



# Knowledge Organiser

## Year 8

### Summer Term 2



**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.

## Contents

Contents	2
Knowledge Organiser Timetable	3
How to Use your Knowledge Organiser	4
Knowledge Organiser Quiz	5
Look, Cover, Write, Check, Correct	6-7
Look, Cover, Mind Map, Check, Correct	8-9
Look, Cover, Transform, Check, Correct	10-11
English	12-14
Maths	15-17
Science	18-20
History	21-22
Geography	24-26
Ethics & Culture	27
French	28-30
PSHE	31
Music	32
Drama	33-34
Product Design	35
PE	36
ICT	37
Art	38
Catering	39
Graphics	40
Dance	41-42
Extra Challenge Tasks	43

# 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.

	<b>WEEK A</b>	<b>WEEK B</b>
<b>MONDAY</b>	ENGLISH PE	ENGLISH MUSIC
<b>TUESDAY</b>	ART DESIGN & TECHNOLOGY	FRENCH DESIGN & TECHNOLOGY
<b>WEDNESDAY</b>	MATHS DRAMA	MATHS ONLINE PSHE
<b>THURSDAY</b>	GEOGRAPHY ICT	HISTORY ETHICS & CULTURE
<b>FRIDAY</b>	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.



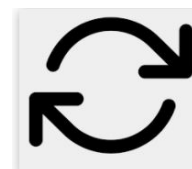
Then **cover** the section so you can no longer see the information.

**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 <sup>growth</sup> 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 <sup>needed</sup> for your body to probably. definitely needed.

A ligament is a that joins a <sup>bone</sup> meseta.

purple pen improvent 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 ✓

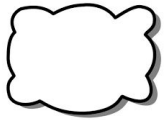
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

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.



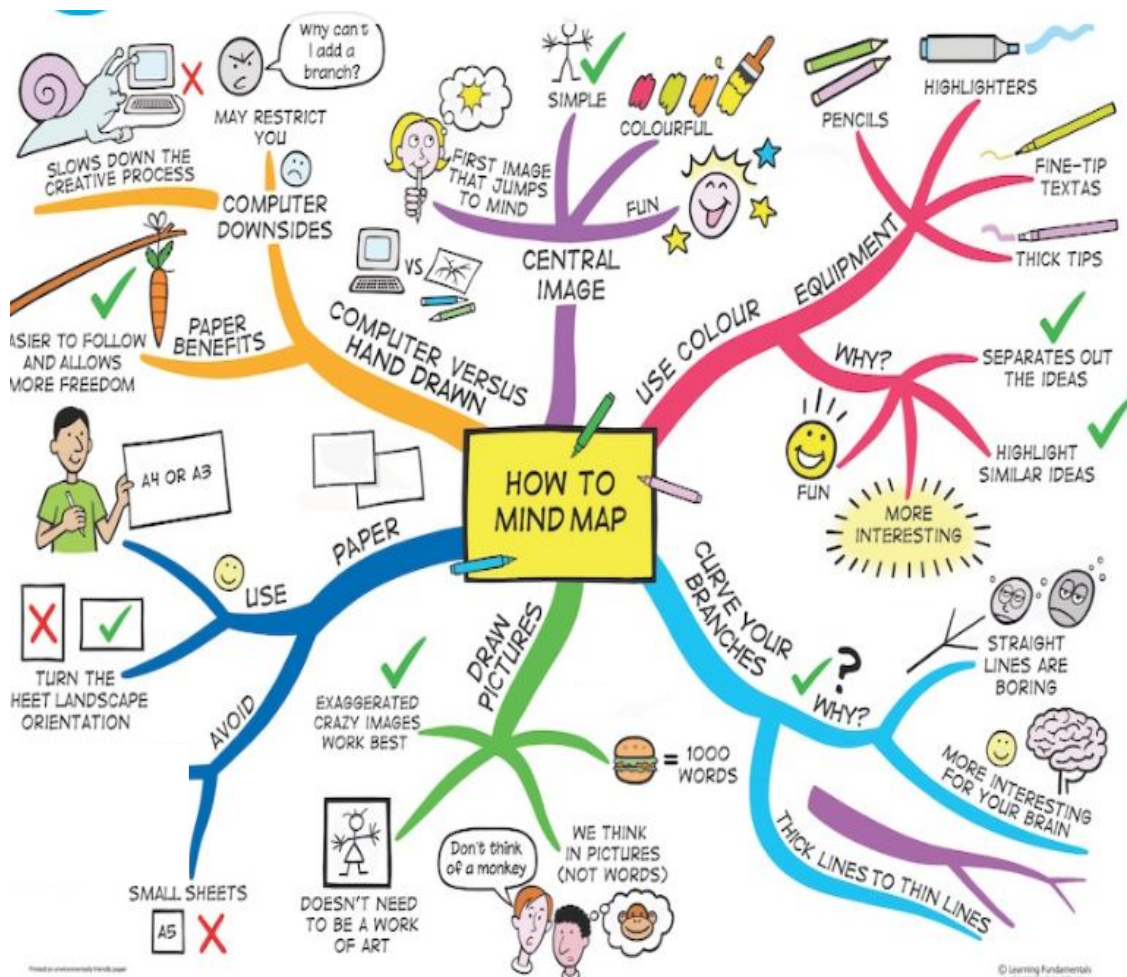
Then come up with a **title** for the section and put a bubble or star around your word

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



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

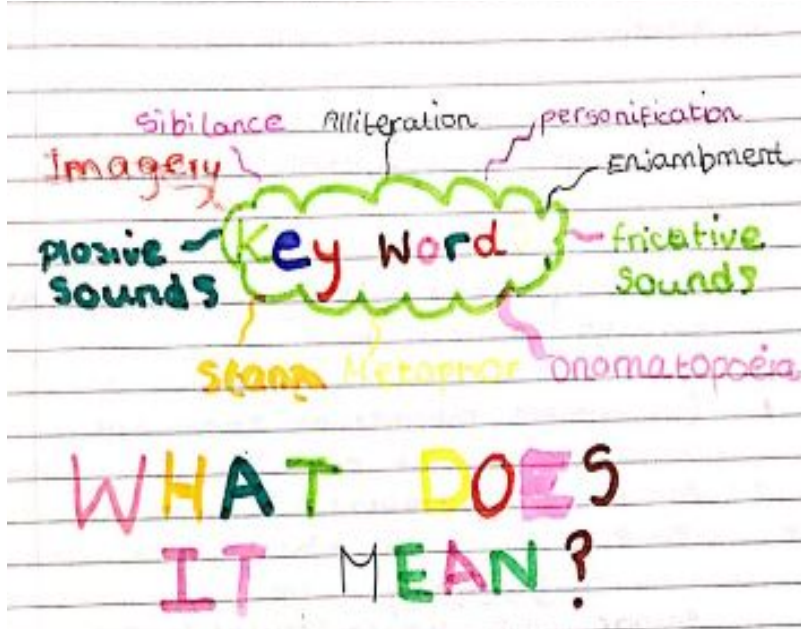
**Repeat** until you have got everything correct.





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

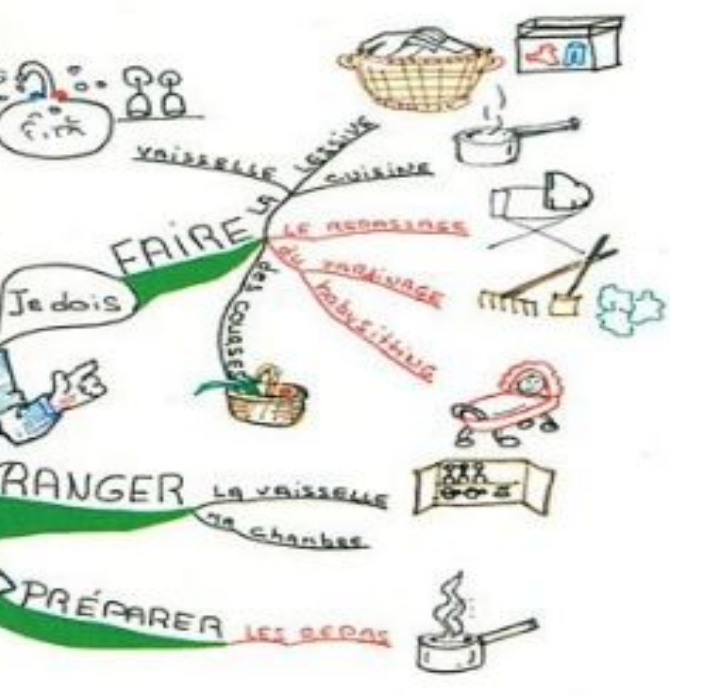
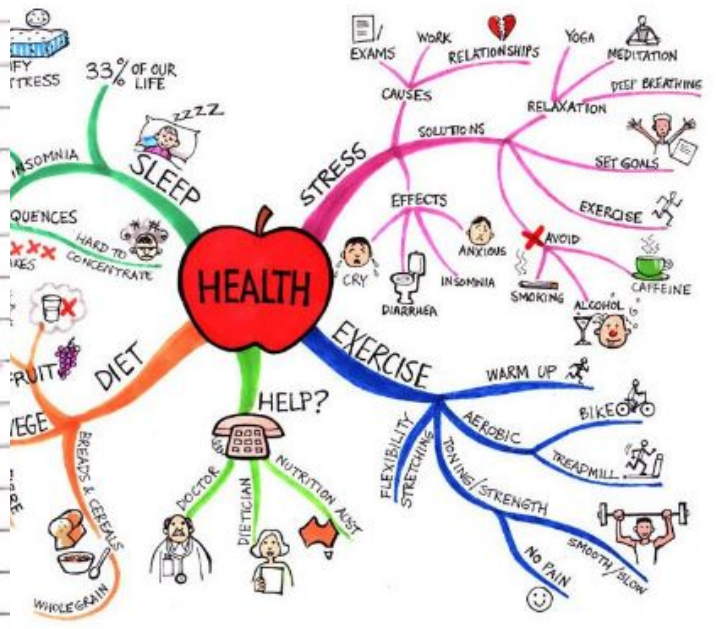
Examples:



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
	WIR1 English

WIR1 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  $\text{CO}_2$  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 District six.

