a spelling list for all the key words on the page. Look, cover, write, correct and repeat until you get them all right.	
Create your own drawing of the cross-section of the eye. Close your knowledge organiser, label the parts and say what each one does. Check and correct	

Art

Write the rules for the proportion of the face	
Complete independent study task one and draw a portrait from art history	
Complete independent task two and draw a self portrait	

History

Describe what appeasement means and the reasons for an against it. Check you knowledge organiser to see if there was any more detail you can add	
Make a glossary of all the key historical terms mentioned on the War at Home page and explain what they mean (including those in the information around the map)	
Create a mind map about the key events of the second world war without looking at your knowledge organiser. Check, correct and add detail. Keep doing this until you don't miss any off!	
Create a timeline key events of the second world war, add in facts about the key dates. Check and correct	

Geography

Make a mind map on why people are migrating within China. Check, correct and add detail. Keep doing this until you don't miss anything off!	
Make an argument for whether China has a pollution problem.	
Cover and write out all of the key terms. Keep doing this until you have all of them written down.	
Create a clustered bar chart. What can you create one on, can you find any online?	

Faith and Ethics

List all of the keywrods to do with the Easter story without looking at you knowledge organaiser. Check and correct	
List al the ways that humans are similar and different from animals	
Write the subheadings about the Hunger Games from your knowledge organiser in your book. Close your knowledge organiser and see if you can give examples form the film to prove each point	



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Spanish

Write 4 different sentences about your taste in music in Spanish from memory, Check and correct	
Draw mind map of different types of film, write these both in Spanish and English. Check and correct	
Make flashcards for as many different adjectives as you can, keep testing yourself until you know them off by heart	
Make lists of food and drink that you like, love or dislike in Spanish, check and correct	
Write a script for a short sketch in Spanish where you order a meal from a restaurant, check and correct	
From memory write as many words as you can related to parties in English and Spanish. Check and Correct	

DT

Draw 3 different size boxes using 2 point perspective. Describe in words how you have done it.	
From memory list the 8 healthy eating guidelines Check and correct	
Write as many keywords from the textiles pages as you can remember and, from memory, describe what they mean. Check and correct	
Make a spelling list from the keywords on the Product Design page. Look, cover, write, check and correct until you get them right.	
Write the names of the key designers mentioned on the DT pages. From memory try and list their achievements. Check and correct	

Music

Draw out the 12 Bar Blues Chords in C from memory. Check and correct	
Create a table to compare Blues and Jazz. Check, correct and add detail from your knowledge organiser	
Draw out a section of the keyboard in your book. Practice playing the Blues scale in C on it	

Computing

Make flashcards of the keywords and definitions about computing. Keep testing yourself until you know them.	
Crate a spelling list from the keywords. Look, cover, write, check and correct until your know them.	
Explain in your own words what virtual reality, artificial intelligence and robotic process automation are. Check, correct and add detail.	

Drama

Make a mind map of the physical and vocal skills you can use in a performance	
From memory list the dramatic devices you can use in a scene and describe what they mean. Check and correct	
Think of a character from a film, use the keywords from the dram pages to describe how this character has been successful created.	

PE

Draw a mind map for Tennis, Football and Athletics, add in the core skills and tactics.	
Choose one of the 4 sports, write a checklist of what you need to do to succeed.	
Name from memory as many key words from the PE page. The link each one with the sport it belongs to.	



English

Gothic Genre

Literary methods in the Gothic genre

- **Pathetic Fallacy** - dark stormy weather is used to create an eerie atmosphere
- **Foreboding** - language is used to make the reader feel tense and nervous about what may happen next
- **Foreshadowing** - the writer will often give hints about eerie events that will happen later on
- Poetic Voice
- **Similes**
- **Metaphors** - describing something by saying it is something else.

A metaphor consists of three parts. It is a bit like an equation in maths.

Tenor + vehicle = ground.

Tenor means the thing we are describing using the metaphor.

Vehicle means the comparison the thing we are comparing the tenor to.

Ground is the idea or concept that connects the two together (the thing the metaphor is getting at).

e.g. The teacher is a dragon.

Tenor = the teacher, vehicle = the dragon, ground = ferocity (what the teacher and the dragon have in common.).

We would then write something like 'By comparing the teacher to a dragon the author suggests her ferocity.'

- **Settings** - eerie settings such as old castles, stormy seas, or haunted buildings will be described in vivid detail to create horror

Y8 Autumn Term

Allusion: where someone refers to an event or a story they expect their readers to know.

Allusions in the poem:
Pallas Athene
Christianity

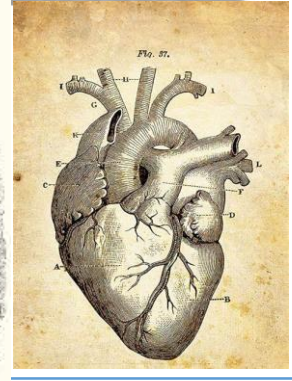
In Medias Res- Latin for 'in the middle of the action'.
Semantic field – group of words to do with a particular idea

Key Quotations:

The Raven – Edgar Allan Poe

'Once upon a midnight dreary'
 'Thrilled me—filled me with fantastic terrors never felt before.'
 'Quoth the Raven, 'Nevermore.'
 'Some late visitor entreating entrance at my chamber door; /This it is, and nothing more.'
 'Deep into that darkness peering,
 long I stood there, wondering, fearing,
 doubting, dreaming dreams/
 no mortal ever dared to dream before.'
 'In there stepped a stately raven of the saintly days of yore; Not the least obeisance made he; not a minute stopped or stayed he; /But, with mien of lord or lady, perched above my chamber door'
 Then this ebony bird beguiling my sad fancy into smiling,
 By the grave and stern decorum of the countenance it wore.'
 Ghastly grim and ancient raven wandering from the Nightly shore —
 Tell me what thy lordly name is on the Night's Plutonian shore!"
 Quoth the Raven, "Nevermore."

Gothic



Atmosphere Gothic Setting

This is when we talk about the mood or feelings in a piece of writing or scene of a film. For example, stormy weather might create a tense and frightening atmosphere. Descriptions of a beautiful landscape can create a more relaxing atmosphere.

Motif



Imagery and Symbolism

This is when a writer uses language to create a vivid description for the reader. Methods used to create imagery include similes, metaphors, personification, and pathetic fallacy.

Features of Gothic:

- Dark, smoky and grimy – you can't see well.
- Filled with death and disease.
- Full of innocent gullible victims (often innocent country girls)
- Haunted by evil supernatural beings.
- The rich preying upon the poor.
- Full of towers, churches, castles, and abandoned places
- Questions whether life after death is possible.



English

Tier 2 and 3 vocabulary:

Dreary - dull and grey.

Ballad - a long poem which tells a story.

Unreliable - not to be trusted.

Redemption - when a sinner is forgiven for their sins by God.

Haunting - when spirits come back from beyond the grave.

Psychology - study of the brain.

Mesmerism - hypnosis.

Mysticism - believing in the supernatural.

Logic - believing in facts and reasoning.

Sin - acts against the laws of God.

Shade - a ghost.

Spectre - a ghost.

How to punctuate dialogue

The part that describes what a character says is the **dialogue**. This should be in **speech marks**:

“ ”

The sentence ending (. ! ?) should be before the closing speech mark:

“Should we go now?”

“I’m so shocked!”

“I’ll meet you both later.”

The part that explains *how* the character says their dialogue is called a **reporting clause**.

If the reporting clause is *before* the dialogue, then a comma goes before the opening speech mark:

“I’ll meet you later,” she said.

If the reporting clause is *after* the dialogue, then a comma is placed before the closing speech mark

She said, “I’ll meet you later.”

If the dialogue is between 2 reporting clauses, then both rules apply:

She said, “I’ll see you later,” as she slowly turned and left.

Apparition - a ghost.

Manipulated - made to do something (like a puppet).

Genre - writing that shares similar features.

Prophecy - telling the future.

Grief - deep sadness at a death.

Decline - getting worse.

Wisdom - being wise.

Mourning - period of sadness after a death, people in mourning often wear black.

Protagonist - main character, hero.

Antagonist - villain.

Key Sentence Types 6. Three Verb Sentence

The monstrous fungi billowed, swelled, rose up and up, surrounding the base of every tree.

Not, Nor, Nor Sentence

Not a single animal, not the rabbits I had seen on the meadow, nor the mice whispering in the grass, nor even the spiders and beetles came so deeply into the forest’s reach.

Prepositional Push Off

Beneath the thirty or forty feet of the trees’ rise, the world seemed to have come to an end.

Never Did Than

Never did a place so disturb me, than this alien, lifeless place.

The Writer’s Aside

The familiar world – as you can imagine – was a million miles away.



Colons: there are two ways that a colon can be used

A colon is used to separate two main clauses when one clause explains the other

For example:

She put ice cubes in the lemonade: it was roasting hot that day.

Mila drank the water: she was thirsty.

Gothic

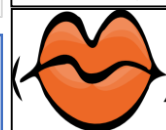
Writing Persuasively



HOOK: grab your reader’s attention. Explain who you are, and why you care about this issue. **ETHOS**



FACTS: **LOGOS** use facts, quotes and statistics from things you have read to prove that you are right. Make a logical argument.



ANECDOTE: Tell a story from your life, or give a real example to explain the impact of this issue on real people.



