



Knowledge Organiser

Year 8

Summer Term 1



Ambition, Respect, Excellence

Your Knowledge Organiser

This is your home learning booklet, in your home learning booklet you will find a Knowledge Organiser for each subject that you are going to study. These are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your home learning exercise book.

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Knowledge Organiser Timetable

We expect you to complete one full page in your workbook as a minimum. You should spend around 20 minutes on home learning for each subject. Your teachers will check your Knowledge Organiser home learning during lessons, so make sure that you bring your books to school everyday. Your writing needs to be neat with home learning, title and date underlined with a ruler at the top of the page. If your teacher feels that any of these elements are not up to standard, they will enter you for a home learning support session. You will be rewarded house points for completion of homework and additional points will be awarded for exceptional home learning pages.

| | WEEK A | WEEK B |
|-----------|-------------------------------|----------------------------------|
| MONDAY | ENGLISH PE | ENGLISH MUSIC |
| TUESDAY | ART DESIGN & TECHNOLOGY | FRENCH DESIGN & TECHNOLOGY |
| WEDNESDAY | MATHS DRAMA | MATHS ONLINE PSHE |
| THURSDAY | GEOGRAPHY ICT | HISTORY ETHICS & CULTURE |
| FRIDAY | DANCE SCIENCE | SCIENCE |

How To Use Your Knowledge Organiser For Homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either:

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

The first 12 pages contain some tips on how you can use your workbook.

Your teacher will check your workbook each week.

Knowledge Organiser Quiz

Your teacher will quiz you on your Knowledge Organiser twice a term to check how well you are doing your homework. The 'Mark' box must be used to record your score from each quiz.

| | ENGLISH | MATHS | SCIENCE | ART | HISTORY |
|--------|---------|-------|---------|---------------------|-----------|
| QUIZ 1 | | | | | |
| QUIZ 2 | | | | | |
| | FRENCH | ICT | PE | DANCE | GEOGRAPHY |
| QUIZ 1 | | | | | |
| QUIZ 2 | | | | | |
| | PHSE | E&C | MUSIC | DESIGN & TECHNOLOGY | |
| QUIZ 1 | | | | | |
| QUIZ 2 | | | | | |

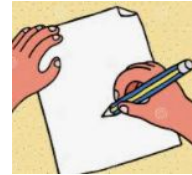
Look, Cover, Write, Check, Correct

Look through and read the information on a section of your Knowledge Organiser.



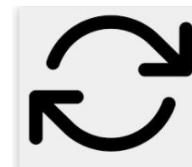
Then **cover** the section so you can no longer see the information.

Write everything you can remember, including any diagrams/drawings or tables



Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, Write, Check, Correct

Examples:

Write down as much information as you can remember from your Knowledge Organiser subject page. Mark all the information you got right and correct any mistakes/add in detail where you missed it.

Remembering Key Information

Reflex arc means a quick response.
Reflex arc mean an involuntary response. ✓

Antibiotics means a medicine that prevent the ^{growth} microorganisms but do not help any viruses. ✓

A platelet helps the clotting and into a scab, making a clot/scab.
cholesterol is a fatty substance is ^{needed} for your body to probably. definitely needed.

A ligament is a that joins a ^{bone} meseta.

purple pen improvement I used the Look, cover, write, check, correct.

The nervous system is inside your body and is in most parts of your body but your B

Homework Support

Science

Drugs are chemical substances that affect the way you work. ✓

They are additional recreational. x medicinal. They can be painkillers, stimulants, hallucinogens and depressants.

Receptors are found in sense organs. ✓

Effectors are muscles or glands and carry out a response. ✓

Blood is made up of plasma (liquid), Red blood cells and white blood cells (carry oxygen) (fight infection).

and platelets.

There are 3 main types of pathogen: fungi, viruses and bacteria. ✓

There are several lines of defence against pathogens - primary defences: skin, stomach acid, nasal hairs. ✓ mucus and secondary defences: the immune system.

Vein - carries blood to the heart at low pressure. They have thin walls and valves to stop * blood. * backflow of ✓

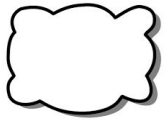
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

Capillary - link arteries and veins. Carry blood to tissues and remove waste.



Look, Cover, **Mind Map**, Check, Correct

Look through and read the information on a section of your Knowledge Organiser then **cover** it up.



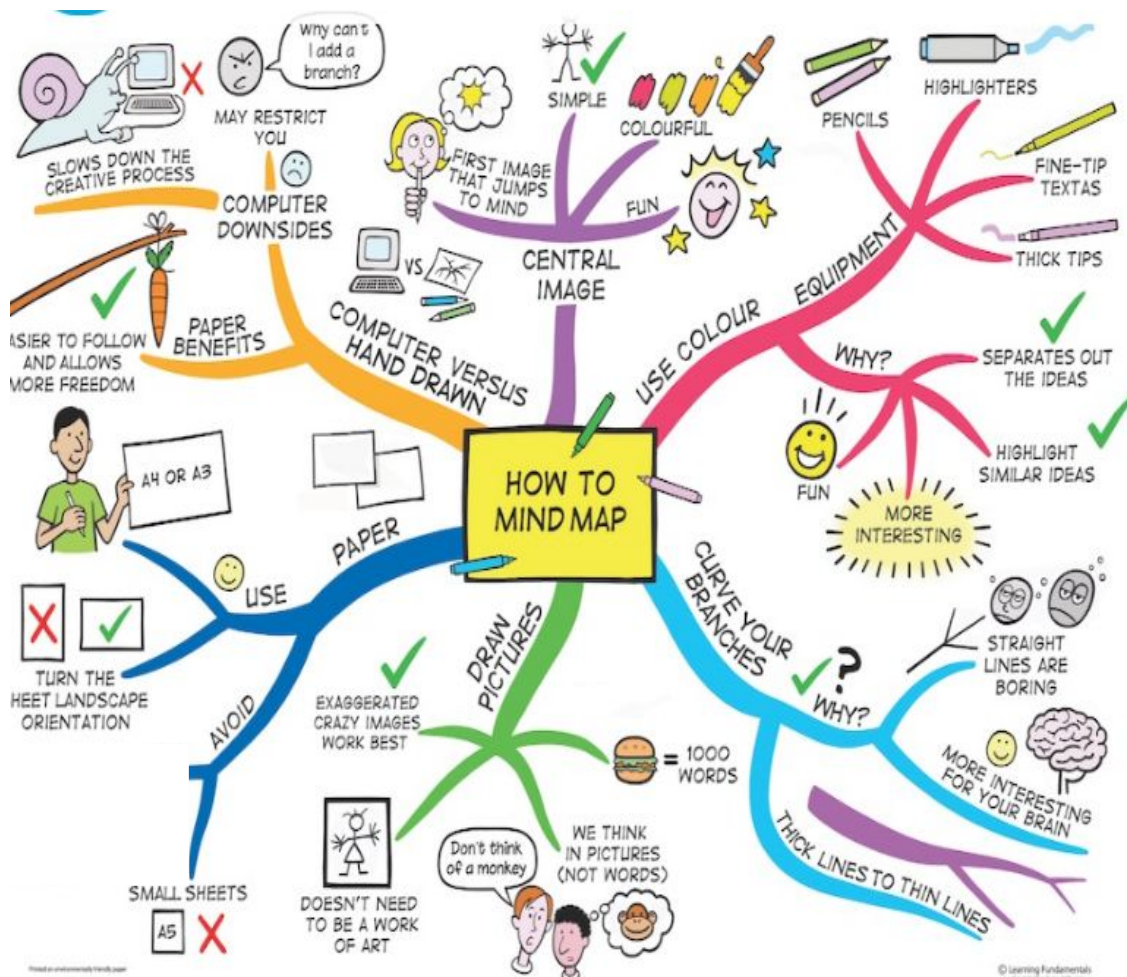
Then come up with a **title** for the section and put a bubble or star around your word

Write everything you can remember, including any diagrams/ drawings or tables.



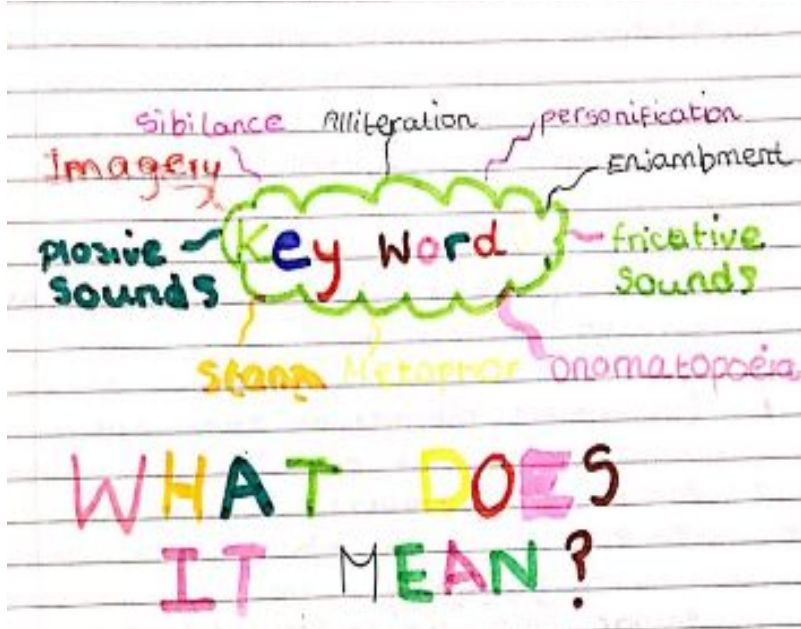
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, **Mind Map**, Check, Correct

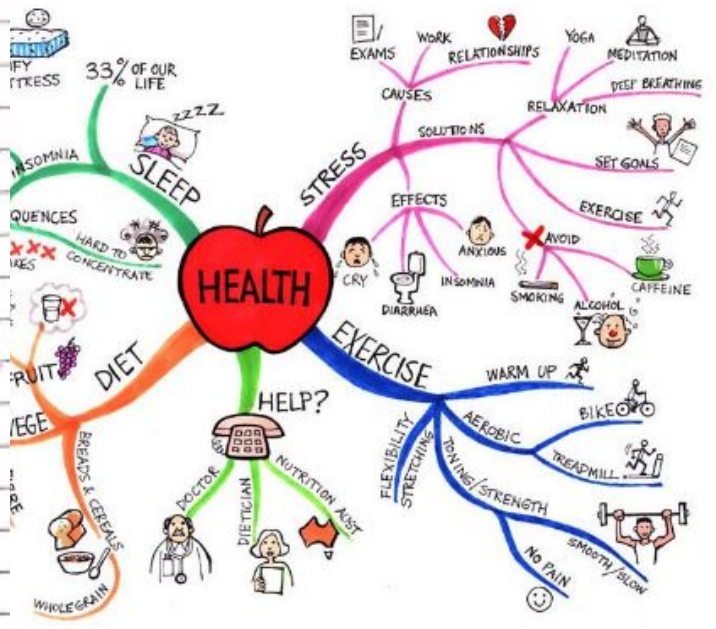
Examples:



WHAT DOES IT MEAN?

Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



Look, Cover, **Transform** Check, Correct

Look through and read the information on a section of your knowledge organiser then **cover** it up



Then **transform** the section, you can transform the information into one of the below:

- A selection of keywords
- Spellings you have to learn
- Song/poem to help you remember
- Key facts from the sheet
- Transform the descriptions into pictures/comic strip
- Transform it into revision card boxes
- Piece of extended writing based on the information.



Check and **correct** your work using green pen.



Look, Cover, Transform, Check, Correct

Example:

Maths.

Shapes!

Rectangle. = $L \times W$

TRAPEZIUM - $A = \frac{1}{2} \times (a+B) \times H$

Triangle - $\frac{1}{2} \times \text{base} \times \text{vertical height}$
 $A = \frac{1}{2} \times b \times h$

Shape Names!

| | |
|------------|------------------|
| cylinder | Cube |
| Cuboid | Cone |
| pyramid | Sphere |
| hemisphere | triangular prism |
| Trapezium | parallelogram |

WIKI English

WIKI Geography

3 Facts about Oceans!...

Fact 1 - 70% of the Oxygen we breathe is produced by Marine plants.

Fact 2 - 97% of the Earth's water supply is contained in the ocean.

Fact 3 - 30% of CO_2 emissions produced by humans are absorbed by the oceans.

deserts - Very hot deserts are

poems!

Blessing - a free verse poem about poverty and the importance of water.

It focuses on a slum on the outskirts of Mumbai in India and in particular the reaction of children who come to celebrate and drink when a pipe bursts.

Island man - is a short poem that focuses on the cultural of Caribbean man who wakes up in London but is dreaming that he's on a native island. In search for my lounge - the poet explores the internal conflict of she feels about losing her Indian cultural identity.

Half caste - about mixed race and people's identity and people's culture.

Nothing's changed - Talks about the rampant apartheid system in District Six near Cape town in South Africa and explores all about racism. The ironic title brings to light how the apartheid has changed nothing but the appearance of the District of Six.

opics. They are h
nes intensely.

pical rainforests
equator
we air is risu



The Art of Rhetoric

Tier 2 Vocabulary

Rhetoric: speech or writing intended to be effective and influence people.

Persuasive. Noun.

Credibility: the quality of being trusted and believed in. The quality of being convincing or believable. Noun.

Eloquent: giving a clear, strong message/ using language to express ideas or opinions clearly and well, so that they have a strong effect on others. Adjective.

Paramount: more important than anything else. Adjective.

Incontrovertible: impossible to doubt because of being obviously true. Adjective.




Pledge: to make a serious or formal promise to give or do something. Verb. A formal promise to do something. Noun

Retaliate: make a counterattack and return like for like. Verb.




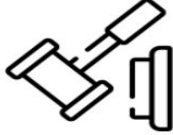







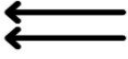
Fundamental: more important than anything else. Adjective.

Quest: a long search for something that is difficult to find, or an attempt to achieve something difficult. Noun.

Oppression: a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom. Noun.

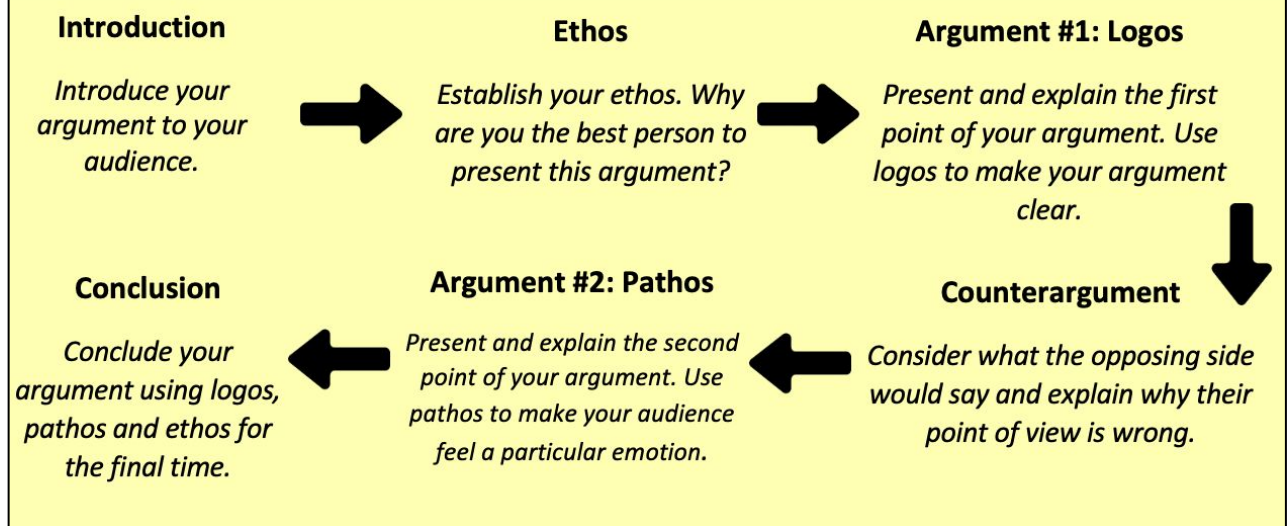
| THE ARISTOTELIAN TRIAD | |
|--|---|
| <i>Strategies people use to appeal to their audiences</i> | |
| Ethos  | Appeal of personality or character. Establishes the author's credibility. <ul style="list-style-type: none">- <i>Good will</i>- <i>Good character</i>- <i>Expertise</i> |
| Logos  | Appeal to reason. Establishes a logic argument. <ul style="list-style-type: none">- <i>Statistics/Facts</i>- <i>Citing authority</i>- <i>Data</i>- <i>Benefits</i> |
| Pathos  | Appeal to the emotions of the author's audience. <ul style="list-style-type: none">- <i>Fear</i>- <i>Duty</i>- <i>Hope</i>- <i>Patriotism</i> |

Rhetorical Devices

| | | | |
|--|--|--|--|
| <p>Anecdote: A short amusing or interesting story about a real incident or person.</p>  | <p>Statistics: A fact or piece of data obtained from a study.</p>  | <p>Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge.</p>  | <p>Imperative: A command.</p>  |
| <p>Rhetorical Question: A question which does not require an answer.</p>  | <p>Tricolon: A series of three parallel words, phrases, or clauses</p>  | <p>Direct Address: Addressing a person or a group of people directly through use of name or personal pronouns.</p>  | <p>Hyperbole: Exaggerated statements or claims that are not meant to be taken literally.</p>  |
| <p>Emotive Language: Language which makes the audience feel a particular emotion.</p>  | <p>Maxim: A short statement expressing a general truth or rule.</p>  | <p>Anaphora: The repetition of a word or phrase at the beginning of multiple sentences.</p>  | <p>Analogy: A comparison between one thing and another, typically for the purpose of explanation.</p>  |

The Art of Rhetoric

STRUCTURING PERSUASIVE WRITING



Varied Sentence Forms

1. Three adjectives of/on/to...

We are tired. Tired of waiting, tired of struggling, tired of losing out.

This is unfair. Unfair to students, unfair to teachers, unfair to parents

2. Not only, but also

Not only is smoking incredibly dangerous for your health, it is also an expensive habit.

3. Ask a question then answer it

Can we afford to risk the health of our children? No! Something needs to change.

4. Adverb pairs

Unfortunately, we risk losing everything. Fortunately, there is a solution if we act now.

Unhappily, this is the reality for many children living in poverty. Happily, we can all make a difference if we change some simple things.

5. Less, less, less

The less time spent with the family means the less time that is spent establishing family values, which means the less time a child is able to connect with their parents.

6. More, more, more

The more dirt that was shifted away, the more of the statues belly was exposed, and the more indignant the sacred relic became.

7. So, so

Holidays are so infrequent, so short, that they feel as if they are over before they have begun.

8. Double adjective start

Infrequent and expensive, holidays hit the pockets of families across the county.

Online Maths Work

You can access your online maths support/homework through www.mymaths.co.uk

Maths homework is set on this once a fortnight. You can try the tasks more than once and should aim to continue until you get at least 'amber' in each set homework. Once complete, you need to record your score and your parents should sign to say they have seen the work.

