

Knowledge Organiser

Year 8

Term 1

CONTENTS

- English **P.3-4**
- Literacy **P.5-6**
- Maths **P.7-10**
- Science **P.11**
- History **P.12-15**
- Geography **P.16-17**
- Art **P.18-19**
- P.E **P.20-27**
- R.E **P.28**
- Drama **P.29-30**
- MFL **P.31-34**
- Design Technology **P.35-36**
- Food Preparation **P.37-41**
- PSHE **P.42**

English Year 8 Term 1

Frankenstein and Literacy



BIG QUESTIONS

- Can I identify and discuss features of the gothic genre?
- Can I recall simple facts about Victorian beliefs and Mary Shelley?
- Can I understand what influenced the writing of Frankenstein?
- Can I comment effectively upon aspects of structure and language?
- Can I make predictions based on the Prologue?
- Can I reflect upon the setting in Act 1?
- Can I identify key information about a character?
- Can I infer emotions and feelings?
- Can I identify the effect of sentence type?
- Can I form impressions of character?
- Can I identify different layers of meaning and comment on their significance?
- Can I recognise and express explicit and implicit meaning?
- Can I identify different layers of meaning and comment on their significance?

Context

Gothic Genre - Gothic literature refers to a style of writing that can include: elements of fear; horror; the grotesque; death; gloom and the supernatural

Romanticism - Gothic literature is linked to Romanticism. Romanticism is not romance. It was to do with a time period in history which involved: art / painting, music and literature

Victorian period - Industrialisation, Class, Science vs. religion, Progress, Gender divide, Poverty vs. wealth, A fascination with the unknown – the gothic!

Plot

Prologue

- Captain Walton introduces the play from his ship in the Arctic and recounts when he first met Frankenstein.

Act 1

- Frankenstein has been conducting experiments to build a human out of dead body parts. He believes he can bring it back to life using electricity generated by the coming storm.
- Elizabeth, Frankenstein's cousin, has come to visit him. Frankenstein has not been responding to her letters, which she has been sending to inform him about his father's illness.
- Frankenstein finally succeeds in bringing the Monster to life. Unfortunately, he is repulsed by what how ugly the Monster is and rejects the Monster.

Act 2

- The Monster runs away to the forest and discovers a cottage that belongs to Felix and Agathe (who is blind).
- The Monster listens to the music Agathe plays and eats some of her food. He feels guilty for taking it without permission, so he goes out to get firewood and an apple for her.
- When the Monster sees his image in the mirror, he is frightened by what he sees, and screams out. Agathe realises that someone else is there, and the Monster reassures her that he is not there to hurt her.
- Felix returns to the cottage; he tries to shoot the Monster.
- Agathe tries to protect the Monster, but he loses his innocent faith in humanity and leaves the scene seeking revenge against everyone.

Stock Characters

Tyrants
Villains
Byronic heroes
Demons
Ghosts
Persecuted maidens



Conventions of the Gothic

Sinister settings: castles, dungeons, secret passages/panels, winding stairways catacombs/ graveyard

Isolated landscapes: rugged mountains, cliffs, desolate forests, uninhabited mountains, run down backstreets

Bad weather: Storms, thunder, lightning, fog, mist, rain, wind

Secrecy: deaths; disappearances; curses; prophecies; sins

Elements of the supernatural: creatures that bring fear pity or dread; hauntings; doppelgangers

Emotions: dread; fear; anguish; hysteria; torment

To analyse texts successfully, remember to A.P.E your paragraphs

A: what is the answer to the question you've been asked?


P: prove your answer with a quotation.

E: explain why that quote helped you answer the question. Refer to any techniques, key words, reader feelings.

Answer it

I think...
The writer...
In this text...
I believe that...
It is clear that...
The speaker...
The writer creates ... by ...
My opinion is ...


A.P.E.



Prove it

For example...
I know this because...
The writer states that...
The text includes...
The character says...
For instance, the writer describes ... as ...
I get this impression because...


A.P.E.



Explain it

This implies...
This suggests that...
This means that...
This makes you realise...
This creates a sense of...
This makes the reader think/feel...
This can be interpreted as...
The effect of this is...

A.P.E.



Key Quotations

Captain Walton: '...a creature like a man, but huge and hideous beyond belief.' Pg.10.