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equator.  
we air is risu



## Shakespeare

### Tier 2 Vocabulary

**Subvert:** to overthrow (something established or existing). To cause the downfall, ruin, or destruction of. To undermine the principles of something. Verb

**Conform:** comply with rules, standards, or laws. Verb.

**Patriarchal:** a system of society or government controlled by men. Adjective.

**Stereotype:** a set idea that people have about what someone or something is like, especially an idea that is wrong. Noun.

**Dominant:** commanding, controlling, or prevailing over all others. More powerful. Adjective.

**Obedient:** complying or willing to comply with an order or request; submissive to another's authority. Adjective.

**Ruthless:** having or showing no pity or compassion for others. Adjective.

**Virtuous:** having or showing high moral standards. Adjective.



# Shakespeare

## Key Terms

**Elizabethan:** the term used for the time when Queen Elizabeth I was on the throne.

**Jacobean:** the term used when King James I was on the throne.

**Playwright:** The person who writes the play.

**Theme:** A main idea or an underlying meaning of a play, which may be stated directly or indirectly.

**Conflict:** A serious disagreement, battle or struggle between two sides or ideas.

**Setting:** The place a story happens in.

**Comedy:** a genre of play. It has a happy ending, usually including a marriage. There are no deaths in the play. There is confusion around who characters really are.

**Tragedy:** A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

**Tragicomedy:** A play or novel containing/combining elements of both comedy and tragedy.

**Couplet:** A pair of rhyming verse lines

**Blank Verse:** Unrhymed verse using Iambic Pentameter

**Iambic Pentameter:** a line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.

**Prose:** Form of speech used by common/comedic people in Shakespearean theatre. There is no rhythm or meter in the line.

**Dialogue:** Conversations between characters.

**Soliloquy:** A speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.

**Dramatic Irony:** when the audience know something that the characters on stage don't.

**Pathetic Fallacy:** Using the setting and weather to reflect characters' feelings.

**Effect:** The thoughts or feelings that a word creates in the reader.

**Context:** Information about the text's time period, themes or genre which help us understand the text.

# Shakespeare

## Dramatic Features

**Stagecraft:** The technical aspects of theatrical production, which include scenic design, stage machinery, lighting, sound, costume design, and makeup.

**Costume:** The clothes, wigs etc that actors wear.

**Entrances / exits:** When, where and how characters enter or leave the stage.

**Special effects:** Lights, sounds, props etc used to create effects on the stage.

**Music:** Music is often used to create a certain mood in the play.

**Audience:** The people watching the play, usually in the room with the actors.

**Actors:** The people performing the play, using their faces, voices and bodies to represent characters.

**Script:** The written version of the play that actors use in rehearsals.

**Stage Directions:** Instructions to the actors, usually written in italics, explaining when to enter, how to move, the tone of voice to use etc.

## **Shakespeare to Modern**

Thou/Thee: You

Wherefore: Why

Art: Are

Thy: Your

Haste: Act quickly

Durst: Dare

Doth: Does

Ere: Before

Hast: Have

Hence: From now on

Hie: To hurry/go quickly

Whence: From where

Mine: My

Afeard = afraid / scared

Hath = has

O'er = over

Oft = often

Prate = talk / chat

# Online Maths Work

You can access your online maths support/homework through [www.mymaths.co.uk](http://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			
<b>EXTRA</b>			

# Week A Knowledge Organiser

# Week B MathsPad Teacher Set Task

## The data handling cycle

@whisto\_maths

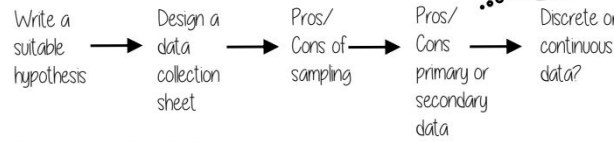
### What do I need to be able to do?

- By the end of this unit you should be able to:
- Set up a statistical enquiry
  - Design and criticise questionnaires
  - Draw and interpret multiple bar charts
  - Draw and interpret line graphs
  - Represent and interpret grouped quantitative data
  - Find and interpret the range
  - Compare distributions

### Keywords

- Hypothesis:** an idea or question you want to test
- Sampling:** the group of things you want to use to check your hypothesis
- Primary Data:** data you collect yourself
- Secondary Data:** data you source from elsewhere e.g. the internet/ newspapers/ local statistics
- Discrete Data:** numerical data that can only take set values
- Continuous Data:** numerical data that has an infinite number of values (often seen with height, distance, time)
- Spread:** the distance/ how spread out/ variation of data
- Average:** a measure of central tendency – or the typical value of all the data together
- Proportion:** numerical relationship that compares two things

### Set up a statistical enquiry



#### Features of a data collection sheet

Grouped or ungrouped categories	Data Title	Tally	Frequency

Total number of that group observed

### Design and criticise a questionnaire

**The Question** – be clear with the question – don't be too leading/ judgemental

e.g. How much pocket money do you get a week?

**Responses** – do you want closed or open responses? – do any options overlap? – Have you an option for all responses?

Zero option →  £0    £0.01 - £2    £2.01 - £4    more than £4 ← More option

**NOTE:** For responses about continuous data include inequalities  $< x \leq$

### Pictograms, bar and line charts

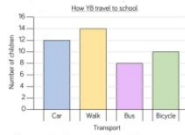
#### Pictogram

Language	Number of people
French	4
Spanish	4
German	1

● = 4 people

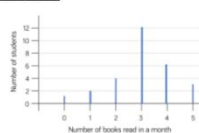
- Need to remember a key
- Visually able to identify mode

#### Bar Chart



- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
- Discrete Data

#### Line Chart



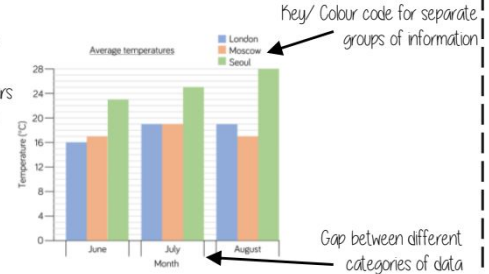
- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

Represents quantitative data

### Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other



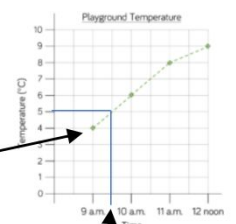
### Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points

Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data

It is possible to make estimates from the line e.g. temperature at 9.30am is 5°C



### Draw and interpret Pie Charts

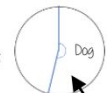
Remember a circle has 360°

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$\frac{32}{60}$  "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs



$\frac{32}{60} \times 360 = 192^\circ$

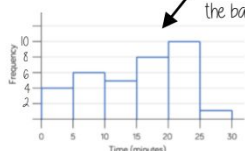
**Multiple method**  
As 60 goes into 360 – 6 times  
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Use a protractor to draw  
This is 192°

Represents quantitative, discrete data

### Grouped quantitative data

Time (minutes)	Frequency
$0 \leq t < 5$	4
$5 \leq t < 10$	6
$10 \leq t < 15$	5
$15 \leq t < 20$	8
$20 \leq t < 25$	10
$25 \leq t < 30$	1



This is a frequency diagram  
There are no gaps between the bars

"More than or equal to 25 and less than 30 minutes"

The use of inequalities shows that this will be a frequency diagram

Grouping the data is useful if there is a large spread of data to begin with

### Find and interpret the range

The range is a measure of spread

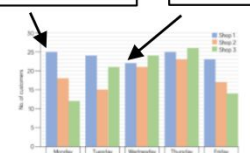
A smaller range means there is less variation in the results – it is more consistent data