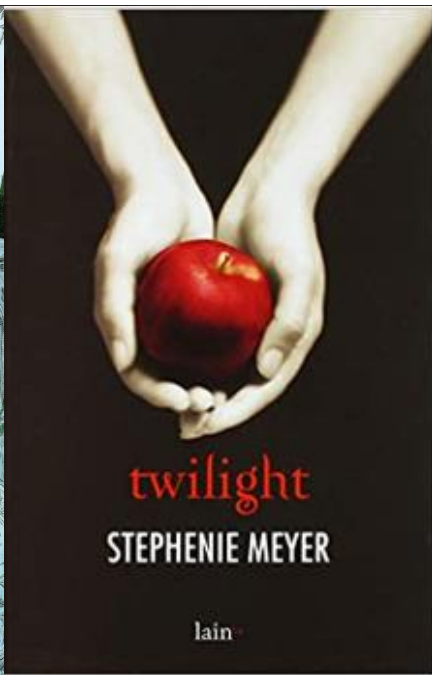
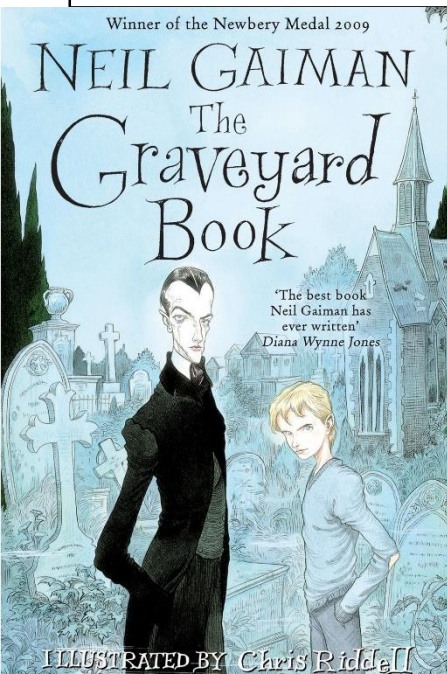
COUNTER-ARGUMENT: What might people who disagree with you say, and how would you argue against them?



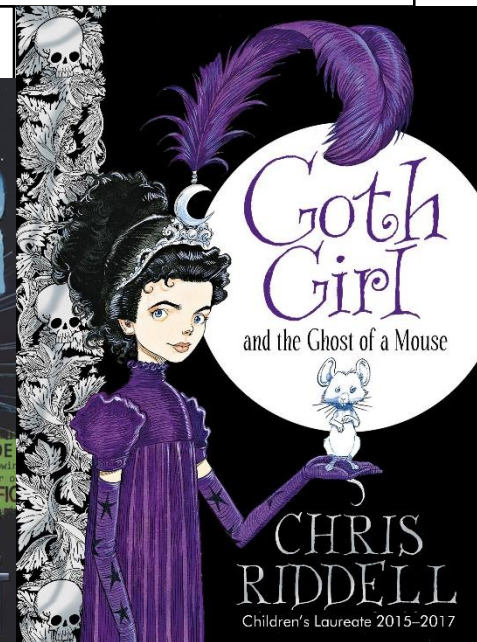
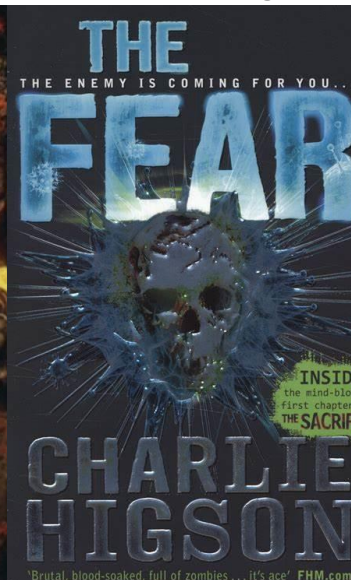
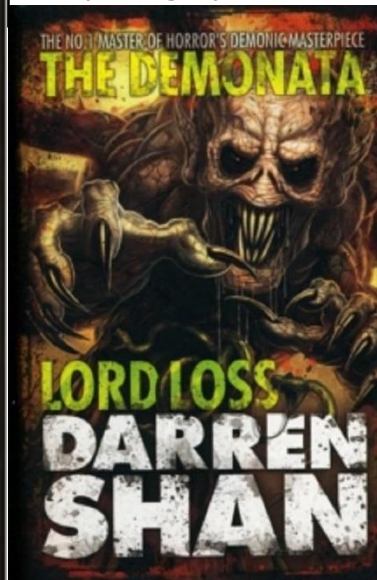
EMOTIVE APPEAL: How could you use emotive language and anger, sympathy, sadness or joy to change your reader’s mind? **PATHOS**



Some suggestions for Gothic themed books to read and test on for AR .



Anything by Darren Shan or Charlie Higson



You could also look for graphic novel, simplified, or original versions of the following classics:

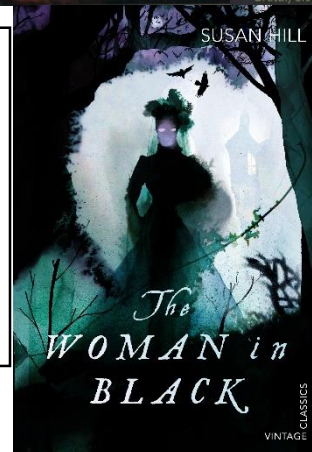
Frankenstein by Mary Shelley

Dracula by Bram Stoker

The Yellow Wallpaper by Charlotte Perkins Gilman

Poe stories: The Black Cat, the Fall of the House of Usher

The Turn of the Screw by Henry James



We will be using extracts from The Woman in Black by Susan Hill to inspire characters in our own writing, so it might be nice to read it.



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

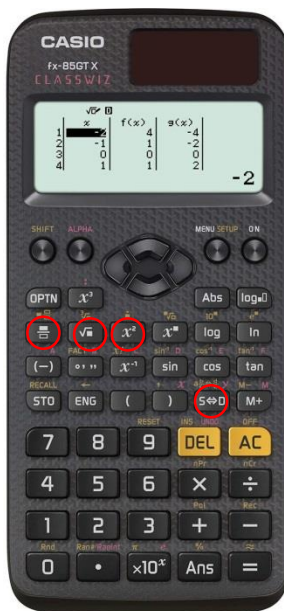
32 cm, measured to the nearest cm:

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

Billions		Millions		Thousands		Ones		Decimals	
Hundred Billions	Ten Billions	Billions	Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	
						Hundreds	Tens	Ones	
								Tenths	
								Hundredths	
								Thousandths	

Multiplying

$\times 10$ digits move LEFT 1 space
 $\times 100$ digits move LEFT 2 spaces
 $\times 1000$ 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



ROUND DOWN 0,1,2,3,4, Rules of rounding 5,6,7,8,9, ROUND UP

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 stones

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

$A = \frac{1}{2}(7m \times 4m) = \frac{1}{2}(28m^2)$
 $14m^2$

Area of parallelogram

Imagine a tilted rectangle



Be sure to use **perpendicular heights**

Volume of prism

The same cross sectional area throughout

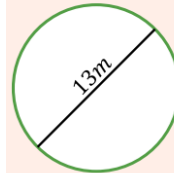
$Volume = Area\ of\ face \times depth$

Area of face = $\frac{1}{2}(8 \times 6)$
 $24cm^2$

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

Area of circle

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



Diameter is double the radius

$A = \pi \times 6.5^2$

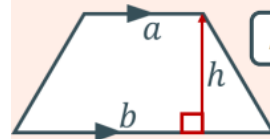
$A = \pi \times 42.25$

$A = 132.73m^2$

Area of a trapezium

A more complex formula to know

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



Add the parallel sides

Halve it

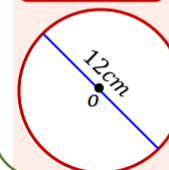
Multiply by height

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

$$P = 4l \quad \Rightarrow \quad \frac{P}{4} = l$$

Use inverse operations

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

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



MATHS

Fractions and decimals

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:

$$\frac{13}{5} \xrightarrow{\text{Divide numerator by denominator to get whole number}} 2 \text{ r } 3 \xrightarrow{\text{Remainder forms new numerator}} 2 \frac{3}{5} \text{ Denominator remains the same}$$

Mixed number to improper fraction:

$$7 \frac{3}{8} \xrightarrow{\text{Multiply whole number by denominator}} 56 + 3 \xrightarrow{\text{Add on the numerator}} \frac{59}{8} \text{ Denominator remains the same}$$

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.

$$\begin{aligned} 0.\dot{6} &\longrightarrow 0.66666666666666 \dots \\ 0.21\dot{3} &\longrightarrow 0.21333333333333 \dots \\ 0.\dot{8}4\dot{1} &\longrightarrow 0.841841841841 \dots \end{aligned}$$

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.

$$\begin{aligned} 0.\dot{x} &\longrightarrow \text{A single recurring digit will be a fraction over 9} \quad \frac{x}{9} \\ 0.\dot{x}\dot{y} &\longrightarrow \text{A double recurring digit will be a fraction over 99} \quad \frac{xy}{99} \\ 0.\dot{x}y\dot{z} &\longrightarrow \text{A triple recurring digit will be a fraction over 999} \quad \frac{xyz}{999} \end{aligned}$$

Fraction to decimal

Divide the numerator by the denominator.
Using Bus shelter division

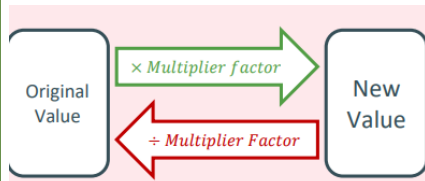
$$\frac{1}{7} \longrightarrow 7 \overline{) 1.0000} \xrightarrow{\text{0.1428}} 0.143$$



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.



Increase of 23%

$$100 + 23 = 123$$

$$123 \div 100 = 1.23$$

Multiply your amount by 1.23

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.

Decrease of 42%

$$100 - 42 = 58$$

$$58 \div 100 = 0.58$$

Multiply your amount by 0.58

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.

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%

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



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

Introduction to ratio

A ratio shows the relative sizes of two or more values.

Ratios can be shown in different ways:

- using the ":" to separate example values
- using the "/" to separate one value from the total
- as a decimal, after dividing one value by the total
- as a percentage, after dividing one value by the total

Example: if there is 1 boy and 3 girls you could write the ratio as:

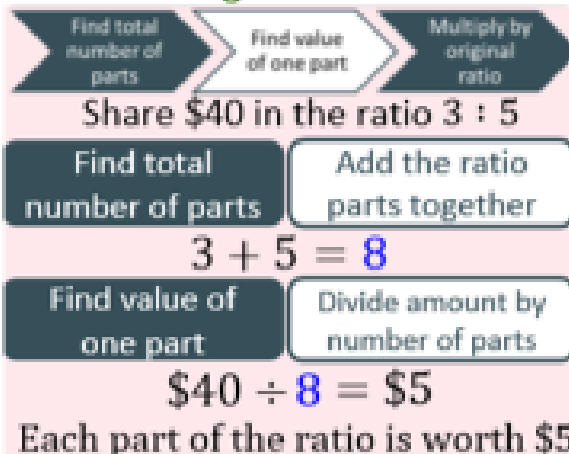
1:3 (for every one boy there are 3 girls)

1/4 are boys and 3/4 are girls

0.25 are boys (by dividing 1 by 4)

25% are boys (0.25 as a percentage)

Sharing into a ratio



Calculating a ratio with given a difference

Charlene and Danielle share some money in ratio 2 : 3 Danielle gets £25 more than Charlene. How much does each girl receive?