The school login for mymaths is:

School Log-in: whitstonessecondary

Password: fraction280

Students will also be given their own unique login from their Maths teacher. This can be written here so you dont forget it:

Username:

Password:

| | Topic Practised | Score | Signed by parent / carer |
|--------------|-----------------|-------|--------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| EXTRA | | | |

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Angles in parallel lines and polygons

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Identify alternate angles
- Identify corresponding angles
- Identify co-interior angles
- Find the sum of interior angles in polygons
- Find the sum of exterior angles in polygons
- Find interior angles in regular polygons

Keywords

- Parallel:** Straight lines that never meet
- Angle:** The figure formed by two straight lines meeting (measured in degrees)
- Transversal:** A line that cuts across two or more other (normally parallel) lines
- Isosceles:** Two equal size lines and equal size angles (in a triangle or trapezium)
- Polygon:** A 2D shape made with straight lines
- Sum:** Addition (total of all the interior angles added together)
- Regular polygon:** All the sides have equal length, all the interior angles have equal size

Basic angle rules and notation

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Right Angles
 90°

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

Reflex
 $180^\circ < \text{angle} < 360^\circ$

Straight Line
 180°

Vertically opposite angles
 Equal

Angles around a point
 360°

The letter in the middle is the angle
 The arc represents the part of the angle

Angle Notation: three letters ABC
 This is the angle at B = 113°

Line Notation: two letters EC
 The line that joins E to C

Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!

Lines OF and BE are transversals (lines that bisect the parallel lines)

Corresponding angles often identified by their "F shape" in position

Alternate angles often identified by their "Z shape" in position

This notation identifies parallel lines

Alternate/ Corresponding angles

Because alternate angles are equal the highlighted angles are the same size

Because corresponding angles are equal the highlighted angles are the same size

Co-interior angles

Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first

Triangles & Quadrilaterals

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Link to steps **R**

Properties of Quadrilaterals

Square
 All sides equal size
 All angles 90°
 Opposite sides are parallel

Rectangle
 All angles 90°
 Opposite sides are parallel

Rhombus
 All sides equal size
 Opposite angles are equal

Parallelogram
 Opposite sides are parallel
 Opposite angles are equal
 Co-interior angles

Trapezium
 One pair of parallel lines

Kite
 No parallel lines
 Equal lengths on top sides
 Equal lengths on bottom sides
 One pair of equal angles

Sum of exterior angles

Exterior angles all add up to 360°

Using exterior angles

Interior angle + Exterior angle = straight line = 180°
 Exterior angle = $180 - 165 = 15^\circ$

Number of sides = $360 \div \text{exterior angle}$
 Number of sides = $360 \div 15 = 24$ sides

Exterior Angles
 Are the angle formed from the straight-line extension at the side of the shape

Sum of interior angles

Interior Angles
 The angles enclosed by the polygon

This is an **irregular** polygon - the sides and angles are different sizes

Sum of interior angles = $(n - 2) \times 180$

Sum of the interior angles = $(5 - 2) \times 180$

This shape can be made from three triangles
 Each triangle has 180°

Sum of the interior angles = $3 \times 180 = 540^\circ$

Remember this is **all** of the interior angles added together

Missing angles in regular polygons

Exterior angle = $360 \div 8 = 45^\circ$

Interior angle = $\frac{(8-2) \times 180}{8} = \frac{6 \times 180}{8} = 135^\circ$

Exterior angles in regular polygons = $360^\circ \div \text{number of sides}$

Interior angles in regular polygons = $\frac{(\text{number of sides} - 2) \times 180}{\text{number of sides}}$

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Area of trapezia and Circles

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

Keywords

Congruent: The same

Area: Space inside a 2D object

Perimeter: Length around the outside of a 2D object

π (π): The ratio of a circle's circumference to its diameter.

Perpendicular: At an angle of 90° to a given surface

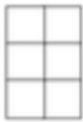
Formula: A mathematical relationship/ rule given in symbols E.g $b \times h = \text{area of rectangle/ square}$

Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends

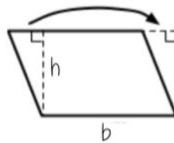
Sector: A part of the circle enclosed by two radii and an arc

Area – rectangles, triangles, parallelograms

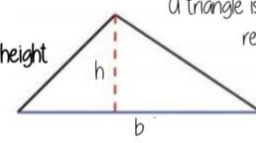
Rectangle
Base x Height



Parallelogram/ Rhombus
Base x Perpendicular height



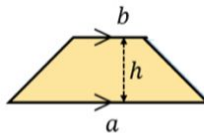
Triangle
 $\frac{1}{2} \times \text{Base} \times \text{Perpendicular height}$



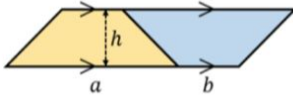
A triangle is half the size of the rectangle it would fit in

Area of a trapezium

Area of a trapezium
 $\frac{(a+b) \times h}{2}$



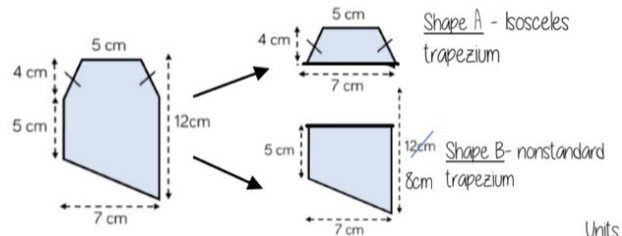
Why?



- Two congruent trapeziums make a parallelogram
- New length $(a + b) \times \text{height}$
- Divide by 2 to find area of one

Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc first.

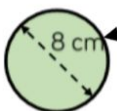
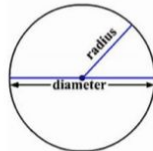


Shape A + Shape B = total area
 $\frac{(5+7) \times 4}{2} + \frac{(5+8) \times 7}{2} = 24 + 45.5 = 69.5 \text{ cm}^2$

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

Area of a circle
 $\pi \times \text{radius}^2$



Diameter = 8cm
 \therefore Radius = 4cm

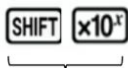
$\pi \times \text{radius}^2$
 $= \pi \times 4^2$
 $= \pi \times 16$
 $= 16\pi \text{ cm}^2$

Find the area of one quarter of the circle



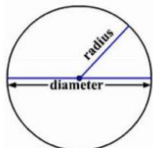
Circle Area = $16\pi \text{ cm}^2$
 Quarter = $4\pi \text{ cm}^2$

Area of a circle (Calculator)



How to get π symbol on the calculator

Area of a circle
 $\pi \times \text{radius}^2$



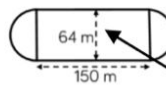
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever!

Compound shapes including circles

Circumference
 $\pi \times \text{diameter}$

Compound shapes are not always area questions
For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles

Arc lengths = $\pi \times 64$
 $= 64\pi$

Don't need to halve this because there are 2 ends which make the whole circle

Arc lengths + Straight lengths = total perimeter

$= 64\pi + 150 + 150$
 $= (300 + 64\pi) \text{ m}$
 OR $= 501.1 \text{ m}$

Still remember to split up the compound shape into smaller more manageable individual shapes first

Week A Knowledge Organiser

Week B My Maths Teacher Set Task

Line symmetry and reflection

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

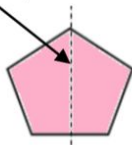
- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

Keywords

- Mirror line:** a line that passes through the center of a shape with a mirror image on either side of the line
- Line of symmetry:** same definition as the mirror line
- Reflect:** mapping of one object from one position to another of equal distance from a given line
- Vertex:** a point where two or more-line segments meet
- Perpendicular:** lines that cross at 90°
- Horizontal:** a straight line from left to right (parallel to the x axis)
- Vertical:** a straight line from top to bottom (parallel to the y axis)

Lines of symmetry

Mirror line (line of reflection)



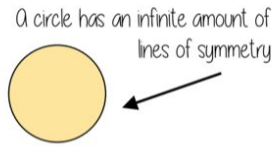
Shapes can have more than one line of symmetry...
This regular polygon (a regular pentagon has 5 lines of symmetry)



Rhombus
two lines of symmetry

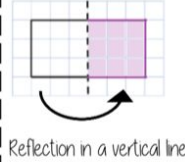


Parallelogram
No lines of symmetry

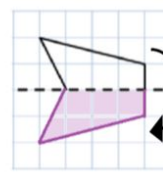


A circle has an infinite amount of lines of symmetry

Reflect horizontally/ vertically (1)



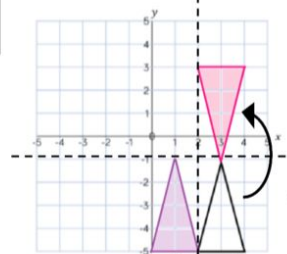
Reflection in a vertical line



Reflection in a horizontal line

Note: a reflection doubles the area of the original shape

Reflection on an axis grid

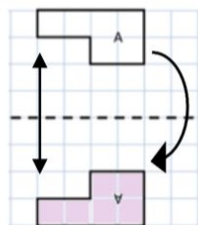


Reflection in the line $x=2$

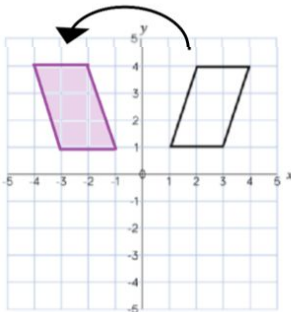
Reflection in the line $y=-2$

Reflect horizontally/ vertically (2)

All points need to be the same distance away from the line of reflection



Reflection in the line y axis — this is also a reflection in the line $x=0$



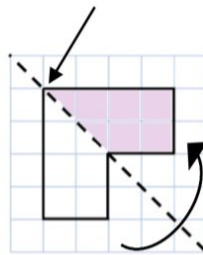
Lines parallel to the x and y axis

REMEMBER

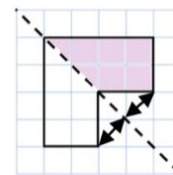
Lines parallel to the x-axis are $y = \dots$
Lines parallel to the y-axis are $x = \dots$

Reflect Diagonally (1)