A range of 0 means all the data is the same value

Shop 1 has the smallest range – this indicates it has a more consistent flow of customers each week

Difference between the biggest and smallest values

Shop 1 highest value   Shop 1 lowest value



Range of customers =  $25 - 22 = 3$  (Shop 1)



# Week A Knowledge Organiser

# Week B MathsPad Teacher Set Task

## Measures of location

@whisto\_maths

### What do I need to be able to do?

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

- Understand and use mean, median and mode
- Choose the most appropriate average
- Identify outliers
- Compare distributions using averages and range

### Keywords

- Spread:** the distance/ how spread out/ variation of data  
**Average:** a measure of central tendency – or the typical value of all the data together  
**Total:** all the data added together  
**Frequency:** the number of times the data values occur  
**Represent:** something that shows the value of another  
**Outlier:** a value that stands apart from the data set  
**Consistent:** a set of data that is similar and doesn't change very much

### Mean, Median, Mode

#### The Mean

A measure of average to find the central tendency... a typical value that represents the data

24, 8, 4, 11, 8

Find the sum of the data (add the values) 55  
 Divide the overall total by how many pieces of data you have  $55 \div 5$

Mean = 11

#### The Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8

Put the data in order 4, 8, 8, 11, 24  
 Find the value in the middle 4, 8, 8, 11, 24

Median = 8

NOTE: If there is no single middle value find the mean of the two numbers left

#### The Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8

This can still be easier if it the data is ordered first

4, 8, 8, 11, 24

Mode = 8

### Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole - to check if it is an appropriate average

Here are the weekly wages of a small firm

£240   £240   £240   £240   £240  
 £260   £260   £300   £350   £700

Which average best represents the weekly wage?

The Mean = £307

The Median = £250

The Mode = £240

Put the data back into context

Mean/Median – too high (most of this company earn £240)  
 Mode is the best average that represents this wage

It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employers

### Identify outliers

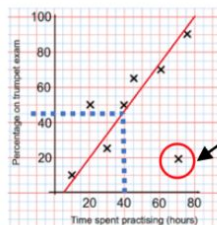
Outliers are values that stand well apart from the rest of the data

Outliers can have a big impact on range and mean. They have less impact on the median and the mode

Sometimes it is best to not use an outlier in calculations

Height in cm  
 152 150 142 158 182 151 153 149 156 160 151 144

Where an outlier is identified try to give it some context. This is likely to be a taller member of the group. Could it be an older student or a teacher?



Outliers can also be identified graphically e.g. on scatter graphs

### Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency

Here are the number of runs scored last month by Lucy and James in cricket matches

Lucy: 45, 32, 37, 41, 48, 35  
 James: 60, 90, 41, 23, 14, 23

Lucy

Mean: 39.6 (1dp), Median: 38, Mode: no mode, Range: 16

James

Mean: 41.8 (1dp), Median: 32, Mode: 23, Range: 76

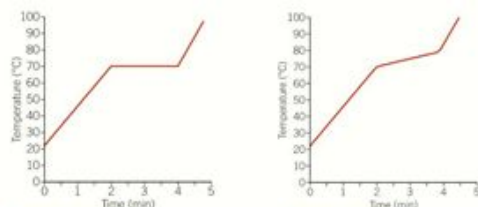
James has two extreme values that have a big impact on the range

"James is less consistent than Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median"

## Separation techniques

A mixture is made up of substances not chemically joined together so are easy separate.

A compound is two or more elements chemically combined so difficult to separate.

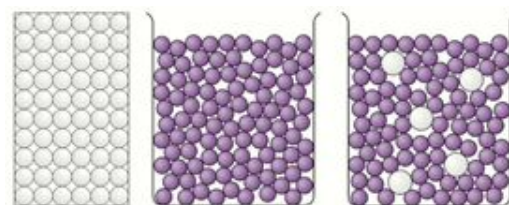


▲ Sample X graph.

▲ Sample Y graph.

Pure substances as in sample X graph have a sharp melting point. Impure substances does not have a sharp melting point.

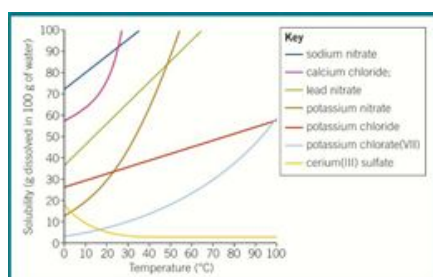
When sugar dissolves, water particles surround each sugar particle. The sugar particles can mix with the liquid. They are arranged randomly.



▲ Particles in solid sugar.

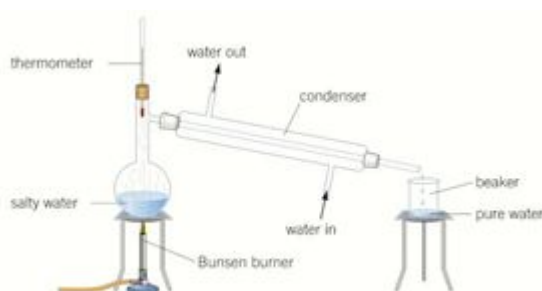
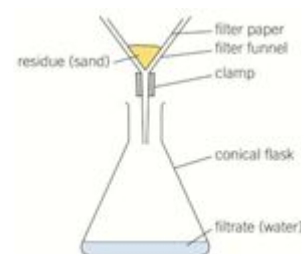
▲ Particles in liquid water.

▲ Particles in sugar solution.



The mass of solute that dissolves in 100g of water to make a **saturated** solution is called the solubility of the solute. Every substance has its own solubility. Most substance get more soluble as the temperature increases. This graph shows how the solubility of six substances changes with temperature.

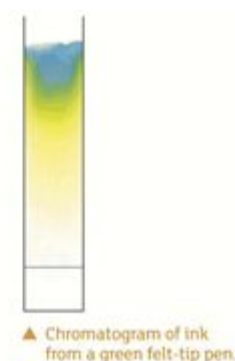
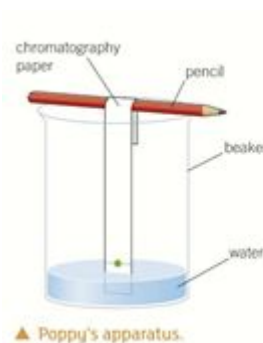
You can separate sand from water by pouring the mixture into filter paper. Water passes through the paper but sand does not. Filter paper has tiny holes in it. Water particles are smaller than the tiny holes. In a liquid state, water passes through the holes. The grains of sand are bigger than the holes, so they cannot pass through. This is called the **filtrate**.



**Distillation** is a process that uses evaporation and condensation to obtain a solvent from solution. In a laboratory you could use the apparatus to the left. Water in the solution boils → steam leaves the solution → steam travels through the condenser and cools down → the steam condenses → liquid water drips into the beaker.

### How does chromatography work?

To find out which dyes are in a green felt tip pen, you would set up the apparatus to the right. Water moves up the paper. As it passes the green spot, the dyes in the ink dissolve. Water carries the dye upwards. Some dyes move faster than others, so the dyes separate. This makes a **chromatogram**.



Chromatography is useful for many reasons, including separating the different colours in inks, or finding the pigments in spinach! Aidan ground up a spinach leaf with a pestle and mortar. He put the spinach juice near the bottom of some chromatography paper. The solvent ravel up the paper taking the juice with it. This makes a chromatogram. The chromatogram shows the pigments in the spinach. Each pigment is a different nutrient.



## Energy

Food is the fuel for our bodies. Different foods are stores of different amounts of energy. Energy is measured in joules (J) One joules is a very small amount of energy so we often use kilojoules (KJ).

	100g contains	41g serving contains
Energy	1570kJ	710kJ
Protein	2730kJ	1100kJ
Carbohydrate (of which sugars)	77.8g	4.6g
Fat (of which saturates)	15.0g	11.2g
Fibre	2.0g	0.8g
Sodium	8.2g	0.3g
Salt equivalent	0.2g	1.7g
Fibre	0.6g	0.2g

▲ You can see the energy associated with food on the food label.

Different people need different amounts of energy each day. This depends on how active you are. Playing a game of football will need roughly 3600 KJ per hour, whilst relaxing in front of the T.V only need a tenth of this energy at 360 KJ per hour. If you take in foods with more energy than you need for the activities that you do then your body stores it as fat to use for the future.

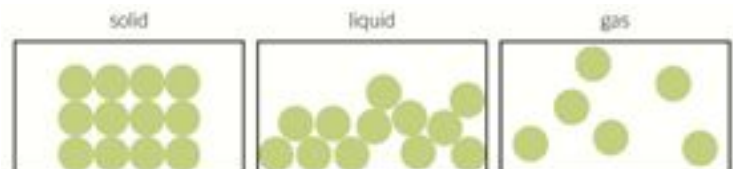
Energy to do with .....	Type of store
Food, fuels, battery	Chemical energy
Hot objects	Thermal energy
Moving objects	Kinetic energy
Position in gravitational field	Gravitational potential
Changing shape, stretching or squashing	Elastic energy



▲ The energy in the thermal store is dissipated.