This question is different from the one above as we know that Danielle got £25 more.

Danielle gets 1 more part than Charlene as 3-2=1

1 part = £25

2 parts = £50

3 parts = £75

Charlene gets £50 and Danielle gets £75.

Ratio and Proportion

Calculating ratio given one amount

The ratio of boys to girls in a school is 4 : 5 There are 220 boys in the school. How many students attend the school?

This time we know that 4 parts =220

1 part = $220 \div 4$

= 55

Total in school is $9 \times 55 = 495$ pupils

Proportion

Direct Proportion

As one value increases, the other increases at the same rate

Three Coffees cost £7.50,
How much would five Coffees cost?

Find the value of one coffee then multiply by quantity needed

$\pounds 7.50 \div 3 = \pounds 2.50 \text{ per coffee}$

$\pounds 2.50 \times 5 = \pounds 12.50$

Inverse Proportion

As one value increases, the other decreases at the same rate

It takes 3 men 4 days to build a wall.
How long would it take 2 men?

Find the time taken by one man then divide by quantity stated

$3\text{men} \times 4 \text{ days} = 12 \text{ days}$

$12 \text{ days} \div 2 \text{ men} = \underline{6 \text{ days}}$



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.

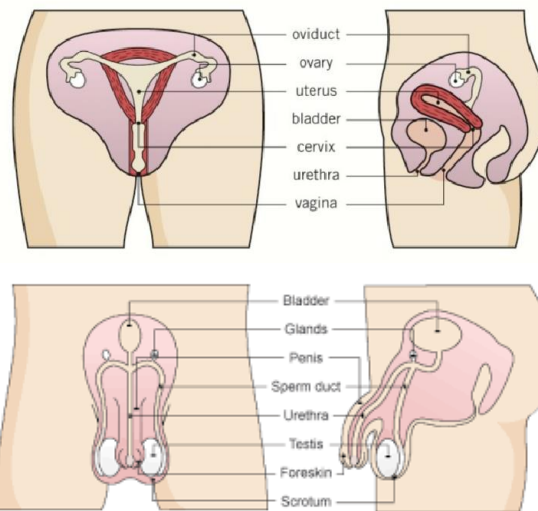
Ovary: Organ which contains eggs.

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

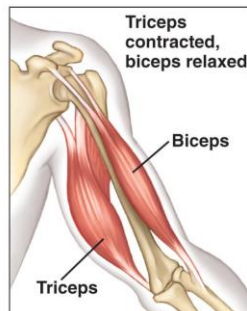
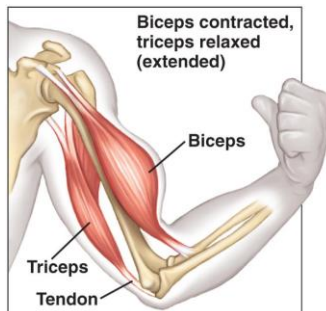


Cell = the basic building block that makes up living organisms

Tissue = a group of similar cells working together

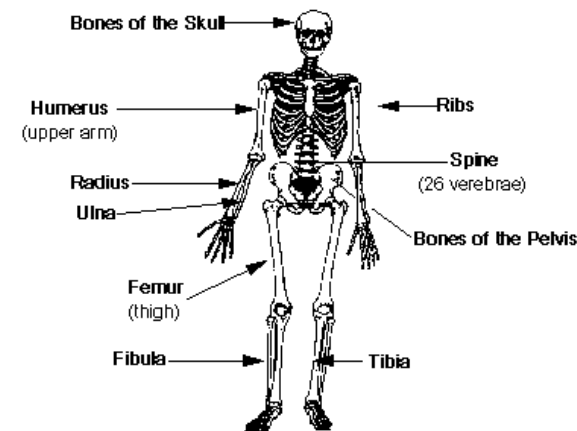
Organ = a group of different tissues working together

Organ system = a group of organs working together



B2 Health

Selected Bones



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

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



Science

Physical changes do not make a new substance.

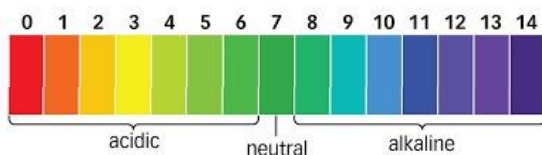
State changes e.g. melting are physical changes.

Physical changes are reversible.



Chemical changes (reactions) do make a new substance. Chemical changes are often irreversible.

pH scale



Indicators change colour to show **pH** (acidity) of a solution

Acid + alkali \rightarrow salt + water
This is called neutralization.

Acid + metal \rightarrow salt + hydrogen

Metal oxides e.g. Na_2O are **bases**. Non-metal oxides e.g. CO_2 are **acids**.

Reaction Equations

Reactant + Reactant \rightarrow Product + Product

Things you start
with on the left

arrow

Things you finish
with on the right

Formulae

Formulae use element symbols to show the amount of each type of atom in a compound
 CO_2 contains 1 carbon and 2 oxygen atoms

Energy of Reactions



Exothermic reactions release heat energy.
They cause the temperature to increase.



Endothermic reactions take in heat energy.
They cause the temperature to decrease.

Catalysts speed up the **rate of reaction** (how quickly the reaction happens), but they do not affect the overall **energy** change.
They do not get used up in the reaction, so they are very useful in industry.

C3 Reactions

Oxidation is a reaction with oxygen (usually from the air)

Combustion is burning:

Fuel + oxygen \rightarrow

carbon dioxide + water

It has a fast rate of reaction and is exothermic.

Rusting is oxidation of iron metal to form iron oxide. It requires oxygen and water vapour. The rate of reaction is slow, but salt speeds it up.



Thermal decomposition is an endothermic reaction where compounds break down when heated
Calcium carbonate \rightarrow
Calcium oxide + carbon dioxide

Displacement reactions involve a more reactive element replacing a less reactive element in a compound.
Iron oxide + aluminium \rightarrow
aluminium oxide + iron



Science

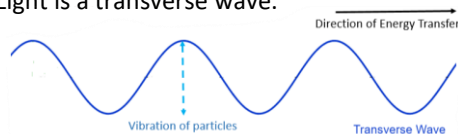
Context: How do we see and hear things?

P3 Waves

Waves

Waves are created by **vibrations**.
All waves transfer **energy**.

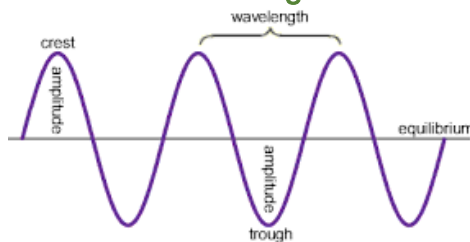
Transverse waves vibrate up and down, but the energy of the wave moves left and right. Light is a transverse wave.



Longitudinal waves vibrate left and right, and the energy travels in the same direction. Sound is a longitudinal wave



Wave diagram



Wavelength:

Length, measured from crest to crest

Amplitude:

Height, measured from middle to crest

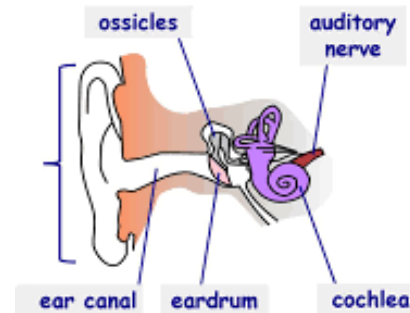
Crest:

The peak of a wave

Trough:

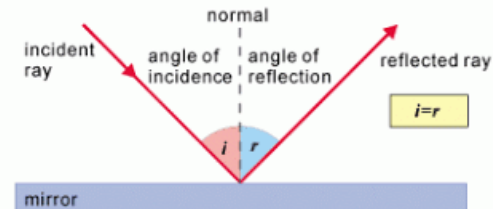
The bottom of a wave

The ear



Sound waves travel down the **ear canal**. The **eardrum** receives the vibrations and passes them to small bones, called the **ossicles**. The **cochlea** turns the vibrations into an electrical signal, which the **auditory nerve** sends to the brain.

Reflection



Reflection: When a wave bounces off an object

Law of reflection:

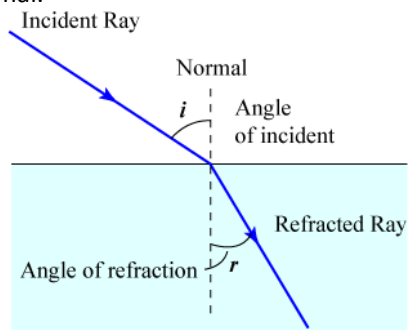
Angle of incidence = angle of reflection

The **normal** is a line drawn at a right angle (perpendicular) to the mirror.

Refraction

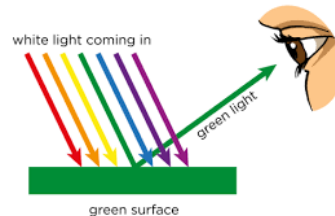
Refraction: When light enters a new medium (material) it changes speed and direction.

In a **more dense medium**, it slows down and changes direction towards the normal.

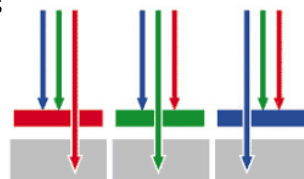


Colour

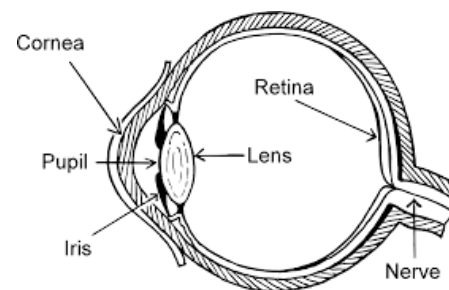
White light is made of all of the different colours. Objects only reflect certain colours, which is why they look that colour to us.