Points on the mirror line don't change position



Fold along the line of symmetry to check the direction of the reflection

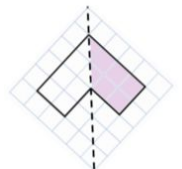


Drawing perpendicular lines

Perpendicular lines to and from the mirror line can help you to plot diagonal reflections

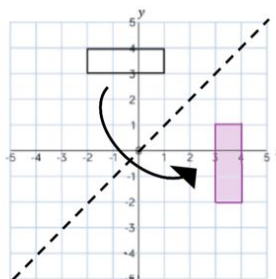
Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

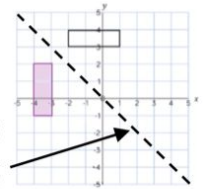


Reflect Diagonally (2)

This is the line $y = x$ (every y coordinate is the same as the x coordinate along this line)



This is the line $y = -x$
The x and y coordinate have the same value but opposite sign



Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

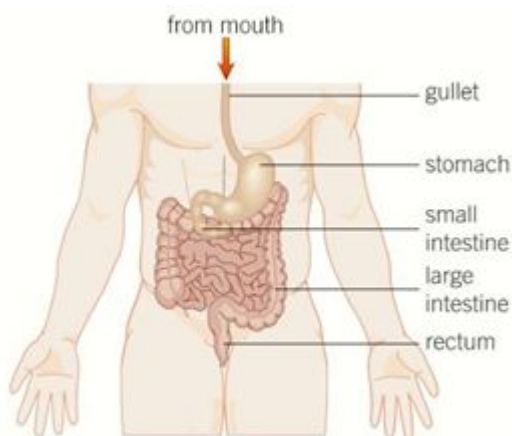
Health and Lifestyle

Nutrients are important substances that your body needs to survive and stay healthy. The 7 nutrients in a balanced diet are:-

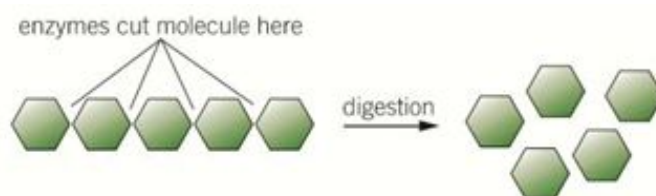
1. **Carbohydrates** - for energy; found in sugary foods, bread, pasta
2. **Lipids** - for energy and insulation; found in oils and fats
3. **Proteins** - for repair and growth; found in meat, eggs, and beans
4. **Vitamins** - needed in tiny amounts to keep you healthy; found in fruits and vegetables
5. **Minerals** - same as vitamins
6. **Water** - to keep cells healthy; found in drinks and some foods
7. **Fibre** - to keep food moving through the gut; found in vegetables

Starvation and obesity

Energy from our food is needed for everything we do. Different types of food contain different amounts of energy. Some people do not eat enough food. Extreme cases of this are known as **starvation** which leads to people being underweight. Starvation can cause a poor immune system, a lack of energy, and tiredness. Obesity happens when people take in too much energy for their lifestyle. This can cause heart disease, stroke, diabetes, and some cancers.



The **digestive system** is a group of organs that work together to break down food - it is too large to be absorbed into the body. The diagram to the left shows the organs involved. When the food is broken down, it is absorbed from the **small intestine** into the bloodstream, where it can be taken to the cells to be used. The waste material passes through the **large intestine** where water is removed before it is expelled from the body.



Enzymes are the special proteins that break large molecules of food such as starch, into smaller molecules. Carbohydrase, protease, and lipase are examples of enzymes that help our food to be made smaller so that it can be absorbed in the bloodstream.

Drugs are substances that alter the chemical reactions in your body. Medicinal drugs have health benefits and include antibiotics and paracetamol. Recreational drugs are those taken for enjoyment, which includes legal drugs such as alcohol and tobacco, and illegal drugs such as heroin, and cannabis.

If your body gets used to a drug, it may become dependent on the drug. This means that you need to keep taking the drug to feel normal. If this happens, you have an **addiction**. If you try to stop taking the drug, you may suffer **withdrawal symptoms** such as headaches, anxiety, and sweating.



Alcoholic drinks contain the drug **ethanol**. Ethanol is absorbed into the bloodstream, where it travels to your brain, where it affects your nervous system. Ethanol is a depressant as it slows the body down. The diagram shows the effect on the body when more and more ethanol is absorbed. It is recommended that adult women drink no more than 14 units of alcohol a week and adult men drink no more than 21 units of alcohol a week to lower the risk of damage to the body.

Tobacco smoke contains the drug **nicotine**. This is a **stimulant** which speeds up the nervous system. It is also addictive. Cigarette smoke also contains substances such as tar and carbon monoxide.



Smoking increases your chances of developing breathing problems, cancer, heart attacks, and strokes. Breathing in other people's smoke - **passive smoking**, also increases the risk of these conditions. Smoking during pregnancy increases the risk of miscarriage and produces babies with low birth-weight.

SLAVERY



The triangular trade:

The triangular trade was the route ships involved in the slave trade travelled. By going on a three way route the ships were always loaded with goods to sell at the next stop, which meant they made money on every journey. It was very profitable, but the most profitable route was the middle passage where the captured Africans were taken across to America to be sold as slaves.

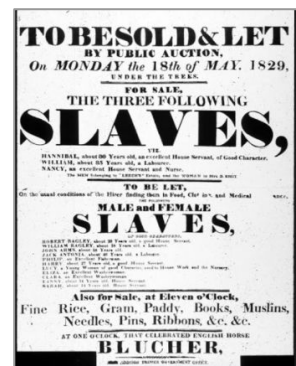
Work:

Slaves were sold to do work in the Americas. They were made to do all types of work. Some were sold as house slaves to cook, clean and look after the children. However, many were bought to work in the fields growing cotton or sugar.

The work was hard and dangerous and many slaves died from mistreatment or injury.

Life:

Life as a slave was very tough. They had no freedom and no rights. They could be bought and sold whenever their owner wanted. Punishments were severe and included flogging, branding or even being killed. Many slaves tried to escape but this was difficult and if captured they would be taken back to their owners and punished.



Key vocabulary:

Enslaved - to make a slave of or to hold someone in slavery or bondage.

Captive – a prisoner or a person who is enslaved.

Shackles - handcuffs or chains used to bind a captive.

Abolish - to do away with or put an end to.

Abolitionist - a person who advocated or supported the abolition of the slave trade.

Boycott - to abstain from buying or using something in protest.

Rebellion - resistance to or defiance of any authority, control, or tradition.

Campaigner – someone who fights for a purpose or cause.


Triangular Trade - a pattern of trade connecting three regions and crossing the Atlantic Ocean.

Key Knowledge:**Arguments for Slavery at the time:**


1) Slaves had good lives on the plantations. 2) Africa was not a great place to live. 3) Slaves were treated well on the Middle Passage. 4) Some claimed the bible taught that slavery was justified. 5) Slaves were converted to Christianity

Arguments against Slavery at the time:

1) Slaves are not given enough food and half die once they arrive from Africa. 2) Conditions on the ships are awful. 3) The slaves have to lie in small spaces and are chained together. 4) People in Ghana were well educated and have lots to trade such as copper. 5) Slavery was an unnecessary evil




1781
The Zong Case raises the profile of the horrors of slavery.




1787
The Society for the Abolition of the Slave Trade is created.


The Abolitionist Movement



1789
The Interesting Narrative of the Life of Olaudah Equiano is released.



1807
Britain makes the slave trade illegal. However, not until 1833 was slavery abolished in other parts of the British Empire.



1804
Haiti becomes the first non-African Black state after a rebellion.

SLAVERY

SLAVERY

Abolition: The end of slavery

As time went on some people made huge fortunes from the slave trade. These people were often powerful and used their money to keep the slave trade going. However many other people began to question slavery. They asked if it was right for one human to buy and sell another. Should human beings own other humans in the same way they owned property?

The abolitionist movement began to grow in popularity. Religious groups, such as the Quakers and Methodists, argued slavery was unchristian. Ex-slaves, such as Olaudah Equiano (pictured below), began to tell people their story about life as a slave. Rich people, such as William Wilberforce, Thomas Clarkson and Josiah Wedgewood, began to argue that slavery should be abolished.

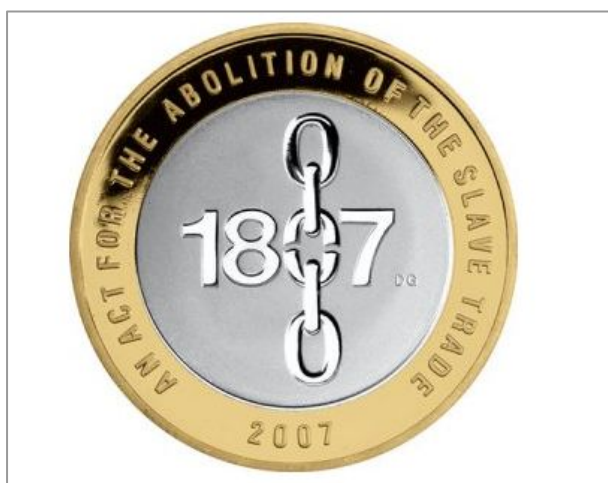
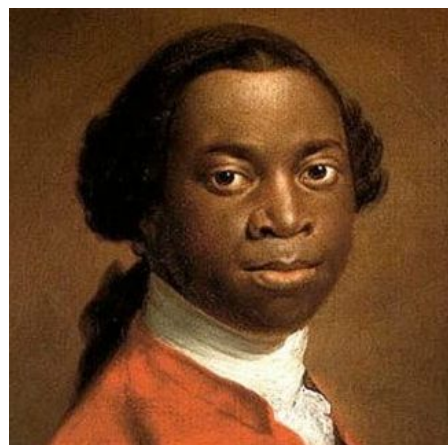
Eventually in 1807 the slave trade was abolished in the British Empire and owning slaves was ended in 1833. In the USA slavery ended in 1865 with the victory of the Northern States in the Civil War.