Energy cannot be created or destroyed it is just transferred from one store to another. Scientists say that the chemical energy in the cars fuel is **dissipated** into the thermal store of the surroundings.

Heating changes the movement in particles. If you heat a solid the particles vibrate more. If you heat a liquid or a gas the particles move faster and vibrate more.



▲ Particles in solids, liquids, and gases.



▲ A convection current in a saucepan of water heats all of the water up.



▲ Hurricanes are produced by convection currents in the atmosphere, and the spin of the Earth.

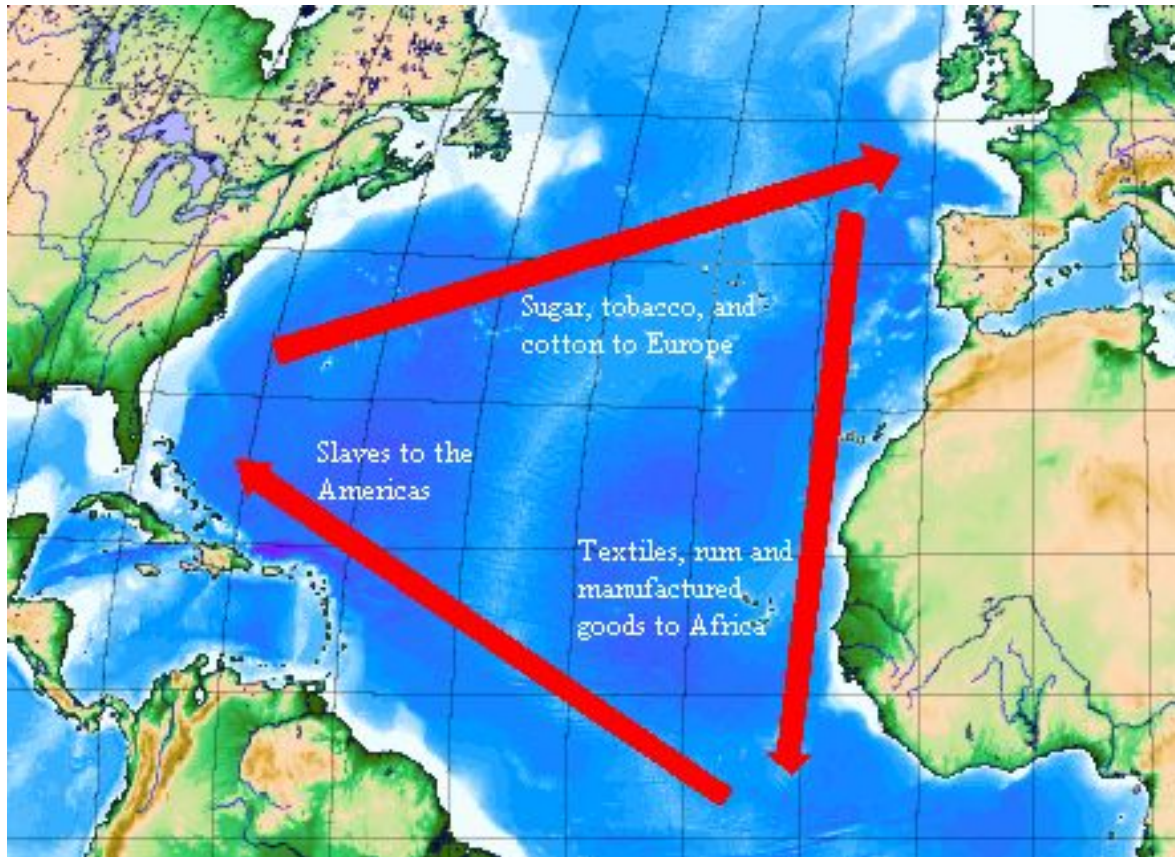
This is what happens to particles in a pan. Soup in contact with pangets hotter so particles move faster → particles move further apart so soup becomes less dense → the hotter soup rises and cooler soup takes its place. This is called a convection current.



<b>Separation key words</b>	<b>Definition</b>
Mixture	Made up of substances not chemically joined together
Pure	A substance is pure if it has no other substances mixed with it
Impure	A substance is impure if it has different substances mixed with it.
Dissolve	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution.
Solvent	The liquid in which a gas or solid dissolves.
Solute	The solid or gas that dissolves in a liquid
Saturated	A solution in which no more solute can dissolve.
Solution	A mixture of liquid with a solid or a gas.
Solubility	The solubility of a substance is the mass that dissolves in 100g of water
Insoluble	A substance that cannot be dissolved in a certain solvent is insoluble
Filtration	A way of separating pieces of solid that are mixed with a liquid or solution by pouring through filter paper
Residue	The solid that collects in the filter paper
Filtrate	The liquid or solution that collects in the container after the mixture has passed through filter paper
Distillation	A technique that uses evaporation and condensation to obtain a solvent from a solution.
Chromatography	A technique to separate mixtures of liquids that are soluble in the same solvent
Chromatogram	An image obtained from chromatography
<b>Energy key words</b>	<b>Definition</b>
Energy	Associated with changes in temperature or with work
Joule	The unit of energy, symbol J.
Conservation of energy	Energy cannot be created or destroyed, only transferred.
Chemical store	Energy stored in food or fuels.
Thermal store	Energy in objects as a result of the motion in their particles
Kinetic store	Energy of moving objects
Gravitational potential	Energy due to the position of an object in a gravitational field.
Elastic store	Energy stored when objects change shape.
Dissipated	Energy that has become spread out or wasted by heating the environment.
Insulator	A material that does not conduct electricity or transfer energy well.
Infrared radiation	Radiation given off by the sun and other objects that bring about energy transfer.
Equilibrium	Objects are at thermal equilibrium when they are the same temperature.
Conductor	A material that conducts charge or energy well such as metal.
Conduction	The way in which energy is transferred through solids, and to a much lesser extent through liquids and gases
Convection	The transfer of energy by the movement of gases or liquids.
Radiation	The transfer of energy as a wave
Fossil fuel	Coal , oil and gas made from the remains of organisms over millions of years
Non-renewable	Energy resources that have a limited supply
Power rating	The number of watts that tells you the rate at which an appliance transfers energy
Watt	The unit of power, symbol W.
Work	A way of transferring energy that does not involve heating
Simple machine	Lever or gear that reduces the force required to do something.
Lever	A simple machine that multiplies the force



# 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.

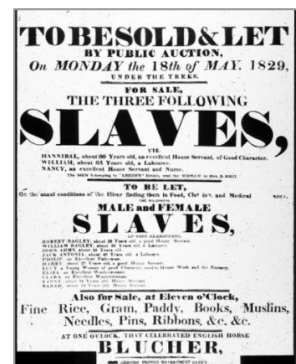
## Work:

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**





**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.

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

# 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.

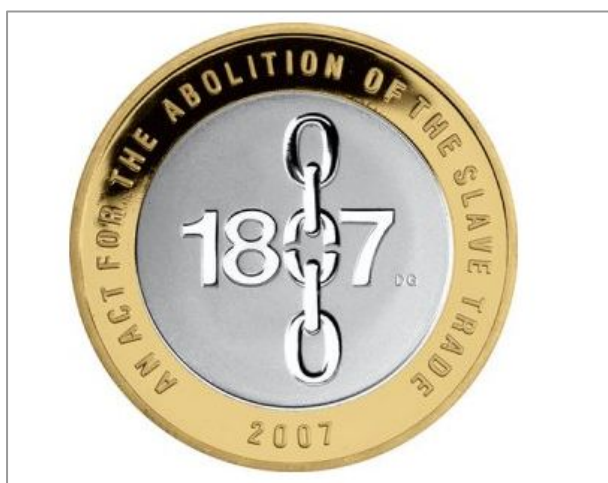
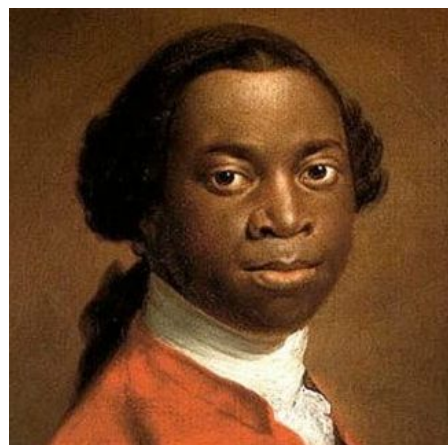
Eventually in 1807 the slave trade was abolished in the British Empire and owning slaves was ended in 1833. In the USA slavery ended in 1865 with the victory of the Northern States in the Civil War.