A **filter** blocks all colours of light, except those in the filter.



The eye



Cornea: Protects the eye

Pupil: Lets light in to the eye

Iris: Controls the size of the pupil

Lens: Directs light towards the retina

Retina: Turns light into an electrical signal

Optic nerve: Sends the signal to the brain

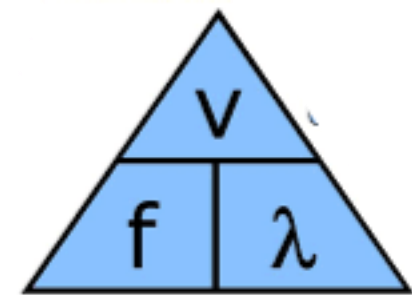
Wave speed

$$V = f \times \lambda$$

V : wavespeed in m/s

f : frequency in Hz

λ : wavelength in m



History

Empire and the Slave Trade

Key dates and events

1441	1502	1619	1641	1655	1783	1804	1833	1867
First enslaved African people are taken from Africa by the Portuguese	First enslaved African people arrive in the New World in the forced service of the Spanish conquistadors.	British ship The White Lion brought 20 enslaved African people ashore in the British colony of Jamestown, Virginia. The crew had seized the Africans from the Portuguese slave ship Sao Jao Bautista.	Colonial plantations in the Caribbean begin exporting sugar. British traders also begin capturing and shipping enslaved people regularly.	Britain takes Jamaica from Spain. Sugar exports from Jamaica will enrich British owners in the coming years.	British Society for Effecting the Abolition of the Slave Trade is founded. They will become a major force for abolition.	After a slave revolt led by Toussaint L'Overture, Saint-Domingue) achieves independence from France and is renamed Haiti. It was now ruled by a majority black population.	Britain passes a law banning slavery in its colonies. Enslaved people are to be released over a period of years, with the final release scheduled for 1840.	Last trans-Atlantic voyage of captive enslaved people.

Key Terms:

Slavery	Belonging to another person and having no personal freedoms.
Enslaved people	People who have been forced into slavery
Trans-Atlantic	Across the Atlantic ocean.
Colony	A country or territory that is owned by another country. Colonies make up an Empire.
Empire	The collection of colonies owned by a state or country. Example: The British Empire.
Revolt	Take violent action against an established government or ruler; rebel.
Abolition	Trying to get rid of or ban a certain practice. For example slavery.
Plantation	A large farm where crops are grown such as sugar, cotton, tobacco.
The New World	What the continent of America was called when it was first discovered by Europeans.

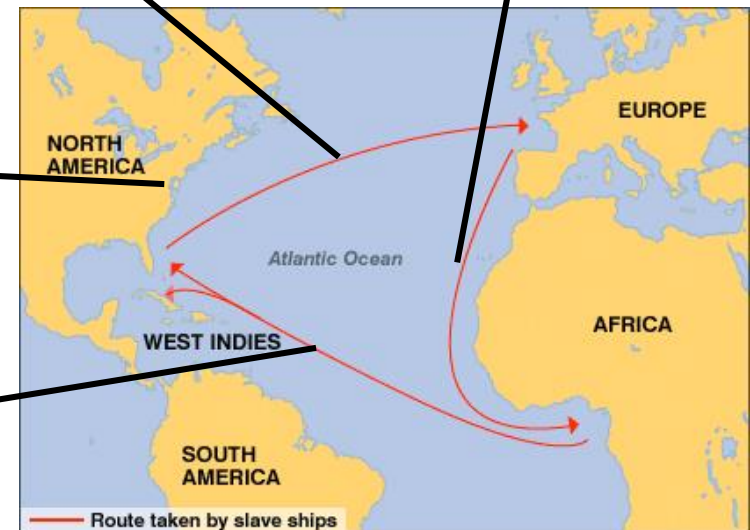
3. Crops such as sugar, tobacco and cotton which were grown and picked by enslaved people were then transported to Europe for sale.

Virginia, the first British colony in America, founded in 1604. The capital was Jamestown. Enslaved people were first brought here in 1619

2. Kidnapped black Africans (called slaves by their captors) were taken from Africa across the Middle Passage to America to be sold to work on plantations.

1. Manufactured goods such as guns, cloth and iron were taken to Africa to be traded for enslaved people.

The Slave Trade Triangle



History

Key people and groups

King Charles I

- King of England from 1625 until his execution in 1649

Parliament

- Elected by the people. Controlled taxes.
- Fought against Charles during the Civil War

Oliver Cromwell

- General in parliament's army during the war
- Becomes the 'Lord Protector' of England, Scotland and Ireland from December 1653 – September 1658

King Charles II

- Son of Charles I
- Takes the throne when the monarchy is restored in 1660

Key Terms:

Divine right of kings	Belief that the monarch is chosen by God and should have absolute power
Democracy	A system of government where everyone can vote
Tyrant	A cruel and unfair ruler
Treason	Betraying your country
Roundhead	Nickname for parliamentary soldiers
Cavalier	Nickname for Royalist soldiers
Puritan	A very strict Protestant
Civil War	War between two or more sides in the same country

Power and Monarchy

Causes

- The King did not allow parliament to have their say on the issue of taxes
- The King believed he could rule without having to consult anyone else.
- Many people in parliament, particularly puritans, believed that the king was trying to turn the country Catholic

Causes, Events, Consequences



Consequences

- Charles is put on trial and found guilty of treason and sentenced to death
- Charles I is executed on the 30th January 1649
- Parliament gains more powers
- Oliver Cromwell becomes leader of England
- More religious freedom once the King is executed

Events

- King Charles declared war on parliament in August 1642
- The war begins well for the Royalists who take Oxford and Bristol in 1643
- After successive defeats, parliament's army is crushed at Naseby in 1645
- The King surrenders to Scotland in 1645 but is handed over to parliament and imprisoned.





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.

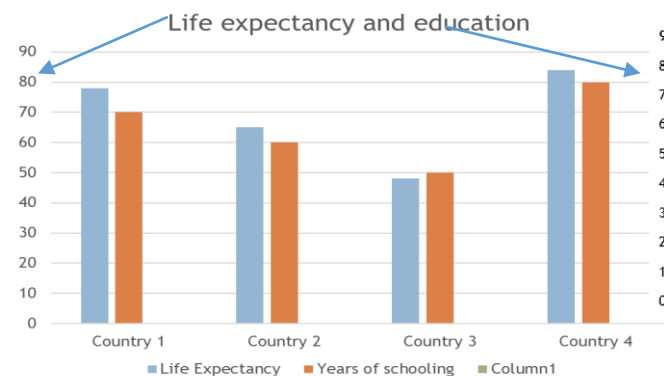
DISEASE: Malawi has over 1 million orphaned children due to AID's which means few get opportunities to make money. There is only one doctor for every 50000 people.

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

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.



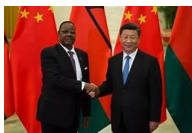
AID- Charities and governments can provide tools for work, medicine for disease and loans to start small businesses. This would enable more people to work more effectively.

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

Our developing world: Part 2

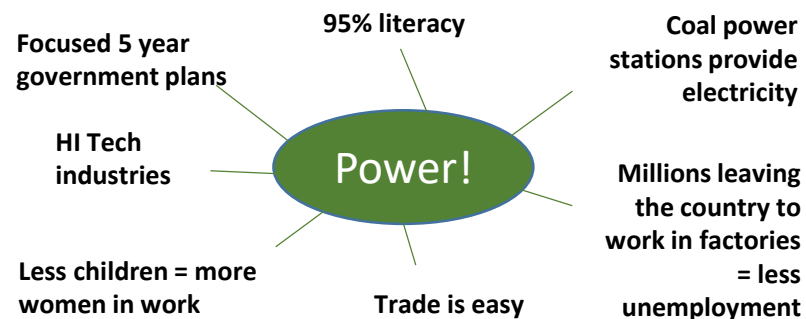
Why people migrating within China?



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!



Faith & Ethics

What are human rights?

We are all born with human rights, but several important documents explain what they are and how they should be protected.

Universal Declaration of Human Rights

The Universal Declaration of Human Rights is the most important document outlining human rights. It was agreed upon by the United Nations in 1948, as a response to the terrible events of the Second World War.

The Universal Declaration of Human Rights outlines the rights enjoyed by every human being regardless of gender, race, language, religion, politics, or wealth.

It recognises and protects the right to:

- life, freedom and security;
- justice;
- own property;
- have your own opinion about religion and politics;
- say what you want;
- associate with who you want;
- marry who you want;
- work where you want;
- rest and relaxation;
- education.

The Universal Declaration of Human Rights is not a law itself. It is a statement of the world's commitment to human rights. Many of its articles have been included in the laws of countries around the world.

Are humans unique and should other species be protected by rights?

The philosopher Rene Descartes is famous for the *quotes* "I think, therefore I am!" and "animals are mere machines but man stands alone". These quotes give some insight into how humans are different to animals, such as the following criteria:

Complex language

Humans have a lowered larynx (which allows for a wider variety of sounds than all other animals) and more intricate brain structures that allow for an enormous variety of words to be used and understood.

Higher consciousness

Humans can contemplate things far beyond their own existence. Humans frequently consider the meaning of non-tangible ideas and try to create theories to explain these concepts that we cannot see or touch.



Discrimination and Equal opportunities.

Unfortunately some people in society are discriminated against based on their characteristics. Laws and human rights are there to protect people and prevent discrimination.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

Human Rights

Task

You are to imagine that you are the leader of a new world and you have been given the task of creating your own set of 10 Universal Human rights that all people would be entitled to.

What would they be and explain why you chose them?

Discrimination and equal opportunities.

As we can see that you are not allowed to discriminate against someone based on their protected characteristics.

Do you think there should be more things added to the list and why?