Facts about slavery:

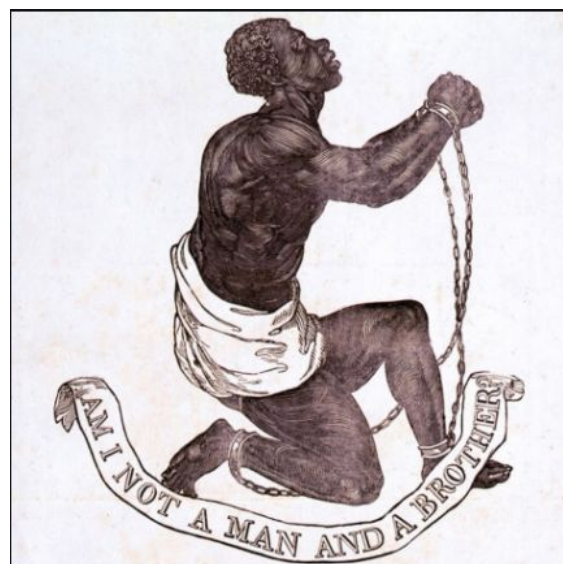
12,500,000 - the number of people who were transported from Africa as slaves.

1,800,000 - the number of Africans who died on the slave ships before reaching America

£1 million - the modern equivalent amount of money that could be made from a single ship by selling slaves.



A £2 coin commemorating 200 years since the abolition of the slave trade.

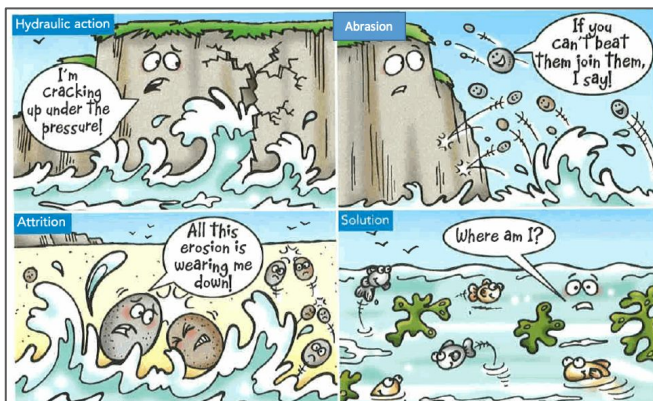


A poster arguing for the abolition of the slave trade. It appeared across Britain and America at the end of the 18th Century

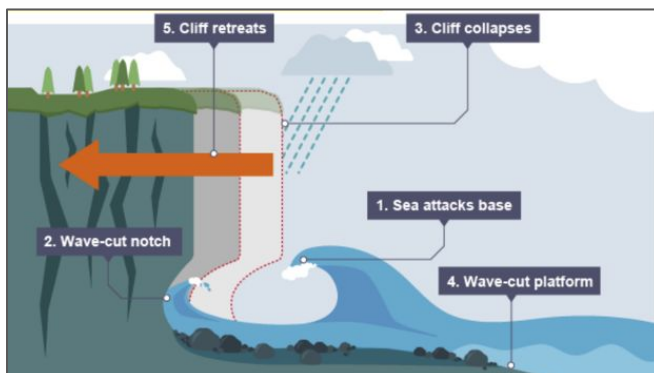
Coasts

| | |
|---------------------------|---|
| Coastline | Where the sea meets the shore. |
| Weathering | A process that changes the structure and appearance of cliffs, by how they are exposed to the atmosphere. |
| Subaerial Erosion | The weathering and movement of the top of the cliff. This is not necessarily caused by the sea. |
| Hydraulic Action | Force of the water hitting the cliffs. |
| Attrition | Rocks in the sea knocking into each other and the cliff. |
| Abrasion | Pebbles grinding along a rock platform like sandpaper. |
| Solution | Seawater dissolving certain types of rock e.g. chalk. |
| Constructive Waves | These waves lead to gentle sloping beaches as they have strong swash movement to build up the beach. |
| Destructive Waves | These waves lead to scoured, steep beaches as they have strong backwash movement which removes material from the beach. |

What forms of erosion take place on the coast?



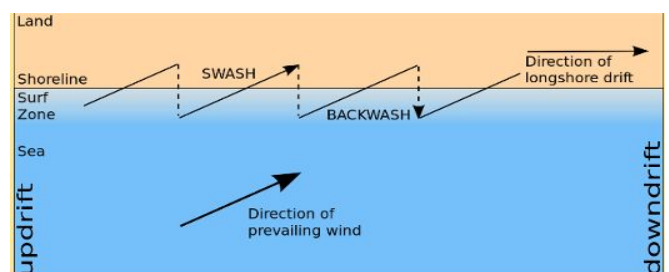
Wave-Cut Platforms



Longshore Drift

This is the process of transporting beach material (such as sand and pebbles) along the beach, according to the direction of the waves.

- The prevailing wind pushes a wave up the beach, picking up beach material in the swash.
- The backwash drags the material up the beach.
- Another wave picks up beach material and moves it back up the beach again.
- The backwash moves material back off the beach.
- The process keeps repeating moving sediment up and down the beach.



Coasts

Key Vocabulary

Deposition- This occurs when waves no longer have the energy to carry the material which then gets dropped.

Spit- Forms when longshore drift pushes material out from the headland.

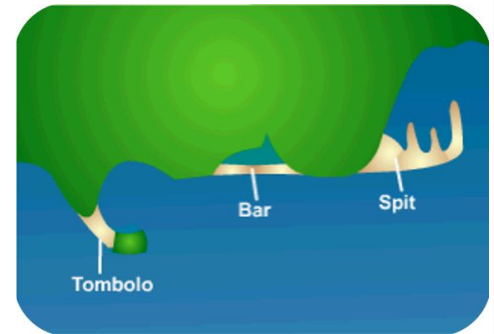
Bar- Forms when longshore drift pushes material along creating a spit that joins up two headlands.

Tombolo- Where a spit joins onto an island.

Hard Engineering- Usually more expensive and involves more dramatic physical structures and changes.

Soft Engineering- Usually involves trying to work more closely with nature and is usually cheaper.

Diagram to show Spits, Bars and Tombolos



The Holderness Coast

- Fastest eroding coastline in Europe.
- A combination of rock type, prevailing wave direction and storms are all contributing factors.
- Erosion of the cliffs and sea bed here results in 3 million cubic metres of sediment transported south by longshore drift to Spurn Point each year.
- Mostly rural population of about 312,000 and a low population density.
- At Mablethorpe an average of 2m of land is lost each year.



Coastal Management

| | |
|--------------------------|---|
| Groynes (HE) | <p>+Helps reduce longshore drift by trapping material.</p> <p>-Wood groynes have a short lifespan and need replacing every 10-15 years.</p> |
| Sea Wall (HE) | <p>+Reflect wave energy and protect the land behind.</p> <p>- Can be considered unattractive.</p> |
| Rock Armour (HE) | <p>+Often considered natural looking.</p> <p>- Can be expensive if large scale.</p> |
| Beach Replenishment (SE) | <p>+ Maintains the size of the beach which is good at absorbing wave energy.</p> <p>- Has to be frequently replaced.</p> |
| Managed Retreat (SE) | <p>+Creates salt marshes.</p> <p>- Often loses farmland and requires compensation to be paid to the land owner.</p> |

Christianity and Inspirational People

Christianity teaches that Jesus is God incarnate, or God in human form. The incarnation is the process of God becoming human. Christians see Jesus as 100% God and 100% human at the same time. This means that Jesus' words and actions are those of God. It also means that God understands what it is like to be human and to suffer. They feel close to God because they believe that He understands the challenges of human life. Christians see Jesus as a perfect human being and try to act as he would have done.

The New Testament tells of the life of Jesus, how He inspired people to follow Him and how Christianity began to grow. Christians aim to follow Jesus' example, and the golden rule "love thy neighbour".



Key Terms:

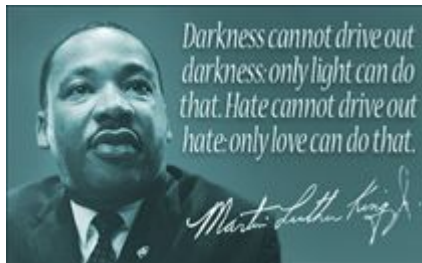
Jesus - Christians believe He is the Son of God.

Incarnation - in human form.

Inequality - unfairness

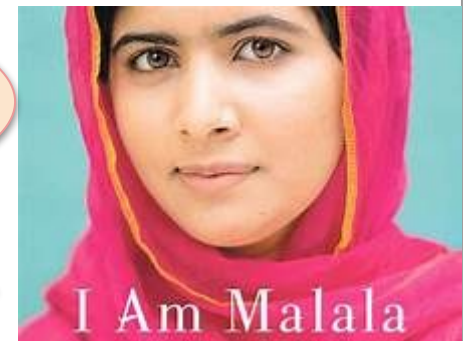
Justice - fairness, equality of opportunity.

Segregation - the separation or isolation of a group within society.



How did Jesus' teachings inspire Martin Luther King?

How does Malala inspire people around the world?



Martin Luther King:

- Born in Atlanta, Georgia in 1922 and became a Baptist Minister.
- He spoke out against segregation in American Society,
- In 1955 he organised the bus boycott.
- He was involved in non-violent protests (sit-ins, freedom rides, speeches, marches).
- Gave his famous 'I Have a dream' speech in Washington.
- 1964 the Civil Rights Act was passed.
- Awarded the Nobel Peace Prize in December 1964
- He was shot and murdered in 1968 by James Earl Ray.