Frankenstein: 'Yes, if we're lucky tonight and it storms...well, my dear fellow, we're in the threshold of a new age.' Pg.14.

Frankenstein: 'the power that can do that is the power of life and death. I'll harness it. I'll study it and master it and make it work for mankind.' Pg.16 .

Frankenstein: 'There's no cause for shock or disgust in nature.' Pg.17.

Elizabeth: 'I'm worried. I have such dreams...I see Victor in them, and there's something horrible pursuing him – or is he pursuing it?' Pg.22.

Frankenstein: 'Clerval, I beg you – leave me alone – you don't know how dangerous this could be.' Pg.25.

Clerval: 'This is pure evil, Frankenstein.' Pg.26.

Frankenstein: 'But you're not what I thought you'd be...I thought I was making an angel...I thought I was making something better than human!' Pg. 26.

Monster: 'I will not hurt anyone. I am their friend. Friend of everyone.' Pg.34.

Monster: 'Men see me, they hurt me...But I am good. I want to love them, not hurt, not kill.' Pg.35.

Monster: 'Evil? Evil – you want evil? – then I shall be evil! I shall be terror and hatred and revenge – revenge!' Pg.36.

Agathe: 'We should have helped him, Felix. He was an outcast just like us.' Pg.37.

Themes and Concepts

Nature v Nurture – is man born good or evil or is this determined by the environment in which he lives?

Science v Ethics – The rightness or moral quality of Frankenstein's attempt to play God and create "life" - *The modern Prometheus*

Ambition and fallibility – Human beings are portrayed as deeply ambitious yet deeply flawed.

Revenge – Revenge consumes both the monster and Frankenstein

Scientific discovery – New advances raise moral questions

Prejudice – Nearly every human character in the novel assumes that the monster must be dangerous based on its outward appearance, when in truth the monster is (originally) warm and open-hearted.

Key Vocabulary

Explicit – stated clearly in the text.

Implicit – suggested but not directly expressed.

Form – how the narrative is presented E.G. novels, lyric poetry, narrative poetry and plays.

Act – A main division in a play.

Monologue – One character speaks alone; a long speech.

Dramatic Irony – The audience know something that the characters do not

Structure – how the narrative is organised, e.g. paragraphs, narrative arc, cyclical, mood, setting, character, foreshadowing

Language – how words are used to present the narrative, e.g. GOMASSIVE SPP

Prologue – An introduction to a play, where the audience is addressed by an actor.

Setting – the time and place in which the story takes place; provides the backdrop to the story and helps create mood.

Re-animation – bring something back to life

Supernatural – events beyond scientific understanding

Pathetic fallacy – linking environmental elements (weather) to a character's mood



Sentence Structures

1. **Independent Clause:** A clause that can stand alone as a sentence. E.g. *The cat sat on the mat.* Contains a subject and a verb.
2. **Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. *Without turning around,* the cat sat on the mat.
3. **Simple Sentence:** Contains just one clause (subject + verb) E.g. *Tom went to the shops.*
4. **Compound Sentence:** Independent Clause + Conjunction (**FANBOYS**) + Independent Clause (**For, And, Nor, But, Yet, So**) E.g. *Tom went to the shops and he bought some bread.*
5. **Complex Sentence:** Contains one main clause and one or more subordinate clause/s. E.g. *Although it looked difficult, they still pushed on with the challenge.*
6. **Exclamatory:** A sentence that shows great emotions. E.g. *I am appalled by your behaviour!*
7. **Imperative:** A sentence that gives commands. E.g. *Get out!*
8. **Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. *How much is that dress in the window?*
9. **Declarative:** A sentence that makes a declaration. E.g. *She sells sea-shells.*

Paragraphs

Ti P To P

Ti...you move to a new period of time
P ... you move to a different place/location
To ... you move from one topic to another
P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Sentence Openers		
Opener	Definition	Examples
Prepositional Phrase	describes relationship between nouns	under beside
Words Ending in -ly	adverbs that modify nouns	happily angrily
Action Words Ending in -ed -ing	verbs with an -ed or an -ing at the end	played playing
Words Describing 'What Happened'	words that add meaning to sentence	when as if
Very Short Sentences	sentences with only 2-5 words	We jumped! It was scary.
Transitional Words	tell time, sequence, cause/effect, closing	immediately since

Homophones: words that sound the same but have different meanings

1. **Their** - means it belongs to them.