How do you think someone should be dealt with, if they are caught discriminating another person and why?





Spanish



Unit 1: Where I Live

MODEL TEXT

1	En Madrid hay una piscina y muchos restaurantes pero no hay playa.	In Madrid there is a swimming pool and lots of restaurants but there isn't a beach.
2	Me gusta mucho mi pueblo porque es bastante animado.	I really like my town because it is quite lively.
3	Normalmente a las nueve y media voy al parque.	Normally at 9:30 I go to the park.
4	Este fin de semana voy a salir con mis amigos.	This weekend I am going to go out with my friends.

Line 1: What is there in your town?



In my village/town	Verb	Places in the town
En mi barrio (In my neighbourhood)	hay (there is/are)	un castillo (a castle) un centro comercial (a shopping centre) un cine (a cinema) un estadio (a stadium) un mercado (a market) un polideportivo (a leisure centre) un parque (a park) un museo (a museum) un restaurante (a restaurant) una playa (a beach) una plaza (a square) una iglesia (a church) una piscina (a swimming pool) una tienda (a shop) una universidad (a university)
En mi pueblo (In my village)		unos restaurantes (some restaurants) unas tiendas (some shops) muchos restaurantes (lots of restaurants) muchas tiendas (lots of shops)
En mi ciudad (In my town)	no hay (there isn't/aren't)	castillo (a castle) centro comercial (a shopping centre) cine (a cinema) estadio (a stadium) mercado (a market) polideportivo (a leisure centre) parque (a park) museo (a museum) restaurante (a restaurant) playa (a beach) plaza (a square) iglesia (a church) piscina (a swimming pool) tienda (a shop) universidad (a university) restaurantes (restaurants) tiendas (shops)
	no hay nada (there is nothing)	



Spanish



Unit 1: Where I Live

Line 2: Do you like living in your town?

Opinion	Living here	Because	Opinion phrase	Intensifier	Adjective
Me gusta (I like)	vivir aquí (living here)	porque (because)	diría que es (I would say it is)	un poco (a bit)	tranquilo (calm) bonito (pretty) histórico (historic)
Me gusta mucho (I really like)			pienso que es (I think it is)	bastante (quite)	animado (lively) moderno (modern)
Me encanta (I love)			creo que es (I believe it is)	muy (very)	ruidoso (noisy) feo (ugly)
No me gusta (I don't like)				demasiado (too)	sucio (dirty)
No me gusta nada (I don't like at all)					
Odio (I hate)					



Line 3: Telling the time

It is	Hour	Minutes
Es (It is)	la una (1 o'clock)	y cinco (5 past) y diez (10 past)
Son (It is)	las dos (2 o'clock) las tres (3 o'clock) las cuatro (4 o'clock) las cinco (5 o'clock) las seis (6 o'clock) las siete (7 o'clock) las ocho (8 o'clock) las nueve (9 o'clock) las diez (10 o'clock) las once (11 o'clock) las doce (12 o'clock)	y cuarto (quarter past) y veinte (20 past) y veinticinco (25 past) y media (half past) menos veinticinco (25 to) menos veinte (20 to) menos cuarto (quarter to) menos diez (10 to) menos cinco (5 to)





Spanish



Unit 1: Where I Live

Line 3: What do you do in town and when?

Sequencer	At	Time	Verb	Activity
Primero (First)	a (at)	las cinco y media (5:30)	salgo (I go out)	con mis amigos (with my friends)
Luego (Then)		las seis y cuarto (6:15)	voy (I go)	al cine (to the cinema)
Finalmente (Finally)		las dos menos diez (1:50)		al parque (to the park)
				a la cafetería (to the café)
			a la bolera (to the bowling alley)	
			a la playa (to the beach)	
			de compras (shopping)	
			de paseo (for a walk)	
			no hago nada (I do nothing)	



Line 4: What are you going to do?

Time marker	Verb	Activity
Este fin de semana (This weekend)	voy a (I'm going)	salir con mis amigos (to go out with my friends)
El sábado (On Saturday)	vas a (you are going) (s)	ver la televisión (to watch TV)
		hacer mis deberes (to do my homework)
El domingo (On Sunday)	va a (he/she is going)	jugar al voleibol (to play volleyball)
		chatear (to chat online)
Por la mañana (In the morning)	vamos a (we are going)	ir al cine (to go to the cinema)
		ir al parque (to go to the park)
Por la tarde (In the afternoon/evening)	vais a (you are going) (pl)	ir a la cafetería (to go to the café)
		ir a la bolera (to go to the bowling alley)
		ir a la playa (to go to the beach)
		ir de compras (to go shopping)
	van a (they are going)	ir de paseo (to go for a walk)
		hacer nada (to do nothing)
		hacer muchas cosas (to do lots of things)





Spanish



Unit 2: Holidays

Model Text - Mis vacaciones - Holidays

1.	El verano pasado fui a Italia con mis padres.	Last summer I went to Italy with my parents.
2.	Fuimos en avión y en coche. El viaje duró cuatro horas, ¡Qué guay!	We went by plane and by car. The journey took four hours, how cool!
3.	El primer día visité monumentos y luego descansé en la playa.	On the first day I visited monuments and then I relaxed on the beach.
4.	Otro día, por la mañana saqué fotos y después mandé mensajes a mis amigos.	On another day, in the morning I took photos and afterwards I sent messages to my friends.
5.	Fue flipante porque hizo buen tiempo, sin embargo, perdí mi pasaporte. ¡Qué lástima!	It was awesome because the weather was good, however, I lost my passport. What a shame!
6.	Si ganara la lotería, iría a Tailandia con mis amigos. Me quedaría en un hotel de cinco estrellas.	If I won the lottery, I'd go to Thailand with my friends. I'd stay in a 5 star hotel.

Line 1 - ¿Adónde fuiste de vacaciones? (Where did you go on holiday?)

El verano pasado (Last summer)	fui a (I went to)	Escocia (Scotland) Gales (Wales) Irlanda (Ireland)	con mi familia (with my family)
El año pasado (Last year)	fuimos a (We went to)	Italia (Italy) España (Spain) Francia (France) Grecia (Greece) Alemania (Germany) Turquía (Turkey) Los Estados Unidos (USA) México (México)	con mis padres (with my parents) con mi clase (with my class) con mis amigos (with my friends) con mi equipo (with my team)
no fui de vacaciones (I didn't go on holiday) me quedé en casa (I stayed at home)			

Line 2 - ¿Cómo fuiste? (How did you get there?)

Fui en (I went by)	avión (plane)	El viaje duró (the journey took)	una hora (one hour)	¡Qué guay! (How cool!)
Fuimos en (we went by)	barco (boat)		ocho horas (eight hours)	¡Qué bien! (How great!)
	coche (car)		medio día (half a day)	¡Qué rollo! (How annoying!)
	tren (train)		un día completo (a full day)	¡Qué aburrido! (How boring)
	autocar (coach)			¡Qué suerte! (How lucky!)
	autobús (bus)			¡Qué lástima! (What a shame!)



Spanish



Unit 2: Holidays

The preterite tense – AR verbs

The preterite tense is used to talk about actions in the past. E.g. Yesterday I visited a museum.

Step 1 – Take the AR verb – e.g. *Visitar* (To visit)

Step 2 – Remove the AR ending – *Visit*

Step 3 – Add the following endings, depending on who did the action:

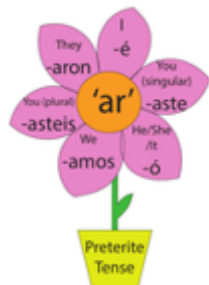
	AR
I	_é
You singular	_aste
He/She	_o
We	_amos
You plural	_asteis
They	_aron

E.g.

	VISITAR
To visit	visit <u>ar</u>
I visited	visit <u>é</u>
You (s) visited	visit <u>aste</u>
He/she visited	visit <u>ó</u>
We visited	visit <u>amos</u>
You (pl) visited	visit <u>asteis</u>
They visited	visit <u>aron</u>

Useful AR verbs

Vistar (to visit)	Montar (to ride)
Hablar (to speak)	Descansar (to relax)
Comprar (to buy)	Mandar (to send)
Bailar (to dance)	Nadar (to swim)



Irregular verb – Sacar (to take)

Sacar → Saqué (I took)



Most Spaniards prefer to spend their summer holidays in Spain, rather than going abroad. Many leave the hot, humid weather of the cities inland to go to the coastal regions of Valencia, Andalusia or the Balearic Islands.

Line 3 - ¿Qué hiciste? (What did you do?)

El primer día (On the first day)	visité monumentos (I visited monuments)	Luego (then)	visité monumentos (I visited monuments)
Un día (One day)	compré una camiseta (I bought a t-shirt)	Más tarde (later)	compré una camiseta (I bought a t-shirt)
Por la mañana (In the morning)	saqué fotos (I took photos)	Después (afterwards)	Saqué fotos (I took photos)
Por la tarde (In the afternoon)	descansé en la playa (I relaxed on the beach)	Otro día (on another day)	descansé en la playa (I relaxed on the beach)
Por la noche (In the evening)	mandé mensajes a mis amigos (I sent messages to my friends)		mandé mensajes a mis amigos (I sent messages to my friends)
	nadé en el mar (I swam in the sea)		nadé en el mar (I swam in the sea)
	tomé el sol (I sunbathed)		tomé el sol (I sunbathed)
	comí paella (I ate paella)		comí paella (I ate paella)
	bebí una limonada (I drank a lemonade)		bebí una limonada (I drank a lemonade)



Spanish



Unit 2: Holidays

The preterite tense – ER and IR verbs

The preterite tense is used to talk about actions in the past. E.g. Last night we ate paella.

Step 1 – Take the ER or IR verb – e.g. *Comer* (To eat)

Step 2 – Remove the ending – *Com*

Step 3 – Add the following endings, depending on who did the action:

	ER/IR
I	_í
You singular	_iste
He/She	_ió
We	_imos
You plural	_isteis
They	_ieron

E.g.