Malala Yousafzai

- Pakistani schoolgirl who wrote a diary about life under Taliban rule in Pakistan.
- She wanted and campaigned for the right for girls to be educated.
- She was shot in the head by militants in October 2012.
- She has become the youngest person ever to win the Nobel Peace Prize.
- Malala, a Muslim, continues to campaign for the rights of women and girls to have an education.

La nourriture

J'aime - I like

Je n'aime pas - I don't like

le fromage - cheese

le poulet - chicken

le poisson - fish

le pain - bread

le beurre - butter

la viande - meat

les saucisses - sausages

les pommes de terre - potatoes

les oeufs - eggs

les frites - chips

les fruits - fruit

les pêches - peaches

les poires - pears

les pommes - apples

Les épinards - spinach

les raisins - grapes

un ananas - pineapple

des fraises - strawberries

des tomates - tomatoes

la salade - salad

La pizza - pizza

le gâteau - cake

les crêpes - pancakes

les beignets - doughnuts

les biscuits - biscuits

**Au marché**

Je voudrais - I would like



un kilo de- a kilogram of..

un demi-kilo de- half a kilogram

deux cent grammes de- 200g

cinq cent grammes de- 500g

un litre de - I litre of

une bouteille de - a bottle of

une canette de - a can of

une boîte de - a tin of

un paquet de - a packet of

un pot de - a jar of

une tranche de - a slice of

C'est tout? - is that everything?

C'est combien? How much is that?

**Le petit déjeuner**Qu'est-ce que tu manges au petit déjeuner/ -
what do you eat for breakfast?

Je mange....

un croissant - a croissant

un petit pain - a bread roll

une tartine - slice of bread

du pain grillé - toast

de la confiture - jam

des céréales - cereal

Je ne mange rien - I don't eat anything

When saying 'some' in
French you need to use
du, de la or des

Les boissons

Je bois - I drink

du café - coffee

du thé - tea

du chocolat chaud - h

chocolate

du lait- milk

du jus d'orange - orange juice

du jus de pomme - apple

juice

du coca - coke



Au restaurant

Avez-vous une table pour...personnes s'il vous plaît? - do you have a table for... people please?

Le menu s'il vous plaît - the menu please

Qu'est-ce que vous voulez comme... ?
what would you like... ?

boisson - as a drink
entré - for a starter
plat principal - as a main course
dessert -for dessert

Je voudrais - I would like
L'addition s'il vous plaît - the bill please



Food in France - cultural awareness

For millions of people around the globe, there's simply nothing better than French cuisine.

What is it about French food that makes it so celebrated? Is it really so mind-blowingly delicious? In truth, most French cuisine enthusiasts don't merely cherish the taste of French food, but the French culture around food and mealtimes.

In France, food is sacred. When preparing a dish, the freshest, best quality ingredients are chosen. Before anyone eats a bite, the table is laid with care, even if it's just a simple lunch. During the meal, people put away their phones and no one watches the clock. Eating is a celebration of both the food before you and the company around you.

French Markets

Most cities and large towns have a market at least twice a week, sometimes every day. Smaller towns and villages have a market once a week. Some of these markets date back for centuries.

A good French market has virtually everything one needs to prepare the meal of your choice: butchers, fishmongers, cheese vendors, produce farmers, producers of local specialities, such as honey or olives.

What Are Typical French Meals Like?

There is no “typical” French meal. Although people often use the broad label “French cuisine” to describe French food, most French dishes are region-based and, therefore, vary depending on where you are located. The main exception is breakfast foods.

For **breakfast**, the French often eat *tartine*: a slice of bread, usually a baguette, smothered with a fruity jam. This is sometimes accompanied by yogurt and a croissant, and almost always accompanied by coffee, hot chocolate or orange juice. On weekends, it’s common to pick up freshly-made *viennoiserie* (pastries) from the bakery: croissants, pain au chocolat (chocolate croissants), pain aux raisins and more.

Lunchtime meals vary by region. But one thing that typifies the French lunch is its length. A few decades ago, lunches were considered mini-dinners, lasting for hours and served with wine. These days, French lunches are shorter, but are still leisurely sit-down affairs that last about an hour. In some big cities like Paris, a few people may grab a quick sandwich but for the majority of French people, lunch is a highly valued moment to take a break from work and socialise with peers and friends over good food.

Once again, a typical French **dinner** depends on the region. However, the structure of a basic French dinner tends to be unvarying. A four-course meal is served as follows: *entrée* (the starter), *plat* (main course), *fromage* (cheese) and dessert. Sometimes there is also a salad course, which would follow the main course. If both fish and a meat course are being served, the fish would come before the meat.

Apéritifs and *digestifs* - These are served before and after a meal. The *apéritif* occurs at the very start of the meal. Alcoholic and non-alcoholic drinks are served along with small appetizers, such as nuts or olives, to stimulate your appetite. By contrast, the *digestif* happens at the very end of the meal. Guests are served drinks with a high alcohol percentage, such as whiskey, bourbon or a liqueur, to aid digestion.



Types of bullying

Physical bullying - The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.

Verbal bullying - This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.

Emotional bullying -

Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.

Cyberbullying -

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include the setting up of malicious websites or posting personal and embarrassing images and videos without the person's permission.

Specific Bullying -

This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these forms of bullying are illegal.

Dealing with bullying

Remember to TELL someone - find a trusted adult you can talk to. Do not retaliate. Try to ignore if you can. Try not to react in front of the bully and stay with trusted friends.

Report bullying to website if online. Screenshot any evidence of bullying and block users.

Speak to parents, teachers, family, friends or other trusted adults.

NSPCC - [nspcc.org.uk](https://www.nspcc.org.uk)

National bullying helpline - <https://www.nationalbullyinghelpline.co.uk>

Define: Bully and Bullying

A bully is a person who engages in bullying type behaviour towards one or more people.

Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally, psychologically.

Define: By-stander

A by-stander is someone who doesn't bully but stands by and watches without preventing it



SAMBA MUSIC



SAMBA INSTRUMENTS

Keyboards, guitars, ukuleles and percussion



We will be learning all about Samba Music this term. But what IS Samba?

Samba music is from Brazil and has multi-layered rhythms quite simple chords and use of African percussion instruments. Samba is a big part of Brazilian culture, especially because of its use in Carnival celebrations both in Brazil and around the world! There is a leader who controls the band by blowing signals on his whistle.

Watch this video that explains the history of Samba:
<https://youtu.be/3et6GC7pFXA>

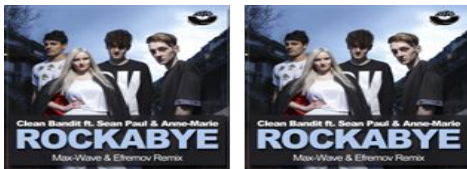


WHICH SAMBA SONGS WILL WE BE LEARNING IN CLASS?

'World Cup Song'



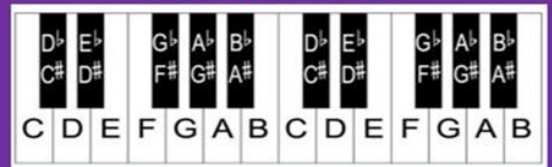
'Rockabye'



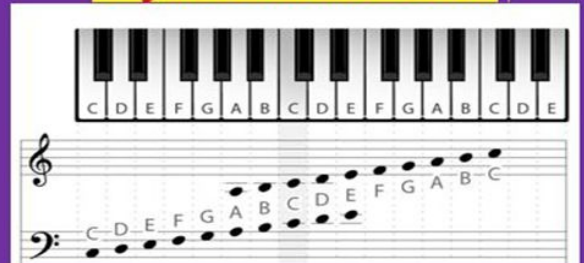
'Cheap Thrills'



Sharps and Flats on the Keyboard



Keyboard Note Guide



What is Propaganda?

Definition One

the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person

Definition Two

ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause; or any public action having such an effect

How does Propaganda Work?

- Usually visual images & powerful, common symbols
- Appeals to people's emotions
- Tries to create an emotional response and keep the viewer from actually thinking about the topic at hand
- Most propaganda does not stand up to real, critical analysis

Is Propaganda always bad?

- No
- Can be designed for ANY purpose at all, good, bad or whatever
- Ads that promote things like using seat-belts, or having a healthy lifestyle are still a form of propaganda



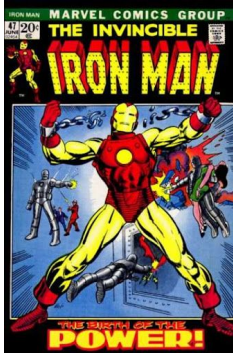
Keywords for Filming

| | |
|--------------------|--|
| Scene | Whenever there is a change of location or time it should be a new scene. Films traditionally have many more scenes than a play as location changes more frequently. |
| Interior/ Exterior | This refers to the location of a scene. If a scene is shot inside it is an INTERIOR scene, outside is and EXTERIOR scene. |
| Shot | Each time a camera starts recording to when it stops recording is a shot. A scene can be made up of several shots, showing different camera angles, close ups etc. |
| Panning shot | This is when the camera moves whilst shooting. |
| Close up | This is when the framing of the camera is tight on an object or person. |
| Locking off | This refers to 'locking' the camera in place so it cannot move. This can be used to create simple special effects. If for example the camera is locked off, you can easily make it seem like a character moves along a corridor without taking a step, simply by recording and pausing the camera, and getting the actor to step forward when the camera is not recording, then repeating the process. |

Keywords for Editing

| | |
|-------------|---|
| Import | This is how you get your video files into your project. You need to import each file so that it is ready to be edited. |
| Export | This is how you publish your final video. Saving it will only save your project and not create a video file, to do this you export the video from the project into a file. |
| Tracks | These are like layers when photo editing. The software should automatically split your video into a video track and an audio track. This allows you to mute audio. Tracks also allow you to add extras to your video, for example a music track allows you to play music alongside your video. |
| Transitions | This allows for effect to be put between two video clips, allowing you to fade to black or cross fade between clips. |
| Splitting | This will split a video clip into smaller chunks, great for if you want to cut out the middle section of a video clip. |
| Trimming | This will get rid off the beginning or end of your video clip |

KEY ELEMENTS

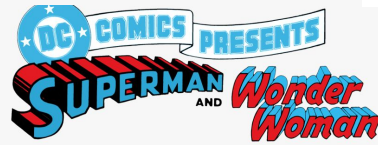


COMPOSITION

This is how all of the front cover elements are put together. The title, the character, the background and any other information.