E.g. I ate *their* sweets.

2. **They're** - short for they are.

E.g. They are going to be cross.

3. **There** - refers to a place.

E. g. I'm going to hide over *there*.

4. **Your** - refers to something that belongs to you.

E.g. *Your* bag.

5. **You're** - contraction of 'you are.'

E.g. *You're* going to win.



Punctuation

- **Full stop:** remember to use a full stop at the end of every sentence.
- **Capital Letters :** make sure every name of something has a capital letter. *E.g. California has a capital letter. Also, make sure every new sentence starts with a capital letter.*
- **Apostrophes:** you can use apostrophes to connect certain words together. *E.g. It is = It's OR to express belonging or property = John's phone*
- **Exclamation mark:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. *E.g. I'm so frightened!*
- **Ellipses:** used to show an omission of words, a pause in thought or to create suspense. *E.g. Suddenly, there it was ... his worst nightmare.*
- **Colon:** used to precede lists or explanations. *E.g. I went to the store and bought a lot of fruit: peaches, apples, oranges and pears. Sarah wrote a story: The Hungry Fish.*
- **Semi Colon:** used to join two related independent clauses. *E.g. We made too many mistakes; we lost the game. Also, use a semi-colon instead of a comma, usually in a list. E.g. You will need many backpacking items: a sleeping bag; torch ; tent ; and pillow.*
- **Hyphens:** you can use hyphens for a number of reasons.
 - To separate sentences with added information e.g. *I enjoy English – as well as Maths.*
 - To indicate periods of time. *E.g. 2000-2006.*
 - To form hyphenated words. *E.g. self-respect.*
 - To create emphasis. *E.g. Mum loves seafood – she absolutely adores seafood.*
- **Brackets:** use brackets to indicate added information. The sentence should still make sense when removed. *E.g. I did my homework, (it took me twenty minutes) and brought it in early.*

The 7 Main Commas Rules

- 1.) Use a comma before a conjunction, (and, but, nor, yet, or, so), to connect two independent clauses.
E.g. I had an English test last night, so I revised.
- 2.) Use a comma to set off an opening phrase.
E.g. As such, I feel there is much I can learn.
- 3.) Use a comma when using quotes to separate the quote from the rest of the sentence.
E.g. Like Bob Johnson said, "It's a great day for hockey".
- 4.) Use a comma to separate subordinate adjectives. If an *and* or a *but* can be put between the adjectives, a comma probably belongs there.
E.g. As such, I feel there is much I can learn.
- 5.) Use a comma to separate three or more things in a series.
E.g. Of Charles Dickens' novels, I have read "A Christmas Carol", "Oliver Twist", and "Great Expectations".
- 6.) Use a comma with phrases that present a contrast.
E.g. Learning about Hemmingway can be highly advantageous for students, not only in their secondary school studies, but also in their future careers.
- 7.) Use a comma to set off a parenthetical element (added information that can be taken out without changing the meaning of the sentence).
E.g. Now, many years after their time, we as a country are faced at the starting ground where these men once were.



Look

Read the specific part of the Knowledge Organiser (KO) that you need to learn.

Cover

Cover the KO.

Write

Write out everything you can remember from the specific part of the KO in your book.

Check

Check that you have all the content needed and it is correct. For any content that is missing or incorrect, use a different colour pen to add in the correct knowledge.

Repeat

2x	2x0=0
	2x1=2
	2x2=4
	2x3=6
	2x4=8
	2x5=10
	2x6=12
	2x7=14
	2x8=16
	2x9=18
	2x10=20
	2x11=22
	2x12=24

3x	3x0=0
	3x1=3
	3x2=6
	3x3=9
	3x4=12
	3x5=15
	3x6=18
	3x7=21
	3x8=24
	3x9=27
	3x10=30
	3x11=33
	3x12=36

4x	4x0=0
	4x1=4
	4x2=8
	4x3=12
	4x4=16
	4x5=20
	4x6=24
	4x7=28
	4x8=32
	4x9=36
	4x10=40
	4x11=44
	4x12=48