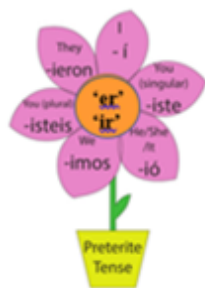
To eat	COMER
I ate	Comí
You (s) ate	Comiste
He/she ate	Comió
We ate	Comimos
You (pl) ate	Comisteis
They ate	Comieron

To go out	SALIR
I went out	Salí
You (s) went out	Saliste
He/she went out	Salió
We went out	Salimos
You (pl) went out	Salisteis
They went out	Salieron



Useful AR verbs

Comer (to eat)	Salir (to go out)
Ver (to see)	Escribir (to write)
Beber (to drink)	Dormir (to sleep)
Conocer (to meet)	



Irregular verb – Ver (to see)

Ver → Vi (I saw) – no accent!

Line 4 – What did you do on the last day?

Time marker	Past tense activity	Sequencer	Past tense activity
El último día (On the last day)	Comí paella (I ate paella)	Luego (then)	Comí paella (I ate paella)
Por la mañana (In the morning)	Comí un helado (I ate an ice cream)	Más tarde (later)	Comí un helado (I ate an ice cream)
Por la tarde (In the afternoon)	Salí en barco (I went out on a boat)	Después (afterwards)	Salí en barco (I went out on a boat)
Por la noche (In the evening)	Escribí SMS (I wrote text messages)		Escribí SMS (I wrote text messages)
	Dormí mucho (I slept a lot)		Dormí mucho (I slept a lot)
	Vi un castillo interesante (I saw an interesting castle)		Vi un castillo interesante (I saw an interesting castle)
	Bebí una limonada (I drank a lemonade)		Bebí una limonada (I drank a lemonade)
	Conocí a un chico guapo (I met a good looking boy)		Conocí a un chico guapo (I met a good looking boy)
	Conocí a una chica guapa (I met a good looking girl)		Conocí a una chica guapa (I met a good looking girl)



Spanish



Unit 2: Holidays

Line 5 - ¿Cómo te fue? (How was it?)

Fue divertido (It was fun)	porque (because)	hizo buen tiempo (The weather was good)
Fue estupendo (It was brilliant)		conocí a un chico/chica guapo/guapa (I met a good-looking boy/girl)
Fue fenomenal (It was fantastic)		me relajé (I relaxed)
Fue flipante (it was awesome)		la comida era rica (the food was delicious)
Fue guay (It was cool)		el hotel era lujoso (the hotel was luxurious)
Fue regular (it was OK)		
Fue un desastre (It was a disaster)	porque (because)	llovió (It rained)
Fue horrible (It was horrible)		comí algo malo y vomité (I ate something bad and I was sick)
Fue horroroso (it was terrible)		perdí mi pasaporte (I lost my passport)
Fue raro (it was weird)		perdí mi móvil (I lost my mobile)



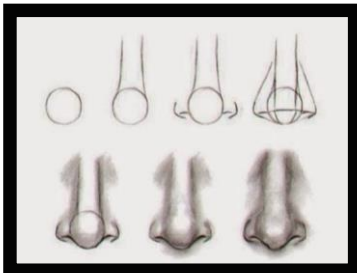
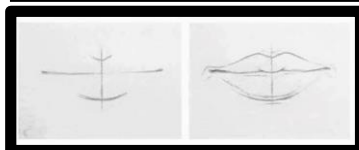
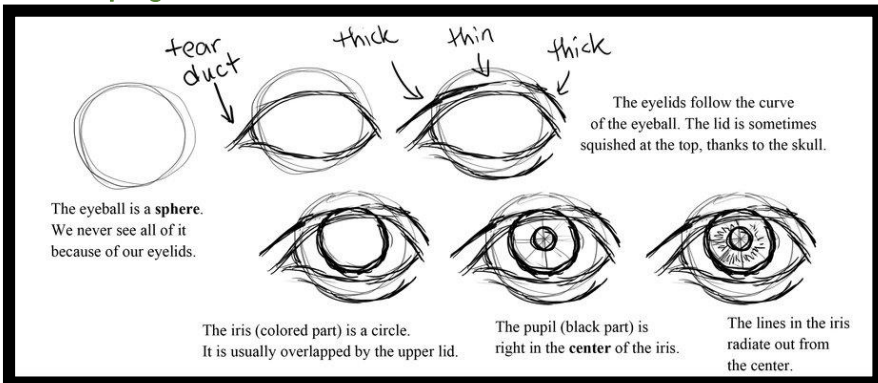
Have a look at this map of Spain...
Have you been on holiday to any of these cities?

The Balearic Islands include Mallorca, Menorca, Ibiza and Formentera.
The Canary Islands are in the Atlantic Ocean, off the coast of northwest Africa. The main islands are Tenerife, Lanzarote, Gran Canaria and Fuerteventura.



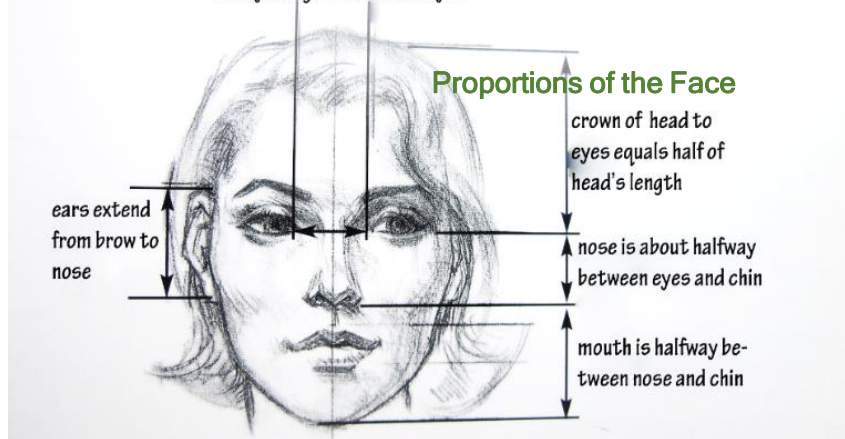
Art

Developing Skills



one eye length in between eyes

Proportions of the Face



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

Portraiture

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."

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

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

Artist in Focus

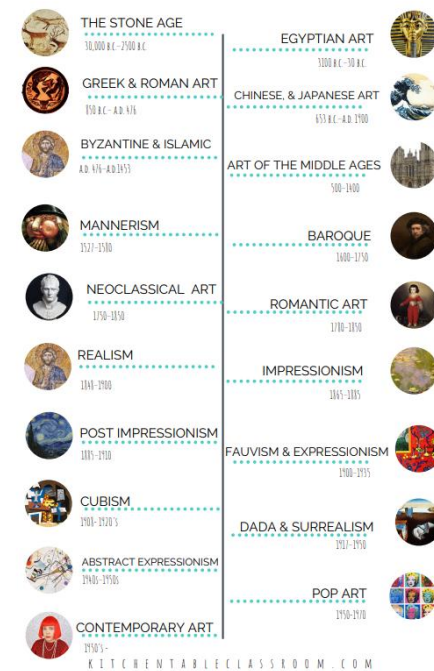
Luke Dixon is a graphic artist, illustrator and print maker from the north of England. he is the founder of The Bear Hug Company.



Independent Study Task One: Time Line Portrait

Using the Art History Time Line below, choose a portrait from any period of Art you wish.

On A4 paper, copy the portrait in any media you wish.



Independent Study Task Two: Practicing Skills – Self Portrait

Take a photograph of your own face front on.

Using the You Tube clip to guide you, 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)



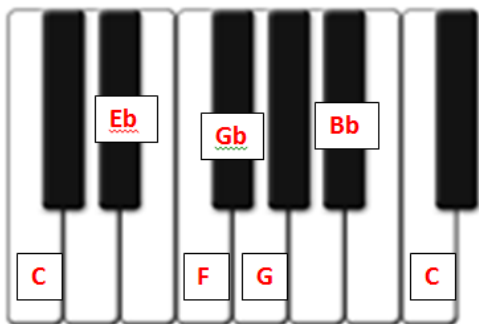
Music

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 a Character

Vocal Skills

Accent	How you pronounce words to sound like you are from a particular country.
Pace	How fast or slow you talk.
Pause	A beat in between a word for dramatic effect.
Pitch	How high or low you talk.
Stress	Putting emphasis on certain words.
Tone	How you say a word to show a particular emotion.
Volume	How loud or quiet you talk.

Physical Skills

Body Language	How you use your body to show a particular emotion.
Eye Contact	Where you look to involve your audience or other characters.
Facial Expressions	How you use your face to show a particular emotion.
Gait	How you walk as a specific character.
Hand Gestures	How you use your hands to show a particular emotion.
Posture	How you position your back and shoulders to show a specific character/emotion.
Stance	How you stand as a specific character.



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.

Characterisation Skills

Frowning and mouth upturned.

Loud volume.

High pitch.

Angry tone.

Intense eye contact.

Straight posture.

Arms crossed.

Wide stance.

Lots of stress.



How might we know this character is angry?

Why is Important to Create Successful Characters?

In Drama, we have to make our audiences believe us. Therefore, we must work hard at creating a character completely different from ourselves.



For example, Alan Rickman who played Severus Snape in Harry Potter was a lovely person. However, he used his skills to show us how horrible his character was.



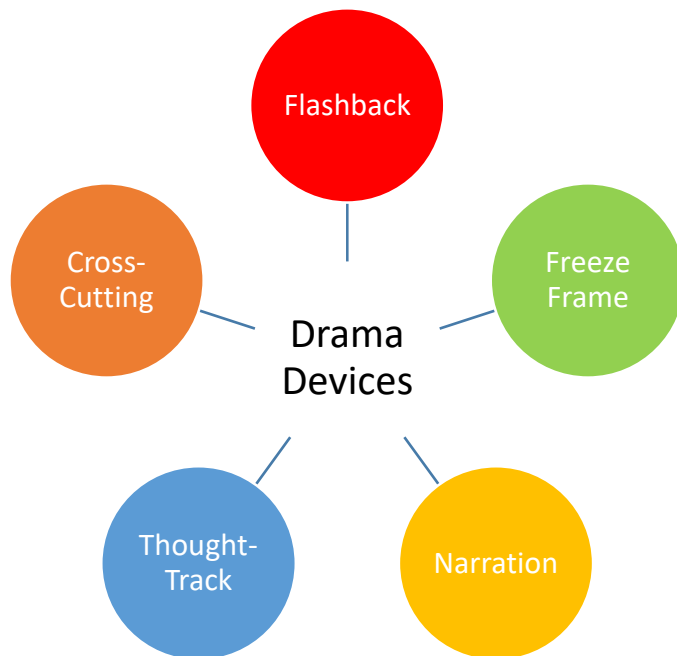


Drama



Creating a Scene

How can we make a scene look interesting?