## Facts about slavery:

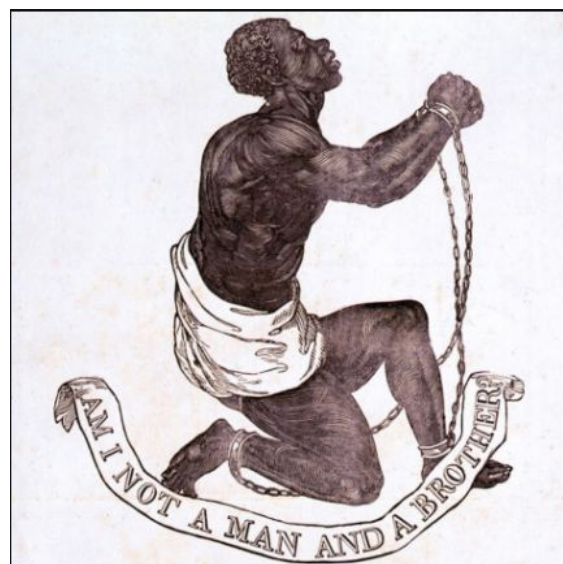
**12,500,000** - the number of people who were transported from Africa as slaves.

**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

## 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.

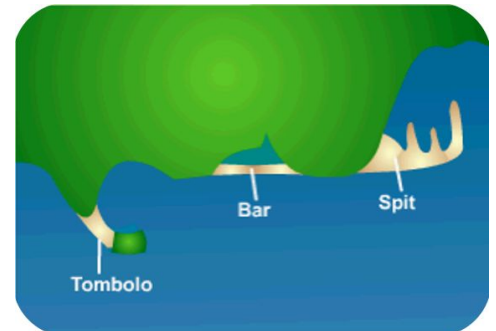
**Bar**- Forms when longshore drift pushes material along creating a spit that joins up two headlands.

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



# Why is the Middle East an important world region?

<b>Crude oil</b>	Naturally occurring and unrefined petroleum that can be refined into diesel, petrol and other petrochemicals
<b>Desalination</b>	A process that takes away minerals (salt) from seawater
<b>Diversifying (economy)</b>	The creation of a much wider variety of of new business opportunities and jobs in a region
<b>Forced migration</b>	Movement of people away from their homes due to political conflict, natural disaster or environmental hazard
<b>Mediterranean climate</b>	Climate that is characterised by mild winters and hot, dry summers
<b>Refugees</b>	Are people who left their home area for their own safety or survival
<b>Region</b>	An area within a country

## Physical geography

This large and diverse region can be simply divided into **two physical zones**.

In the **north** are the Pontic and Taurus Mountains of Turkey, and the Zagros and Elburz Mountains of Iran.

Much of the rest of the region is made up of **lowland** areas of desert.

There are **three** major **river basins** in the north and west: the Nile, Euphrates and Tigris.

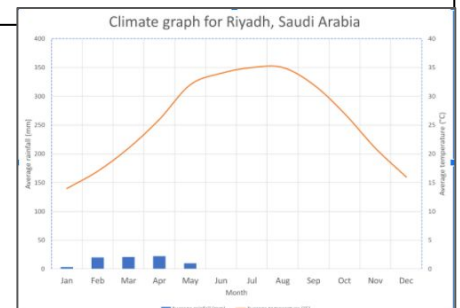


In the Middle East you can find clusters of earthquakes in the **north** of the region. They are most commonly found along the plate boundaries of the Arabian and the Eurasian plates. Mountains of the north mountain belts, for example, Zagros Mountains were created by the collision of these 2 plates.

In the Middle East you can also find clusters of volcanoes along the **Red Sea**. They are the result of The Arabian Plate moving **away from** the African Plate.

There are two main climatic zones in the Middle East:

- desert to the south
- a Mediterranean climate to the north

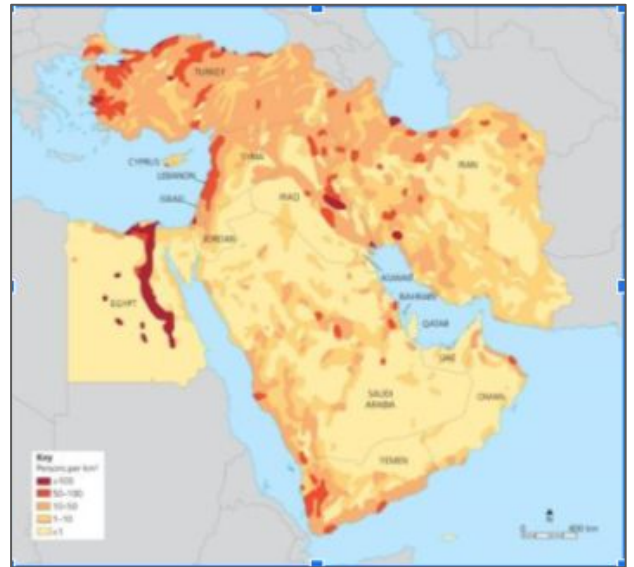


# Why is the Middle East an important world region?

## Human geography. Population

The Middle East has a population of about 410 million people. Its population, as shown in **Map A**, is very **uneven** and is clearly linked to physical geography (deserts, mountains, coastal areas, rivers). **The darker the colour on the map the more people live there.**

The vast deserts of the region are **sparsely populated (lighter colour on the map)**. The north of the region and the fringes of the Middle East, particularly along the coasts, are more densely populated and Egypt contains the most densely populated areas.



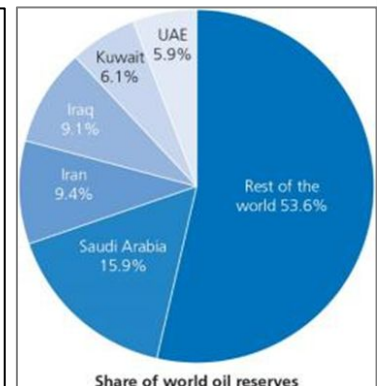
**Map A. Population density across the Middle East region**

## Human geography. Economy

The Arabian plate currently holds **48 %** of the world's **oil** reserves and **43 %** of the world's **natural gas**. This wealth of oil and gas is the result of the slow continual movement of the Arabian plate. The Arabian plate experienced around 570 million years of nearly **uninterrupted sedimentation**, an ideal setting for the creation of **hydrocarbons**, the compounds that make up crude oil.

The oil was discovered in **1908** in what was Persia (now Iran), with later discoveries all over the region. These discoveries were made just as the car was becoming an important means of travel and oil was needed **as a source of fuel**.

The world's richest countries, such as the UK and USA, have become very interested in what was, until the oil discoveries, a very poor but historically important part of the world. **Oil has brought great wealth to the region.**



**Recent wars in the Middle East**

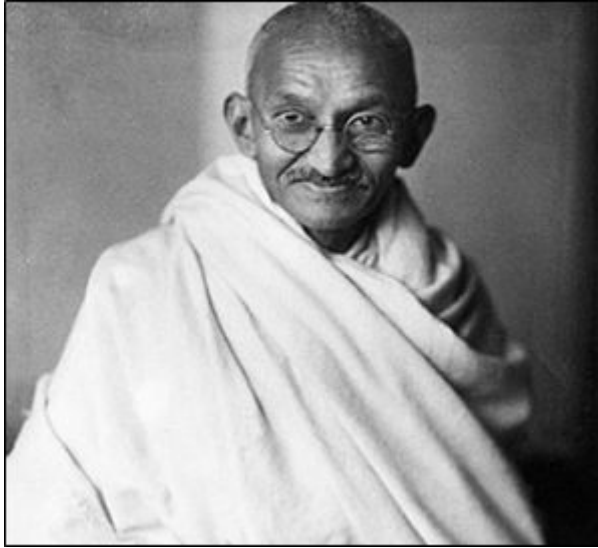
## Human geography. Conflict

### Reasons for conflicts:

- Borders - division between groups such as the Kurds (divided between 5 different states)
- Oil - foreign nations (the USA) interfering in Middle East politics
- Religion - 2 main Islamic sects - Shia Muslims and Sunni Muslims. Saudi Arabia is the leading Sunni power and Iran is the leading Shia power



# Christianity and Inspirational People



Mohandas Gandhi (1869-1948) was an Indian civil rights activist. He is often considered one of the world's greatest ever political and social leaders.

When Great Britain ruled over India, Gandhi used peaceful methods to protest against British rule.

His work earned him the title of 'Mahatma', which means 'great soul'.

Gandhi was put in prison several times for his protests. However, he didn't let this stop him from campaigning for the cause.

## Top Facts about Gandhi

His full name was Mohandas Karamchand Gandhi.

His wife, Kasturba, was also an activist throughout her life.

His parents were Karamchand and Putlibai. His father was the Chief Minister of Porbandar.

Gandhi and his wife had 4 children. All of them were boys. Their names were Harilal, Manilal, Ramdas and Devdas

He influenced Nelson Mandela and Martin Luther King, amongst others.

'Mahatma' is a very respected name – it is like being a saint in Christianity.

Gandhi did a lot of writing. The Collected Works of Mahatma Gandhi have over 50,000 pages.