5x	5x0=0
	5x1=5
	5x2=10
	5x3=15
	5x4=20
	5x5=25
	5x6=30
	5x7=35
	5x8=40
	5x9=45
	5x10=50
	5x11=55
	5x12=60

6x	6x0=0
	6x1=6
	6x2=12
	6x3=18
	6x4=24
	6x5=30
	6x6=36
	6x7=42
	6x8=48
	6x9=54
	6x10=60
	6x11=66
	6x12=72

7x	7x0=0
	7x1=7
	7x2=14
	7x3=21
	7x4=28
	7x5=35
	7x6=42
	7x7=49
	7x8=56
	7x9=63
	7x10=70
	7x11=77
	7x12=84

8x	8x0=0
	8x1=8
	8x2=16
	8x3=24
	8x4=32
	8x5=40
	8x6=48
	8x7=56
	8x8=64
	8x9=72
	8x10=80
	8x11=88
	8x12=96

9x	9x0=0
	9x1=9
	9x2=18
	9x3=27
	9x4=36
	9x5=45
	9x6=54
	9x7=63
	9x8=72
	9x9=81
	9x10=90
	9x11=99
	9x12=108

10x	10x0=0
	10x1=10
	10x2=20
	10x3=30
	10x4=40
	10x5=50
	10x6=60
	10x7=70
	10x8=80
	10x9=90
	10x10=100
	10x11=110
	10x12=120

11x	11x0=0
	11x1=11
	11x2=22
	11x3=33
	11x4=44
	11x5=55
	11x6=66
	11x7=77
	11x8=88
	11x9=99
	11x10=110
	11x11=121
	11x12=132

12x	12x0=0
	12x1=12
	12x2=24
	12x3=36
	12x4=48
	12x5=60
	12x6=72
	12x7=84
	12x8=96
	12x9=108
	12x10=120
	12x11=132
	12x12=144

Formulae to learn		
Area of a rectangle	=	Base x perpendicular height
Area of a triangle	=	(Base x perpendicular height) ÷ 2
Area of a parallelogram	=	Base x perpendicular height
Area of a trapezium	=	$h(a + b) \div 2$
Area of a circle	=	πr^2
Speed	=	Distance ÷ time
Prism volume	=	Area of cross section x length

Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Top 10 Key Words		Examples
Integer	A whole number	0, 5, 203, -4
Factor	A number that divides into another number exactly, without leaving a remainder	Factors of 20: 1 & 20, 2 & 10, 4 & 5
Multiple	The result of multiplying whole numbers. Multiples belong in the number's times table.	Multiples of 5 are 5, 10, 15, 20, 25,
Product	The result you get when you multiply	The product of 3 and 4 is 12
Percentage	Number of parts per 100	35% is 35 out of every 100.
Fraction	Part of a whole number. A fraction represents a division.	$\frac{1}{2}$, $\frac{3}{4}$, $\frac{7}{8}$
Numerator	The top number in a fraction	
Denominator	The bottom number in a fraction	
Negative	A quantity below zero	-4, -1.5, -34
Estimate	Work out an approximate answer	

Number Groups		
Prime numbers	2, 3, 5, 7, 11, 13, 17 ...	Prime numbers have exactly two factors, themselves and 1.
Square numbers	1, 4, 9, 16, 25, 36, 49 ...	Square numbers are the product of two identical numbers.
Cube numbers	1, 8, 27, 64, 125, 216, 343 ...	Cube numbers are the product of three identical numbers.
Odd numbers	1, 3, 5, 7, 9, 11, 13, 15, ...	Odd numbers are whole numbers that cannot be divided exactly into two.
Even numbers	2, 4, 6, 8, 10, 12, 14 ...	Even numbers are whole numbers that can be divided exactly into two.
Triangle numbers	1, 3, 6, 10, 15, 21, 28 ...	Triangle numbers can be represented as a triangle of dots.

BIG QUESTIONS

How do you calculate accurately with positive and negative numbers?

What other types of numbers can I calculate with?

How do we display and interpret data with graphs and charts?

Sparx Maths

M928, M429, M347, M911, M493, M441, M354, M527, M106, M288, M521, M450

Key Words





Place Value: The value a digit takes when placed in a particular position of a number.