TITLE

The main title of the comic book could be the character. This helps to attract the reader



OTHER

Consider the other elements that can be added to the design; edition numbers, price, barcode, explosions or more information about the story.



MATERIALS

Materials are really important for all type of things that you create. The material can give your product one of the most important finishes. When making your masks make sure you really focus on what materials you want to use and why those materials.



COLOUR

Colours are the first thing you see - they have to be eye catching for the reader.



CREATING YOUR SUPERHERO MASK

When you create your own mask you need to be thinking about what you can do to make it different to all the others out there. Thinking about your logo and how that can be used. How all your different colours will be used. How the fabric will look. Make sure you create something that looks really unique and stands out.

SAFETY

Ensuring your mask is safe is one of the top priorities that you need - how can you do this?

Making sure the fabric is secure

Making sure the strap won't come undone or fall off

Making sure all extra parts are secure on to your mask

Making sure it's the correct size for your face

Athletics

Sprint Start Technique

On Your Marks

Arms shoulder width

Fingers bridged

Back knee on floor

Body weight slightly forward



Get Set

Raise your hips

Head relaxed

Head down

Body weight leaning forward



GO!

React fast

Pump arms fast

Body position low

Short fast strides to gain speed



Sprinting Technique

Drive Phase

Body leaning forward

Head looking down

Shorter fast strides

Quick pumping action with arms



Acceleration Phase

Body upright and relaxed

Head looking forward

Long strides (high knees)

Elbows 90° (fast arm action)



The Dip

Body lunges forward

Head looking down

Relaxed long strides

Arms back (forcing chest forward)



Distance running

- Remember to breathe in through your nose and out through your mouth.
- Run in a relaxed fashion, with shoulders relaxed, taking nice long strides to cover more ground
- Build up distances to try and run continuously.
- Check out the Couch to 5k app to practice this at home
- For distance running technique see this video:

<https://www.youtube.com/watch?v=kVnyYI7VS9Y>



More Coaching videos available here:

Javelin/https://www.youtube.com/watch?v=klN2iBYr_GI

Long Jump/https://www.youtube.com/watch?v=5v9p5jBN_Hg

High jump/[High Jump Technique - Rotating Over the Bar \(Part 1\) - YouTube](#)

Data types

Different types of data are stored in variables as different types. There are four main data types:

String, Integer, Float and Boolean

String

A type of variable for storing **text** "strings" e.g. "Hello World"

Integer

A type of variable for storing **whole numbers** e.g. 10, 182, -44

Float

A type of variable for storing **decimal numbers**. Also known as a **real** number.

Boolean

Boolean data is always either **TRUE** or **FALSE**.

Print statements

In order to display text in the **shell**, you need to use a **print** statement

```
print("Hello World")
print("I am a programmer")
```

This is the output:

```
Hello World
I am a programmer
```

Input statements

Using **var=input()** we can ask a user to input some information.

We can then print this back to the console window.

```
userName=input("What is your name?")
print("Welcome ", userName)
```

userName is a **variable**. This means we can change the information stored.

IF statements

IF statements can be used to select different options in a program depending on a condition. This is also known as selection.

```
question=input("Are you revising?")
if question == "yes":
    print("Well done!")
elif question == "no":
    print("Oh dear!")
else:
    print("I don't understand")
```

Variables

A variable is something that can be **used to store information**.

The information that is stored can be changed. Variable can be set by the programmer or by a user.

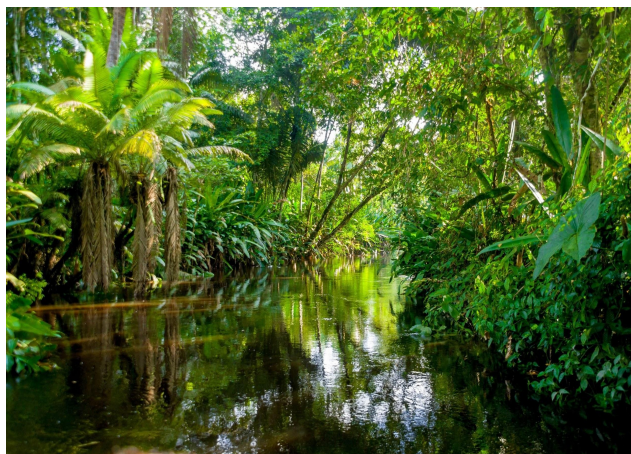
Syntax

Syntax is what we call the format that the code needs to be in, in order to be processed correctly. If it is not in the correct format then the code will not work.

```
Traceback (most recent call last):
  File "C:/Python33/a.py", line 2, in <module>
    prin (greeting)
NameError: name 'prin' is not defined
>>>
```

Python tells us where the error is and what type it is. Here it says which line the error is on. Here it tells us the type of error.

A jungle is a rich, biodiverse forest. They are typically found in **tropical regions near the equator**. Jungles form part of the **tropical rainforest ecosystem** - although a true jungle is slightly different to a rainforest. A rainforest has a **canopy** - a layer of leaves high up that mean little light reaches the ground. Jungle does not have this canopy, so light reaches the floor, creating **thick vegetation**. This makes it much harder to walk through a jungle than a rainforest...



The Amazon is the largest area of jungle in the world. It is in South America.

Half of all the world's plants and animals live in jungles. This big cat is a Jaguar, native to the Amazon rainforest.



There are areas of rainforest here in Britain - this one is in Wales!

INTO THE JUNGLE

Nutrients

What are Nutrients?

Nutrients are the building blocks that make up food and have **specific** and **important roles to play in the body**. Some nutrients provide **energy** while others are essential for **growth** and **maintenance of the body**.

Macro Nutrient

| Macro Nutrient | Role in the Body | Food Example |
|----------------|--|---|
| Carbohydrate | The main source of energy for the body. | Bread, rice, pasta, potatoes |
| Protein | Provides the body with growth and repair. | Meat, poultry, beans, eggs, lentils, tofu, fish |
| Fat | Provides the body with insulation and a small amount protects vital organs. Provides essential fatty acids for the body. | Butter, oil, cheese, cream, nuts, oily fish, crisps |

Vitamins

| Vitamin | Role in the Body | Food Example |
|---------|--|---|
| A | Helps to keep the eyes healthy and strengthen the immune system. | Dark green leafy vegetables, carrots, liver |
| B | Helps to release the energy from the food we eat. | Bread, milk, cereals, fish, meat |
| C | Help with skin healing and healthy skin. Help with the absorption of Iron. | Fresh fruit, broccoli, tomatoes |
| D | Important for absorbing calcium and help with healthy bone structure. | Oily fish, eggs, butter, sunshine |

Vitamins - Help to keep our immune system up and help our body to stay healthy - they are important for body maintenance.

Minerals

| Mineral | Role in the Body | Food Example |
|---------|--|--|
| Calcium | Important for strong teeth and bones. It also helps with blood clotting. | Milk, yoghurt, soya, dark green leafy vegetables |
| Iron | Needed for red blood cells which help to transport oxygen around the body. | Nuts, whole grains, dark leafy vegetables, meat, liver |

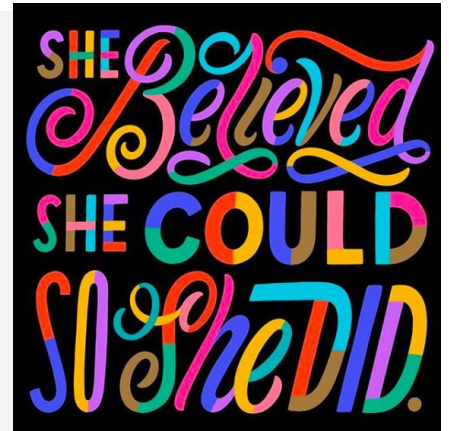
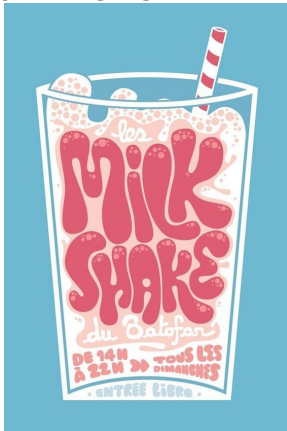
Minerals - Help to keep our immune system up and help our body to stay healthy.



What is Typography?

Typography is the style or appearance of text. It can also refer to the art of working with text—something you probably do all the time if you create documents or other projects for work, school, or yourself.

Typography is everywhere we look. It's in the books we read, on the websites we visit, even in everyday life; on street signs, bumper stickers, and product packaging.



Serif or Sans Serif?

serifs
Text

Serif Font

Serif fonts have little strokes called **serifs** attached to the main part of the letter. Because of their classic look, they're a good choice for more traditional projects. They're also common in print publications, like magazines and newspapers.

Text

Sans Serif Font

Sans serif fonts don't have that extra stroke—hence the name, which is French for without serif. This style is considered more clean and modern than serif fonts. Also, it tends to be easier to read on computer screens, including smartphones and tablets.

DANCE BY CHANCE

This term will allow you to explore movement in a variety of different creative ways and will enable you to create motifs using chance and taking risks.



What is 'Dance by Chance'?

Dance by chance is a method that can be used to create a **motif**. It is a method that was founded by Merce Cunningham and John Cage in the 1950's. Here are some examples of how the chance operations can be used; dice, playing cards, numbers etc..