His birthday is a public holiday in India.

His birthday is also the International Day of Non-Violence.

In 1982, the movie 'Gandhi' about his life won an Oscar for Best Picture.

Gandhi's country was divided into Hindu India and Muslim Pakistan. Before and after independence, these two religions clashed with one another.

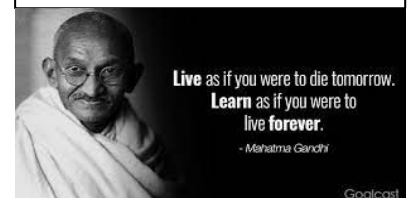
Gandhi wanted peace in the area, and spent a lot of his time campaigning for peace. On 30<sup>th</sup> January 1948, in Delhi, he was shot by Nathuram Godse, a Hindu. He felt Gandhi was too kind to Muslims.

## Key Vocabulary

Mahatma  
 Campaigner  
 Activist  
 Racism  
 India  
 Hindu  
 Peaceful Protest  
 Muslim  
 South Africa  
 Prison  
 Nobel Peace Prize  
 Equal Rights

Find out about more Inspirational People such as -

Nelson Mandela  
 Rosa Parks  
 The Dalai Lama



Raj Ghat is a memorial dedicated to Mahatma Gandhi in New Delhi, India

**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

**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

**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?

**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

entrée - 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

**Les boissons**

Je bois - I drink

du café - coffee

du thé - tea

du chocolat chaud - hot

chocolate

du lait- milk

du jus d'orange - orange juice

du jus de pomme - apple juice

du coca - coke





C'est bon pour la santé - it's good for your health  
 mauvais pour la santé - bad for your health

je mange beaucoup de (fruits) = I eat lots of...

je ne mange pas assez de (légumes) - I don't eat enough

je suis végétarien(ne) - I am a vegetarian

je vais souvent à la gym - I often go to the gym

je ne fais pas assez de (sport) - I don't do enough (sport)

je ne bois jamais de coca - I never drink coke

je fume - I smoke

je ne fume plus - I don't smoke

ma faiblesse c'est (le chocolat)... my weakness is...



### **Qu'est-ce il faut faire pour rester en bonne santé? - what should you do to stay healthy?**

il faut... One should

manger beaucoup de fruits et légumes - eat lots of fruit and veg

manger moins de sucreries / le gras - eat less sugary foods/fat

faire beaucoup d'exercice/ du sport - do more exercise/sport

faire de la musculation/ de la danse - do body building/dance

être plus actif/active - be more active

regarder moins de télé - watch less tv

passer moins de temps sur la technologie - spend less time on technology

boire assez d'eau - drink enough water

boire moins de boissons gazeuses - drink less fizzy drinks

éviter le stress - avoid stress

dormir 8 heures par nuit - sleep 8 hours a night

il ne faut pas... - One shouldn't...

boire de l'alcool - drink alcohol

fumer - smoke

Le corps

le dos - back  
 le bras - arm  
 le ventre/l'estomac - stomach/tummy  
 le nez - nose  
 le genou - knee  
 le pied - foot  
 le doigt - finger  
 le mains - hand  
 le cou -neck  
 la bouche - mouth  
 la tête - head  
 la jambe - leg  
 la gorge - throat  
 l'oeil/ les yeux -eye/eyes  
 l'oreille / les oreilles - ear/ears  
 L'épaule - shoulder

j'ai mal au/ à la/  
 aux.... - my \_\_\_\_\_  
 hurts

E.g. j'ai mal au ventre  
 - my stomach hurts



Qu'est-ce qu'il faut faire?

restez au lit - stay in bed

buvez beaucoup d'eau -  
drink lots of water

restez à la maison - stay  
home

prenez des comprimés -  
take pain killers

Prenez du sirop - take  
medicine

ne mangez pas - don't  
eat anything

qu'est-ce qui ne va pas? - what's wrong?

J'ai la grippe - I have the flu

J'ai de la fièvre - I have a temperature

J'ai soif - I'm thirsty

J'ai faim - I'm hungry

J'ai froid - I'm cold

j'ai chaud - I'm hot

je suis fatigué(e) - I'm tired

Je suis malade - I'm ill

Je suis enrhumé(e) - I have a cold

j'ai mal au coeur - I feel sick

j'ai pris un coup de soleil - I have sunburn

je me suis blessé - I'm injured

je me suis cassé la jambe - I've broken my  
leg

je me suis coupé le doigt - I've cut my finger

## Finance Education

### What is a budget?

- A plan (estimated) of the income and expenditure that a person has over a certain period of time.

### What is 'income'?

- Money received, especially on a regular basis from a job or investments

### What is 'expenditure'?

- The outgoings - the amount of money you spend

### What is the difference between 'wants' and 'needs'?

- In financial terms 'needs' are the things we need to acquire in order to survive, function in the world (things we buy or use that we actually need everyday - rent/ water, food clothes etc)
- 'Wants' are the extras - the things we don't necessarily need but that help make things nicer - a more expensive pair of shoes, a contract phone, a piece of jewellery etc

### What is a loan?

- Is a thing that is borrowed, usually money, that needs to be paid back with interest (extra money on top)

### Where can loans come from?

- Friends and family - although this can be tricky and is not a formal arrangement but can be a quick option.
- Bank - a bank can give you the money for a specific purchase, but you need to pay the money back within a certain time frame and with a percentage of additional 'interest' on top. For example if you borrowed £100 and had to pay back with 10% interest - you would pay back the £100 + a further £10 so the total would be higher.

### What is credit?

- This is the ability to get money from somewhere on the assumption/ trust that you can pay the money back. You can get credit from a wide range of companies, banks etc to allow you to buy things and pay for them later on.

### What is debt?

- Debt is a sum of money owed or due to another person or place. When you can't afford to pay a bill or pay for something you have bought you can get into debt and may need support to get out of the financial problem you are faced with.
- There are lots of agencies to help if people get into debt and offer support. Having lots of debt can make getting credit difficult in the future too.

## Exploring the Orchestra

### ORCHESTRA

A large ENSEMBLE (group of musicians) playing different instruments at the same time.

### CONDUCTOR

Leads the orchestra with a BATON (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the TEMPO. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals.

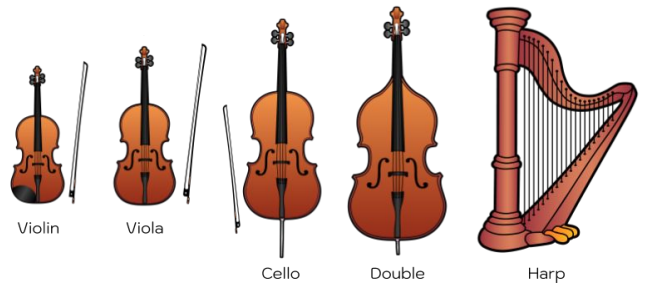
### FAMILIES/SECTIONS

Instruments of the orchestra can be divided into 4 families/sections: **STRINGS, WOODWIND, BRASS** and **PERCUSSION**.

### The Layout of the Orchestra



The **Strings** section/family is the largest section of the orchestra. The instruments (except the harp) are played with a **bow** (arco), but can be **plucked** (pizzicato). The violins are split into two groups.



**Woodwind** instruments were originally made from wood: some still are, others are now made of metal. All woodwind instruments are played by blowing air down them. To play flutes and piccolos, air is blown over a hole. Clarinets have a single reed (a small piece of bamboo in the mouthpiece). The oboe, cor anglais, bassoon and double bassoon have a double reed.



There are four types of **brass** instruments in an orchestra, all made from metal. They are blown by the player 'buzzing their lips' into a mouthpiece. The trumpet, french horn and tuba all have three valves which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The trombone has a slide which adjusts the length of the tubing.



### Extension tasks:

1. Listen to **Young Person's Guide to the Orchestra** by Benjamin Britten. Can you work out which sections are playing?
2. Investigate the percussion instruments in the orchestra.



## *Read this before stepping on stage*

### **1. Don't forget the audience**

Think of the audience as your acting partner. Make sure they can see, hear and understand you.

### **2. Act with the voice AND the body**

How does your character stand, walk, gesture?

What kind of character does the audience see?

### **3. Pay attention to your voice**

Be aware of your diction, articulation and volume. All three are necessary in the theatre!

### **4. Stay in character**

Even if you forget lines or get horrible stage fright, **stay in character**. If you're always in character the audience will never know there's something wrong.

### **5. You are never invisible**

If you can see the audience, they can see you. Never assume you can goof off, squirm or break character when you're not the focus of a scene.

## **FACE**

### **F1 CLEAR**

Can you clearly show what your character is thinking/feeling?

### **F2 APPROPRIATE**

Is your facial expression appropriate for your character?

### **F3 EYE CONTACT**

Are you making eye contact with other characters/the audience?

### **F4 DETAIL**

Is there enough detail in your expressions?