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.

Dramatic Devices

Cross-Cutting	Where you have two scenes happening at the same time that link.
Flashback	Creating a scene that goes back in time to get a better understanding of what is happening.
Freeze Frame	A frozen image showing a key moment.
Narration	Telling the audience a story.
Thought-Track	Telling the audience exactly what your character is thinking and feeling.

Why should we add devices to our scenes?

Adding devices to our scenes makes them more interesting. They can also give our audiences more information on what is happening.



Food & Nutrition

The nutrients & healthy eating



Context Food in the news

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

A new survey commissioned by the British Nutrition Foundation reveals that **62% of Britons have made a change to their diet to get healthier over the past year.**

Health consciousness is expected to rise following heightened awareness of health conditions after the pandemic

Measurements

G = grams

kg = kilograms - 1kg = 1000g

ml = millilitre

L= litre – 1 litre = 1000ml

Tsp = teaspoon = 1 tsp = 5g

Tbsp = tablespoon = 1 tbsp = 15g

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

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
Gelatinisation	The thickening of a liquid due to the swelling of starch grains when heat is applied
Sustainability	The fulfilling the needs of current generations without compromising the needs of future generations, while ensuring a balance between economic growth, environmental care and social well-being.

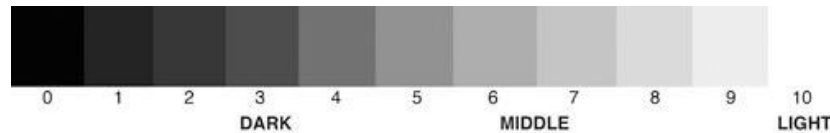


Six essential nutrients





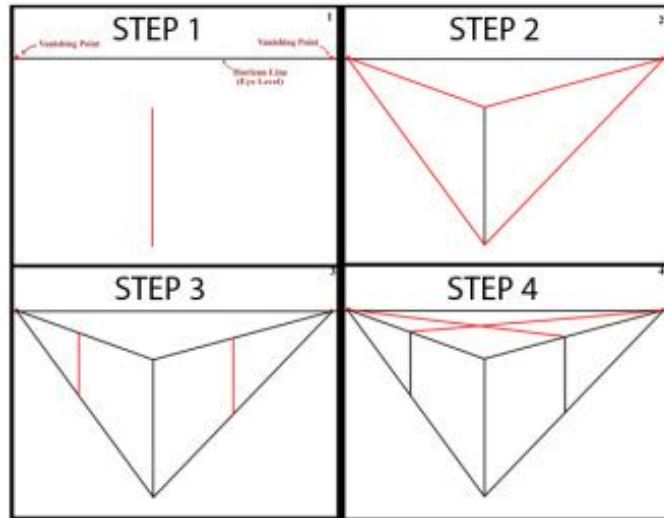
Graphics



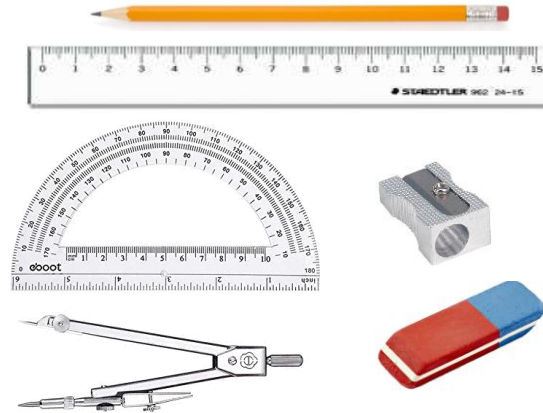
Year 8

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.

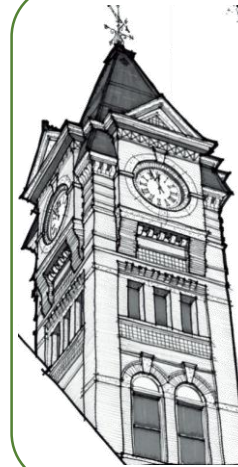
Useful tools for Inkscape



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.



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.

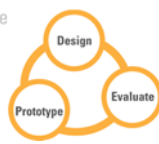
Miller's distinct style, world-building, and elevation of the anti-hero have awarded him every major comic book industry award and a global following.





Product Design

Iterative
Design



Innovative
Sustainable
Functional

Year 7

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.

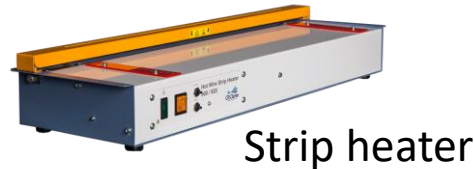
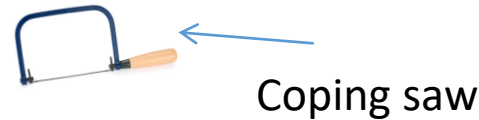
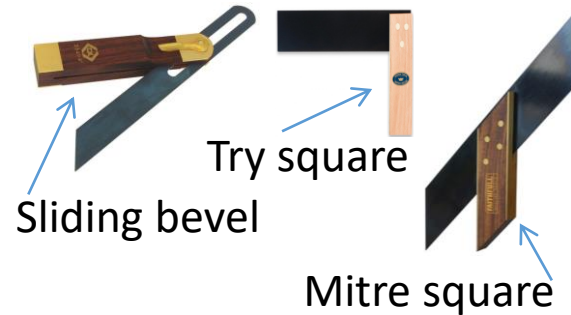
Many customers make purchasing decisions based primarily on product design, because good product design ensures **quality**, **appearance**, **performance**, **ease of use**, and **reliability**.

WHAT IS
PRODUCT
DESIGN?

- Scribe
- Acrylic
- Accuracy
- Quality
- Forming
- Shaping

Keywords

Identifying the equipment



Health and Safety Rules

- Wear safety equipment in the workshop
- Listen to instructions
- Do not run in the workshop
- Do not eat and drink in the workshop
- Ask teacher if unsure of instructions
- Do not wear loose items and tie back hair when entering workshop

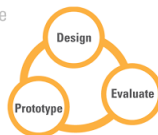
This is James Dyson.

He is an influential designer because

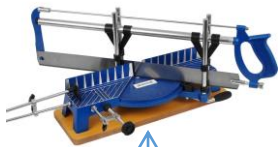
- He constantly **innovates**, his designs are creative and unique
- His products are designed around the needs of the **stakeholders**
- The "cyclone technology" design, including the 15 years and **5,127 prototypes** it took before the first model, DC01, would ultimately prove successful in 1993. Fifteen years!
- **Design** and **manufacturing** occurs on a **global** scale. Dyson employs over 7,000 people.

Famous Designers





Identifying the equipment



Mitre saw



Digital Vernier callipers



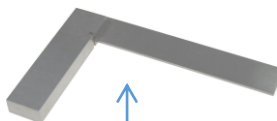
Sliding bevel



Tenon Saw



Coping saw



Engineer square



Metal Centre Punch



Scribe

Hacksaw



Keywords

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.

Categories of Materials

Metal – Ferrous and non ferrous mild steel, aluminium and brass

Alloy

Composite – Carbon fibre,,Kevlar

Smart materials – electrochromic materials, photochromic, memory shape alloys, self-healing materials, thermochromic

Modern materials – High performance alloys and graphene, super alloys

Plastics – Thermosetting and thermo softening polymers, HIPD, ABS, Polyseter resin, epoxy resin



Marc Newson.



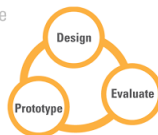
Famous Designers

-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).



Identifying the equipment



Sliding bevel



Laser Cutter



Mitre saw



Tenon saw

Pyrography pen



Coping saw

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.

Keywords

Keywords

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.

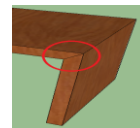
Ergonomics

Human factors and ergonomics is the application of psychological and physiological principles to the design of products, processes, and systems

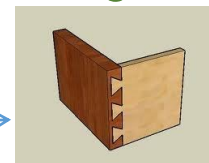
Stakeholders

A person with an interest or concern in something, especially a business.

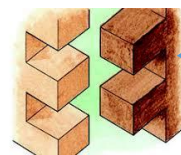
Shaping and joining



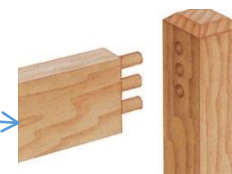
Mitre joint



Dovetail joint



Box joint/comb joint



Dowel joint

MATTHEW WILLIAMSON DESIGN



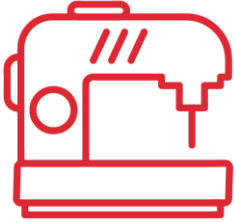
Matthew Williamson is an award-winning, British interior designer known predominantly for his unique and unrivalled use of pattern and colour. Matthew has drawn on his decades of experience and pivoted seamlessly into the world of interior design. He now develops several homeware collections to sit alongside his growing residential and commercial interior design portfolio.

Famous Designers



Textiles

Textiles Woven Monster Cushion



Context

Textile arts are arts and crafts that use plant, animal, or synthetic fibres to construct practical or decorative objects. Textiles have been a fundamental part of human life since the beginning of civilization.

Designer Focus

Sarah Cooke



Sarah Cooke is an recycled weave artist who's Key design features are:

- Working with waste fabrics and materials to create her designs
- Often uses bright colours
- Makes fabrics, bags and clothing



Examples of Monster Cushions



Textiles Techniques

Tie-dye



The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye or dyes.

Applique



Appliqué is ornamental needlework in which pieces or patches of fabric in different shapes and patterns are sewn or stuck onto a larger piece to form a picture or pattern.

Weaving



Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth .

Key Words

Fabrics

Fabrics are made by either weaving, knitting or bonding fibres together. These fibres could be made out of natural or synthetic fibres.

Fibres

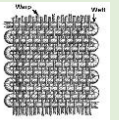
Fibres are hair like structures that are either natural (made from plant or animal sources) or synthetic (made from chemicals).
Examples of natural fibres are Wool, Cotton and Silk
Examples of synthetic fibres are Polyester, Nylon and Rayon

Loom

A loom is a device used to weave cloth and tapestry. The basic purpose of any loom is to hold the warp threads under tension so that warp threads can be interlaced.

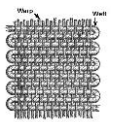
Warp

Warp threads that are vertical and run from the top to the bottom of a piece of woven fabric or cloth



Weft

Weft threads that are horizontal and run from the left to the right of a piece of woven fabric or cloth





Editing vector graphics

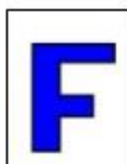
Object



Path



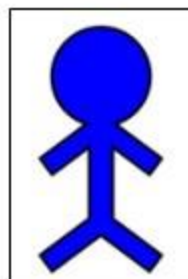
Combine different shapes or paths to create an object



Freehand Lines



Straight Lines



Common vectors

Icons



Logos



Illustrations



Try to create a robot using squares and rectangles only.



Key Words

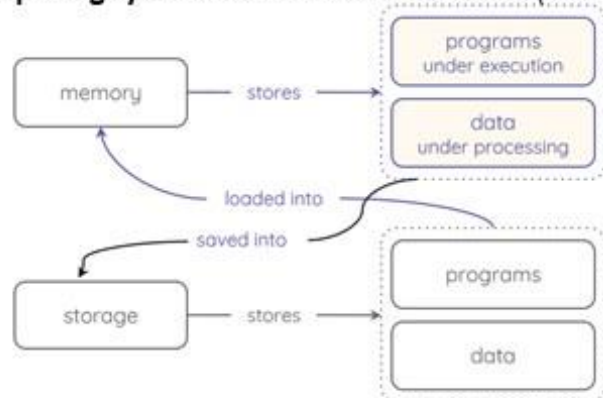
Paths	The term 'path' is used because lines and shapes have a start and end point with curves and angles along the way, just like a garden path.
Align left	Relative to the page: all the shapes will align their left edges to the left side of the page.
Objects	An object is a defined construct such as a rectangle, line or circle
Icon	Is a symbol that is used to represent an organisation or a product
Vector graphics	Are digital images. Each line, curve, shape, and colour is mathematically defined – can be resized without losing quality
Raster graphics	Bitmap images (raster graphics) are made up of small individual squares of colour called pixels.
Vector scalability	Vector graphics can be scaled up or down without losing any image quality
Raster scalability	Raster graphics lose image quality when scaled up or down because they are based on pixels only.
Distribute centres equidistantly vertically	The shape between the one at the top and the one at the bottom will move to a position where the center is an equal distance away from the center of the shape at the top and the center of the shape at the bottom.



Computing

Media - Vector Graphics

All computing systems are similar in structure ('architecture').



Artificial Intelligence - Thinking beyond 'coolness'

Applications of AI

Self-driving cars

Medical diagnosis

Banking

Detecting fraud

Approving loan & mortgage applications

Automation

Performing tasks instead of humans

Moral considerations

Who is responsible in an accident? (Accountability)

How can decisions be explained? (Transparency)

How can we guarantee that machine training does not lead to discrimination? (Bias)

How can decisions be explained? (Transparency)

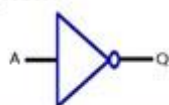
How will humans handle lower demand for labour?

How will the benefits of AI be fairly distributed?

Logic Gates and Truth Tables

NOT GATE

A NOT gate takes an input and outputs the opposite.



Input A	Output Q
0	1
1	0

AND GATE

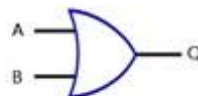
For an AND gate to give an output of 1, **both** inputs must be 1.



Input A	Input B	Output Q
0	0	0
0	1	0
1	0	0
1	1	1

OR GATE

For an OR gate to give an output of 1, **only one** input has to be 1.



Input A	Input B	Output Q
0	0	0
0	1	1
1	0	1
1	1	1

Key Words

Input /	Input: data received by a system
Outputs	Data transmitted from a system
Specifications	a table of hardware components and technical characteristics
Data	Examples are Videos, images, and sounds
Software	This refers to computer programs .
Programs	These are required to read that data and play back the videos, or display the images, or reproduce the sounds.
PC Purpose	To execute programs that operate on data.
Secondary storage	Storage is persistent Non-volatile: it retains its contents when the power is off.
Primary storage	Memory is volatile: its contents are lost when the power is off.
Processor	The CPU executes program instructions one at a time.
Wearable technology	Any kind of electronic device designed to be worn on the user's body
Operating System	Is a set of programs that controls the operation* of a computing system



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.





Mental wellbeing

Mental wellbeing describes your mental state - how you are feeling and how well you can cope with day-to-day life. Our mental wellbeing is dynamic. It can change from moment to moment, day to day, month to month or year to year.

Emotional literacy

The ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them.

Primary emotions

There are 5 primary emotions but over 600 words in the English language for different emotions. The primary emotion groups are:

- Joy
- Anger
- Sadness
- Disgust
- Fear



Mental illness

Mental illnesses comprise of a broad range of problems, with different symptoms. However, they are generally characterized by some combination of abnormal thoughts, emotions, behaviour and relationships with others. They can only be diagnosed by a Doctor or Mental Health Professional.

Signs of good mental wellbeing

- Feeling relatively confident in yourself and have positive self-esteem
- Feeling and express a range of emotions
- Building and maintaining good relationships with others
- Feel engaged with the world around you
- Live and work productively
- Cope with the stresses of daily life
- Adapt and manage in times of change and uncertainty

Signs of poor mental wellbeing

- Erratic changes in mood and behaviour.
- Distancing from friends and family.
- Loss of interest in things that they used to be interested in.
- Excessive sleeping or not sleeping.
- Increased alcohol consumption.
- Poor concentration and being easily distracted.
- Finding it hard to make decisions.
- Feeling overwhelmed by things & tearfulness.
- Finding it difficult to control your emotions.
- Irritability and short temper or aggression.

ASKING FOR HELP
IS A COURAGEOUS STEP.



Things that can affect our mental wellbeing

Everyone is different and what affects someone's mental wellbeing won't necessarily affect others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope. Common life events that can affect your mental wellbeing include:

- loss or bereavement
- loneliness
- relationship problems
- issues at work
- worry about money

However there are times when there is no discernible reason for the way a person feels which can be extremely frustrating.

There are some factors that may make people more vulnerable to experiencing a period of poor mental wellbeing. These may have happened in the past or might still be happening now:

- childhood abuse, trauma, violence or neglect
- social isolation or discrimination
- homelessness or poor housing
- a long-term physical health condition
- social disadvantage, poverty or debt
- unemployment
- caring for a family member or friend
- significant trauma as an adult, such as military combat, being involved in a serious accident or violent crime.

Importance of self-care

At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient. Some self care techniques include:

- Mindfulness
- Doing something you enjoy
- Relaxation techniques
- Get outdoors and fresh air
- Exercise

If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing. Strategies can include:

- Talking to someone
- Knowing triggers and warning signs
- Keeping a mood diary
- Building your self esteem



Where to get more help and support

- Parents and trusted family
- School Staff and Wellbeing Team
- Your Doctor or Practice Nurse
- Young Minds -
<https://youngminds.org.uk> Text:
85258 or Parents Helpline: 0808
802 5544
- Stem4 - <https://stem4.org.uk>
- NHS Online



Yr8 Term 1 Challenges

These are **optional** additional homework tasks you can complete to earn achievement points. Show your form tutor!

English

Create a front cover and back cover for your own Gothic Novel.



The front cover must have the title and imagine that gives the reader good idea about the book is about. The back cover must have a short introduction to your novel to get the potential reader hooked!

Show your book cover to your English teacher

1hr of CU Credits

History

Choose one of the key battles from World War 1. Research this battle and produce an A4 report on what happened and it's impact on the First World War



Show your report to your history teacher

1hr of CU Credits

Drama

Create an A4 page character study of a chapter from your favourite film of TV show.



You must include; what their role is in the film/show, what their personality is like and how the actor manages to get this across to the audience

Show it to you drama teacher

1hr of CU Credits

Music

Go onto YouTube and watch a performance by Bessie Smith, BB King and Muddy Waters.

Write a review of each song explaining what it was about, what instruments were used and what you thought of it. Say which of the three song you liked the most and why

Show your work to your music teacher

1hr of CU Credits



Art

Choose your favourite film, tv or sports star. Use the rules you have learnt about portraiture to draw a portrait of this person.

Show it to your art teacher

1hr of CU Credits



Spanish

With a partner write a short sketch set in a restaurant where one person plays the waiter and the other plays a customer ordering food, all in Spanish.

Film your sketch with props and costumes and show it to your Spanish teacher along with the script written in Spanish.



1hr of CU Credits each

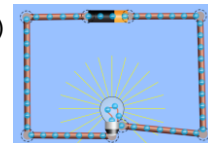
Science

Use the following website to create your own circuits.

https://phet.colorado.edu/sims/html/circuit-construction-kit-ac/latest/circuit-construction-kit-ac_en.html

(click on AC construction)

Once you have practiced creating one series and one parallel circuit design a circuit which has two lights, each of which can be switched on and off independently of each other.



Take a picture of your circuit and explain how it works. Show your work to your science teacher

1hr of CU Credits

Food and Nutrition

Go onto the McDonalds website <https://www.mcdonalds.com/gb/en-gb/menu.html>

Draw out this table and find the nutritional information to complete it

Item	Energy (Kcal)	Fat (g)	Sugar (g)	Salt (g)
Big Mac				
Large fries				
Cheesy Garlic bites				
Coca Cola classic				
Mars McFlurry				
Total				

When you have finished use the website to suggest healthier alternatives and explain why these are better for you

Show your technology teacher your work

1hr of CU Credits