Operation: In maths these are the functions $\times \div + -$.

Commutative: Calculations are commutative if changing the order does not change the result.

Associative: In these calculations you can re-group numbers and you will get the same answer.

Indices: These are the squares, cubes and powers.

	
Add Sum Total All together Plus In all	Multiply Product Times Twice Total Multiplied by
	
Subtract Remain Difference Less than Fewer How many more Minus	Divide Quotient Goes into Split Equally Each

$$\begin{array}{r} 258 \\ + 87 \\ \hline 345 \\ 11 \end{array}$$

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

$$\begin{array}{r} 315 \\ - 41 \\ \hline 28 \\ 17 \end{array}$$

$$\begin{array}{r} 97 \\ 3 \overline{) 292} \\ \underline{30} \\ 21 \end{array}$$

B Brackets

I Indices

D Division

M Multiplication

A Addition

S Subtraction

Put brackets around the calculations which needs to be done first.

$$\underbrace{5 \times 4}_{20} - \underbrace{8 \div 2}_4 = 16$$

$$(2^2 + 6)^2 \times 4 - 8$$



$$(4 + 6)^2 \times 4 - 8$$



$$(10)^2 \times 4 - 8$$



$$100 \times 4 - 8$$



$$400 - 8 = 392$$

Key point

An **approximation** is a number that is not exact. It is close enough for it to be useful though. Use approximations to **estimate** the answer to calculations.
 \approx means 'approximately equal to'.

Negative Numbers

In general



When adding a negative number, this is the same as subtraction. E.g. $5 + -3 = 5 - 3 = 2$

When subtracting a negative number, this is the same as addition E.g. $5 - -3 = 5 + 3 = 8$

When multiplying or dividing with negative numbers, if the signs are the same, the answer is positive. If not, negative.

$+$	\times	$+$	$=$	$+$	$+$	\div	$+$	$=$	$+$
$+$	\times	$-$	$=$	$-$	$+$	\div	$-$	$=$	$-$
$-$	\times	$+$	$=$	$-$	$-$	\div	$+$	$=$	$-$
$-$	\times	$-$	$=$	$+$	$-$	\div	$-$	$=$	$+$

Key Concepts

Stem and leaf diagrams are used to order and organise data. A **key** must be included.

Averages can be found easily from stem and leaf diagrams.

Two way tables are used to tabulate **two variables** or pieces of information.

e.g. gender and school year group

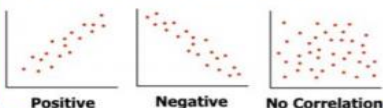
Once completed, probabilities can be formulated easily from two way tables.

Key Concepts

Pie charts use angles to represent, proportionally, the quantity of each group involved.

Pie charts can only be compared to one another when the total frequency or populations are given.

Scatter-graphs show the relationship between two variables. This relationship is called the **correlation**.



Here are the times, in minutes, taken to solve a puzzle.

5 10 15 12 8 7 20 35 24 15
20 33 15 24 10 8 10 20 16 10

Draw an ordered stem and leaf diagram:

0	5 7 8 8
1	0 0 0 0 2 5 5 5 6
2	0 0 0 4 4
3	3 5

Key: 2 | 4 = 24 mins

Calculate the median value = 15

State the mode = 10

Calculate the range = 35 - 5
= 30

Examples

80 children went on a school trip.

They either went to London or to York.

23 boys and 19 girls went to London.

14 boys went to York.

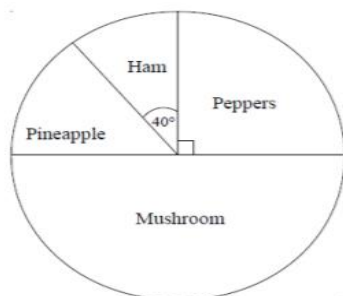
(a) Complete a two way table for this information.