### **F5 REACTIONS**

Does your face react to the action on stage?

## Challenges of using a Script

<b>Line Learning</b>	There's no getting away from it if you are performing a play that is scripted you have to learn your lines. <b>Repetition</b> is the key to line learning, it's all about going over lines regularly to keep them fresh in your mind.
<b>Multitasking</b>	An actor is an expert at multitasking. As well as remembering your lines you also need to remember your moves, to cheat to the audience, to put emotion into your voice, AND to use the correct area of the space. This is why it is so important to learn your lines early on so you don't need to be thinking about them whilst trying to do everything else as well.
<b>Blocking</b>	Blocking is the term used for all the movements that you put into the scene. Blocking in a play is about making sure that <b>movements look natural</b> and that people are <b>in the right place at the right time</b> . You need to make sure the correct space is being used ( <b>centre stage</b> as much as possible) and that the actors aren't getting in each other's way.
<b>Masking</b>	This term describes when a actor <b>stands in a place that blocks the audience's view of another actor or action</b> . This ties in with cheating to the audience as it's all about making sure everything on stage can be seen by the audience.

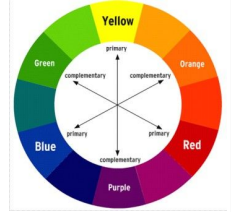
## Learning Lines - here are some techniques to help learn lines

1. **Split the scene into sections. Make sure these sections are at logical points for a pause. It is important to break the scene into manageable sections, then learn one section a night..**
2. **Read through the section 5 times. This should hopefully mean that the lines are getting into the memory.**
3. **Close the script and write out your lines in full without looking. You can then check back on the lines to see if you have them right.**
4. **Correct mistakes by writing them out three times.**
5. **Check you can still remember the lines twenty minutes later.**
6. **Make sure when you start learning a new section to re-cap on everything you have already learnt. This means you are constantly reinforcing lines from earlier.**
7. **Record them - lots of people find this really useful as they can listen back to their lines at their leisure.**
8. **Practice with your partner/ family members. Hearing someone else say the lines helps you to learn your cues (the line before you speak)**
9. **Go for a walk and recite lines. Some people find doing something physical helps them remember their lines. This is because the line fits the action and both together make the learning stronger.**

KEY WORDS	
<b>Enhancement</b>	Using tone, colour or texture to make a drawing look more like the real object
<b>Typography</b>	The design of lettering and the layout of type on printed or digitally published media
<b>Branding</b>	Creating a unique name and image for a product
<b>Illustration</b>	A hand or digitally created image which explains, visually represents or merely decorates a product or publication
<b>Die-cutting</b>	The process used to cut and crease printed packaging nets and uniquely shaped
<b>Image manipulation</b>	Editing and changing the properties of a digital image using graphic software
<b>Microns</b>	The unit used to measure the thickness of board
<b>Acetate</b>	A clear polymer film often used for windows in packaged products
<b>Bitmap</b>	A digital image made up of a grid of pixels
<b>Vector</b>	A digital drawing made using paths which does not deteriorate when scaled up in size
<b>Tone</b>	How light or dark a colour appears

### Basic Colour Theory

The **colour wheel** is used by designers and artists to help them work with colours when using paint/ink.



The **Primary** colours (red, blue and yellow) can't be made by mixing any other colours together.

**Secondary** colours are made by mixing two of the primary colours together. If you mix a secondary and primary colour you get a **tertiary** colour.



**Complementary** or **contrasting** colours are opposite each other on the colour wheel. They are more intense and vibrant

when placed next to each other and compete for attention.

**Analogous colours** are near to each other on the colour wheel. They are often found in nature and appear to be **harmonious** with each other.



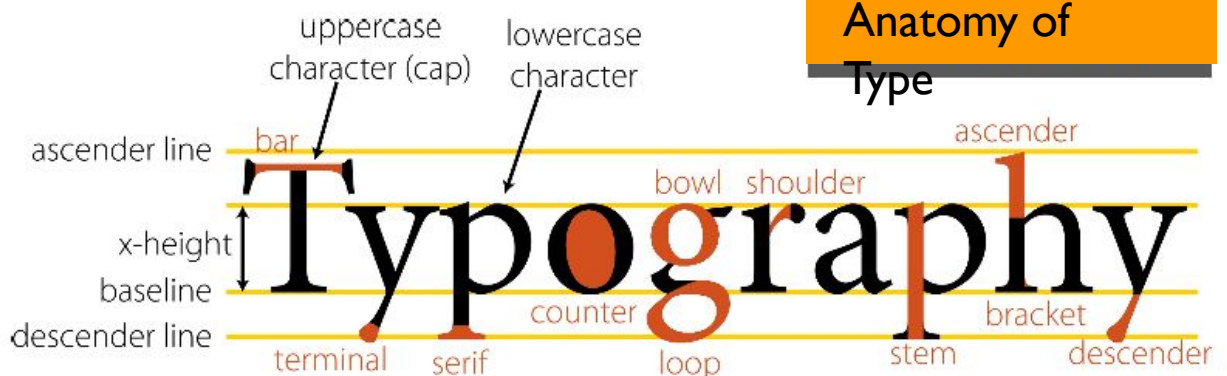
### Typography

Lettering plays an important part in our everyday lives. Different typefaces can express a wide variety of feelings and emotions.

Font styles fall into 4 main categories:



### Anatomy of Type





## Knowledge Organiser – Fundamentals of movement

Term	Definition	Sporting example
<b>Strength</b>	Strength is the ability of the muscles to exert force on an object. There are three types: 1. Dynamic strength – strength required to support weight or exert force against an object 2. Explosive strength – strength required for a short burst of movement 3. Static strength – strength applied to a static object	<ol style="list-style-type: none"> <li>1. Kicking a football</li> <li>2. Sprinting, long jump take off or pushing a shot put</li> <li>3. Holding a position on gymnastic rings</li> </ol>
<b>Speed</b>	Speed is the ability to move as fast as possible, between two points. It is the combination of reaction time and movement time.	100 metre sprint
<b>Power</b>	Power is the combination of maximum speed and maximum strength. Strength training increases power.	Pushing the shot put as far as possible.
<b>Cardiovascular Endurance</b>	This is the ability of the heart and lungs to function efficiently during endurance exercise. Training can improve cardiovascular endurance.	Running a marathon or competing in a triathlon.
<b>Flexibility</b>	Flexibility is the range of movement at a joint. It can improve the effectiveness of a performance, reduce risk of injury and improve posture	Dancers and Gymnasts require good flexibility to perform their routines to a high standard.
<b>Agility</b>	Agility is the ability to change direction and speed	Beating a player in football or rugby.
<b>Balance</b>	Balance is the ability to distribute weight evenly and remain in a steady and upright position It is important for all sports; It is linked to agility.	Essential in gymnastics and sports that require a lot of agility.
<b>Coordination</b>	Coordination is the ability to produce a smooth movement by efficiently linking all parts of a movement together. Good hand-eye coordination is required for most sports.	All sports require a level of coordination to carry out the complex movements, however it is more evident in striking and fielding and net/wall sports e.g. cricket, tennis and squash.
<b>Reaction Time</b>	Reaction time describes the time taken for a response to occur after a stimulus. It consists of a simple reaction time (reacting to something as it happens) and choice reaction time (deciding when to react after analysing a situation).	Start of a sprinting race, 100 metres. Goalkeeper reacting to save a penalty.
<b>Muscular Endurance/ Stamina</b>	This is the ability of a muscle to do sustained, continuous work.	Gymnastic routines. Lots of tackling in a rugby match.
<b>Timing</b>	Timing is coinciding movements in relation to external factors It is a combination of decision-making, reaction time and coordination.	Batting in cricket. Returning the shuttle in badminton.



## Key Vocabulary

<b>World Wide Web</b>	Collection of web pages connected together by hyperlinks, using the Internet (usually shortened to WWW).
<b>Internet</b>	A global network of computers which are all connected together.
<b>Webpage</b>	A hypertext document connected to the WWW
<b>Website</b>	A collection of webpages with information on a particular subject.
<b>Web Browser</b>	The software program which displays a webpage or a website on a computer.
<b>Uniform Resource Locator (URL)</b>	An address which identifies a particular file or webpage on the internet
<b>HTML</b>	Hyper Text Markup Language - describes and defines the content of a webpage.
<b>Web Script</b>	A type of computer programming language used to add dynamic features to a webpage.
<b>Multimedia</b>	Content that uses a combination of different types of media e.g. text, audio, images.
<b>Hyperlink</b>	A link from a hypertext document to another location, activated by clicking on a highlighted word or image
<b>Hotspot</b>	An area on a computer screen which can be clicked to activate a function, especially an image or piece of text acting as a hyperlink.
<b>Navigation</b>	The elements of a website that allows the user to move around the website. This is usually in the form of a menu or hyperlinked text or buttons.
<b>JPG and PNG</b>	The main file types used for images on the World Wide Web.