The different elements of the choreography (e.g. movements, choreographic devices etc) are all chosen completely at random before being put together to create a motif.

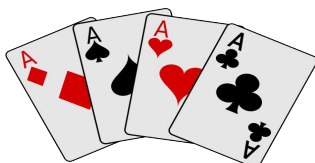
Key Words

Motif
Chance method
Choreography
Merce Cunningham



Who is Merce Cunningham?

Merce Cunningham, considered the most influential choreographer of the 20th century, was a many-sided artist. He was a dance-maker, a fierce collaborator, a chance taker, a boundless innovator, a film producer, and a teacher. During his 70 years of creative practice, Cunningham's exploration forever changed the landscape of dance, music, and contemporary art.

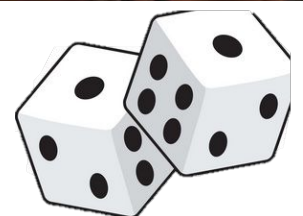


The Chance Maker

One of Merce Cunningham's most influential strategies was his use of chance and randomness as a creative tool. Cunningham would often flip coins, roll dice, or even consult the I-Ching to guide the way he structured his choreography. This strategy, also favored by John Cage, challenged traditional notions of storytelling in dance. Cunningham described randomness as a way to free his imagination from its own clichés, counterbalancing his own rigorous creative process with unexpected moments of wonder.

Watch

Interview - Merce Cunningham's Working Process.
<https://www.youtube.com/watch?v=zhK3Ep4Hil0>



Information link:
<https://www.mercecunningham.org/about/merce-cunningham/>

CHOREOGRAPHY, REHEARSAL AND PERFORMANCE EVALUATION



Evaluating your dance work? Try these sentence starters to help your analyses and evaluate you going:



I would like to tell you about.....
 I would like to explain about.....
 I have choreographed.....
 My dance was about.....
 This term I have learnt.....
 I am pleased with my finished performance because.....

The most enjoyable part of the work was.....
 The area I found the most challenging was.....
 I am now aware of.....
 The equipment/resources I have used are.....
 I would develop my work by.....
 I would like to use this (insert: technique, idea, development or method) in my future projects because.....

The key focus this term was.....
 Important things to remember are.....
 I have learnt how to.....
 I have planned.....
 The most enjoyable part of the work was.....
 I am able to use.....

DANCE

CHOREOGRAPHY

Choreographic Devices:
Repetition – A very simple device where you repeat all or a part of one motif.
Contrast – Where you add something completely different to your dance.
Transitions – Links between movements, phrases and sections of your choreography.
Retrograde - Performing a motif backwards (like rewinding a video)
Beginning and End – It is important to have a catchy beginning and end to your dance.
Climax – This is the peak of your dance, like a big lift or jump which is the main visual point of the dance to the audience.
Highlights – This is moments that lead up to the main climax of the dance.
Form/Structure of sections:
 AB = Binary, ABA = Ternary,
 ABCDEFG = Narrative,
 ABACADA = Rondo,
 AA1A2A3A4A5 = Theme and Variation, ??? = Chance

REHEARSAL

Warm up and stretch properly and correctly
 Mentally and physically prepare yourself for the rehearsal/lesson ahead
 Follow health and safety rules in dance and wear the correct attire
 Work with different group variations—1, 2, 3, 4, 5
 Aim to Input creative ideas
 Listen to the ideas of others
 Communicate effectively and calmly with others
 Take the lead in groups
 Be a team player – Teamwork
 Try to show and maintain commitment to your work
 Focus at all times
 Repetition is key, repeating your creative dance sequences will help remember your dance
 Identify yours and your groups strengths
 Identify areas for improvement to make progress in your dance work

PERFORMANCE

Movement Memory – remembering your dance
Accuracy—copying exactly the actions you see
Extension—stretching into the space
Fluency—moving from one action to the next without pauses
Flexibility—range of movement in joint
Posture—how you hold your body when sitting/standing
Spatial Awareness—knowing where you are in the space
Strength—muscle power needed to perform movements
Focus—use of the eyes looking at other dancers, the audience or to a body part
Facial Expression—emotion shown through eyes, mouth and eyebrows
Sensitivity to others—in space, group formations, when in contact
Commitment—considering work as a performance piece
Physical Skills – skills you use to show the ascetic/technique
Interpretive Skills – Skills that you use to expressive the mood, atmosphere or meaning of the dance

How do the challenge tasks work?

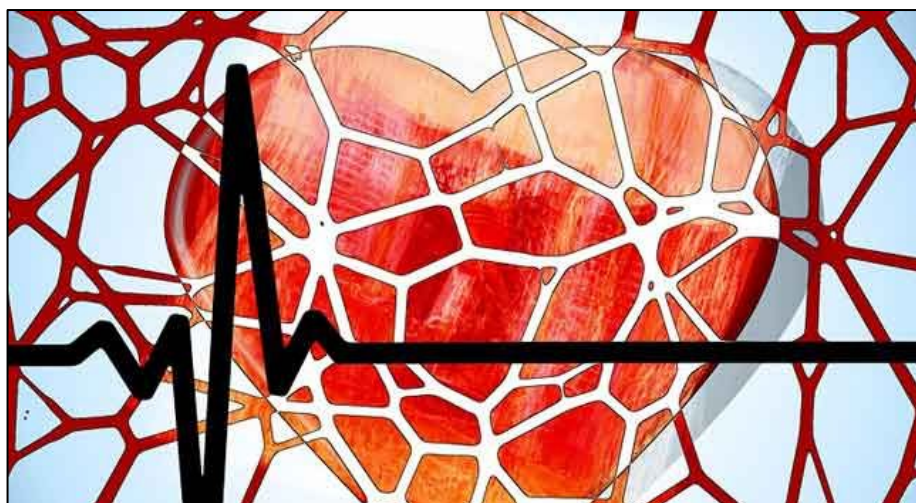
Each term, five subjects will set additional challenge tasks. These tasks are optional so you can pick and choose which ones you do. For each task that you complete, you will be rewarded with 5 epraise points and be entered into a draw to win a prize.



Your class teacher will give you details of how and when you should hand in the task

SCIENCE

In this booklet you looked at different types of drugs. Research one of the drugs that would be classed as recreational and illegal. Create a poster which shows the effects of this drug on the human body and compare these effects with a recreational but legal drug such as nicotine or alcohol. Which drug is worse for the body in your opinion? Explain your choice.



DRAMA

On pages 49-50 you will find two monologues. These are speeches delivered by one actor. Both monologues are related to our topic on propaganda during the second world war. The first is a speech delivered by Winston Churchill (The British Prime Minister) and is aimed at preparing British citizens for the Battle of Britain. It is a stirring speech and made to make everyone want to fight. The second speech is from a boy of about ten, he was speaking on the news and was used to show that no matter how many bombs were dropped the British spirit could never be defeated. The boy is upbeat and full of energy even though his family were nearly injured in a bombing.

Select one monologue to learn and perform. Record yourself doing this and turn in to your Drama Google Classroom in the Extra Challenge Assignment. Please Praise Mr Grant to let me know you have completed it for extra praise points!

PE

Over the summer term we would like you to try and complete a Joe Wicks workouts very week from his youtube channel 'The Body Coach' (<https://www.youtube.com/@TheBodyCoachTV>).

Start with an easy workout and as you get more confident try some of the longer more challenging workouts.



DESIGN TECHNOLOGY

ALESSI is an Italian design company specialising in home ware and kitchen equipment.

Use the mood board of images below to design a new kitchen product for the company. Your ideas must:

- Be fun and colourful, based on Alessi's creative style.
- Function as a working product for use in the kitchen.
- Be labelled / annotated to show key features and materials.
- Your final design should have some indication of colour.
- It could be rendered to show tone / 3D shading.

ALESSI



WORLD MUSIC SAMBA TIME!! :) Have a go at playing this melody on your Keyboard / phone / ipad ... scan QR to listen to the music!



TEQUILA! (CHUCK RIO)



REPEAT BARS!

TENOR SAXOPHONE

BASS GUITAR

TEN. SAX.

BASS

TEN. SAX.

BASS

TE - QUI - LA!

MONOLOGUE ONE

Sir Winston Churchill (1874 - 1965) became Prime Minister in 1940, leading an all-party war coalition. He was to lead the country throughout the war years, until after victory in Europe had been secured. Churchill was a master at both writing and delivering speeches; many memorable ones he made during the war - 'blood, sweat and tears', 'we shall fight them on the beaches', 'their finest hour', 'the few' - have been credited with galvanising national spirit and helping to inspire eventual victory. Churchill had only recently become Prime Minister when he made this speech on 18 June 1940. In it he prepares the nation for the Battle of Britain to come.

If performing this monologue you need to think that this is a politician's speech, trying to inspire his nation to rise up and fight for their country.

What General Weygand has called the Battle of France is over: the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be freed and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps the more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duty and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will say: This was their finest hour!

MONOLOGUE TWO

A personal testimony from a boy in Croydon about his experience of being in a bombing raid.

If performing this monologue you want to make the character about 10 years old. He is quite cheeky and excited about getting his story across to an audience.

It was just about 7 o'clock, last Thursday night. And my sister was with the lady next door...and they saw some planes flying high in the sky. And she said, 'They're flying high' and the lady said to her: 'They are, but they're all right.' Next minute, she said: 'Look, something's dropping from them.' That was my sister right, and not the lady she was with. Anyways the next minute we heard two big bangs. My Aunty, who'd just left the house with her three children, was standing out in the street. I dived under the shelter, but before I could get to the shelter, two bombs had already dropped...and blew me down. I was alright but couldn't hear properly. The only thing I could hear, over the ringing in my ear, was my Auntie screaming, and shouting that our front door was blown down. And she screamed for help because she had three children, they was alright though, lucky that I think. But yeah the door was blown right off and the bomb was a good few streets over.