### Phishing

Phishing is a type of email scam. The scammers send out emails that trick people into handing over personal information by pretending to be from real companies.

Phishers will send out thousands of emails, there is on average a 5% response rate. Following the link will take you to a fake website where your log-in details will be recorded. It could allow access to all your other accounts if you use the same password.

From: MSteam-Outlook Message Center <no-reply@office365protectionservices.co.uk>  
Sent: 19 September 2018 11:44  
To: Bob Smith <Bob.Smith@Company.com>  
Subject: Account Verification

**Fake domain**

This mail is from a trusted sender.



#### Threat

We're having trouble verifying your Office365 account: [Bob.Smith@Company.com](mailto:Bob.Smith@Company.com) on our server, most features will be turned off.  
To help prevent account malfunctions, please log into your account portal to verify your account.

#### Spelling mistakes

[SIGN IN TO MICROSOFT ACCOUNT PORTAL](#)

**Note** : Outlook will automatically fix your account after this process on the microsoft server and all account features will be turned back on

Thanks for using office365 , we hope to continue serving you.

Microsoft Corporation  
One-Microsoft Way Redmond  
WA, 98052

**Grammatical errors**

All Right Reserved | Acceptable Use Policy | Privacy Notice

**Fake email signature**

## Techniques and Processes

## Into the Jungle

### Keywords

**Collage:** A work of art in which pieces of paper, photographs, fabric or other materials are arranged and stuck down onto a supporting surface.

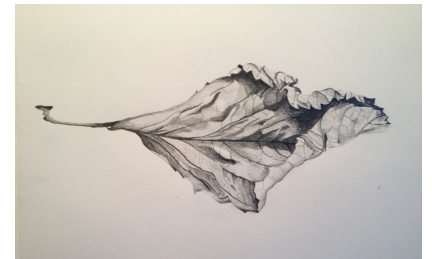
**Contrast:** Putting two opposing elements together. It's one of the basic art principles used by designers and artists all over the world.

**Perspective:** The representation of three-dimensional objects or distances in two dimensional (flat) artworks. In this painting Rousseau used perspective techniques to create an impression of depth.

**Detail:** An individual or small part of an artwork - they may be small; but details can be very important - such as the teeth of this tiger.



Rousseau has **contrasted** bright flowers against a dark background



**Subject:** The topic, focus or image within a piece of art. This is not always the same as the **meaning**. The **subject** of this drawing is a dried leaf - the **meaning** might be to do with an emotion, for example, such as sadness or loss.

**Background:** The area furthest from the viewer.

**Middle-ground:** This refers to the focal area of a painting.

**Foreground:** The area of the picture nearest to the viewer.

**Texture:** This is how the surface feels. Collage work that has many different textures.



## Functional Characteristics of Ingredients.

### Selecting Ingredients.

Ingredients are chosen for a number of reasons, such as;

- To add flavour, colour or texture.
- To provide a particular function (e.g. to thicken)
- To provide nutrients or change the nutritional profile of a food (e.g. to increase fibre)
- To extend shelf life
- To impact the cost and availability.
- To satisfy a need to buy food with a certain provenance (e.g. Red Tractor).

### Key Words:

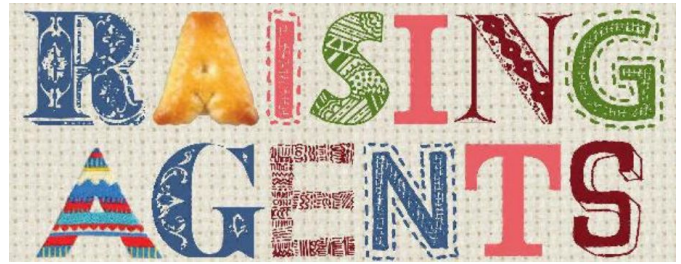
- Mechanical
- Chemical
- Biological
- Browning
- Raising
- Setting
- Thickening

### Raising Agents.

These can be:

- **Mechanical.** E.g. beating, creaming, rolling and folding, sieving and whisking.
- **Chemical.** E.g. baking powder, bicarbonate of soda, self-raising flour.
- **Biological.** E.g. yeast.

Different foods may use one or more of these to achieve a desirable end result.



### Functional Characteristics of Ingredients.

Ingredients provide a variety of functions in recipes, such as:

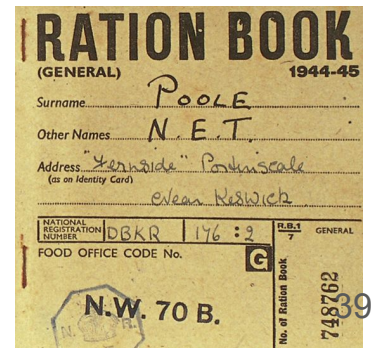
- 1) **Browning;** an example of this is flour in a bread roll (dextrinization)
- 2) **Raising;** an example of this is yeast in bread (aeration)
- 3) **Setting;** an example of this is scrambled egg (coagulation).
- 4) **Thickening;** an example of this is flour in a roux sauce (gelatinisation).

## Economical Impact on Food Choice - Food Rationing.

### Food Rationing

In January 1940, the British Government introduced food rationing. The scheme was designed to ensure fair shares for all at a time of national shortage. Every man, woman and child was given a ration book with coupons. The government issued a number of 'points' to each person, even babies.

Basic foods such as sugar, meat, fats, bacon and cheese were directly rationed by an allowance of coupons. A number of other items such as tinned goods, dried fruit, cereal and biscuits were rationed using a points system. Priority allowances of milk and eggs were given to those most in need, including children and pregnant women.



Fruit and vegetables were never rationed but were often in short supply, especially tomatoes, onions and fruit shipped from overseas.



# Making a Zine

What is a zine? Generally, it's a handcrafted small scale magazine and normally draws on ideas and values not covered regularly by the mainstream media.

Zine-making a great way to both produce new and alternative works of art and design.



## Getting started...

### Decide what it's for

Ask yourself what you're aiming to achieve through your zine. What are the main visuals you want to share with others? The answer to this question will help you to determine how you're going to want it to look, in terms of themes and ideas, and what you want to include. Comic strips, artwork, reviews, facts?

### Pick the right name

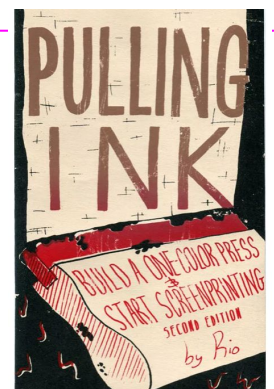
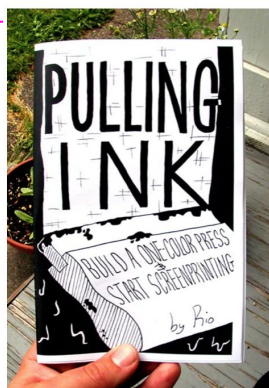
The name of your publication is important.. Once you've settled on this, it becomes an important reference point for making every page. The freedom that comes with zine-making means there are no restrictions in terms of title, so let your imagination run wild to get the perfect name.

### Decide on your layout and order

The internal layout of a zine is one of its most appealing and important characteristics. It should also be one of the more time-consuming and thought-out production processes. There's a lot going on in the average zine. From magazine and newspaper cutouts to illustrations and poems. You need to consider how all these elements will come together.

### Create a draft copy

The draft copy is the test piece you create before you start making the final publication. This stage is a great time to experiment with the format/layout and typography used, the type of paper you use, the materials you use and the ways in which you decide to fold and bind the pages. The final copy will often look different, as the examples demonstrate...



## 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.

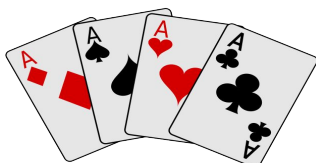
### Key Words

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.

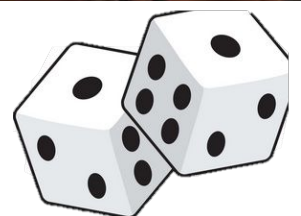


### The Chance Maker

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

## Challenge ICT Weeks 1-3.

### Ransomware and Phishing

Choose between either phishing scams or a recent ransomware attack and do some research about them. Produce a fact file or leaflet explaining what you have found out.

You should include:

- A definition of what they are
- What happens/ happened
- What the impact is
- How to spot and stop them
- Advice for how to protect yourself.



## Challenge 2: English. Weeks 4-6.

There are five different options of additional challenge tasks you could complete:

1. Complete a one page summary all about William Shakespeare. Look into his life, his works and his inspirations.
2. Pick a play by Shakespeare and find out about the plot, characters and key themes. Create a timeline which shows all the key events.
3. For one of the plays we have looked at in lesson, design an aspect for the stage. This could be costume design, set design or promotional material.
4. Write your own story which focuses on the key theme of gender.
5. "Gender Inequality is still a prevalent issue in our society today" Write a speech in which you respond to this statement.