	London	York	Total
Girls	19	24	43
Boys	23	14	37
Total	42	38	80

(b) What is the probability that a person chosen at random went to London? $\frac{42}{80}$

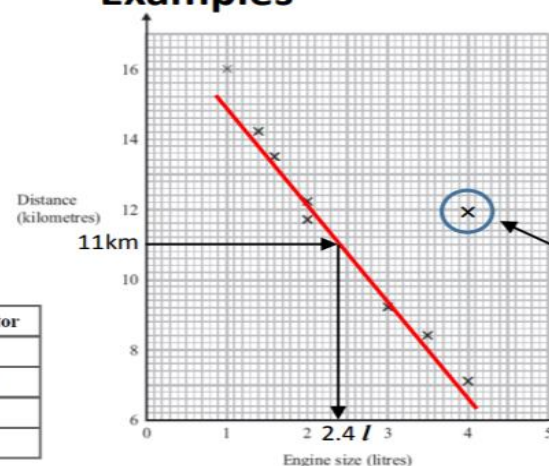
(c) A girl is chosen, what is the probability that she went to York? $\frac{24}{43}$

Examples



Topping	Frequency	Angle of Sector
Peppers	18	90°
Mushroom	36	180°
Pineapple	10	50°
Ham	8	40°

Total = 72
 $360^\circ \div 72 = 5$
 $\times 5$



A scatter-graph is drawn to show the relationship between the engine size of a car and how far it can travel.

It shows negative correlation.

This is an **outlier**. It does not match the trend.

We draw a **line of best fit** through the data points to help estimate readings, based on the data sample. For example, estimating the engine size of a car that can travel 11km would be 2.4 litres.

Homework Links

Sparx Maths

Corbettmaths.com /contents

bbc.co.uk/bitesize /subjects

Key Vocabulary

Area

Volume

Perimeter

Surface Area

Face

Edge

Vertex

Composite

Correlation

Outlier

Frequency

Key Concept

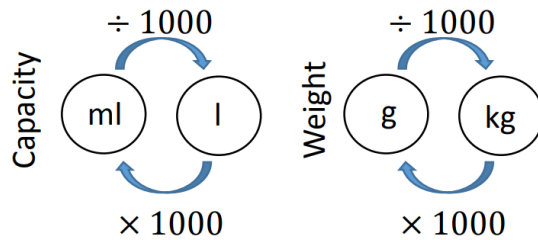
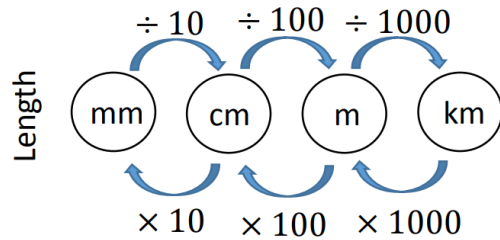
Metric units of **length**:
mm, cm, m, km

Metric units of **weight**:
g, kg

Metric units of **capacity**:
ml, l

All of these units are **metric** units. They will always use conversions of multiples of 10, eg. 10, 100, 1000 etc.

- The metric system is based around the unit of measurement called the meter.
- Metric units easily convert by multiplying or dividing by powers of 10.
- There is no straightforward way to convert imperial units. Just memorising!



Key point

You need

1 foot (ft) \approx 30 cm
 1 mile \approx 1.6 km
 1 kg \approx 2.2 pounds (lb)
 1 litre \approx 1.75 pints
 1 gallon \approx 4.5 litres

1 hectare = 10,000 m²

Pictograms



- Needs a key
- Each symbol represents the same quantity

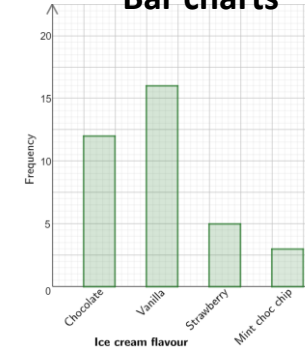
Representing Data

Tally charts

Colour	Tally	Frequ
Red		13
Blue		9
White		24
Black		12

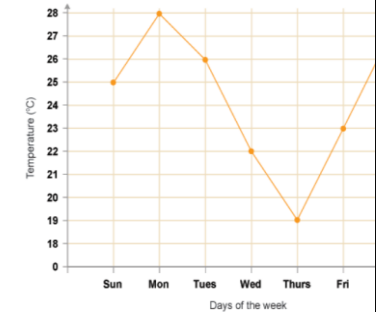
- Tally lines in 5s
- Frequency = how many tally marks

Bar charts



- Even scale
- Gaps between bars
- Bars of even widths

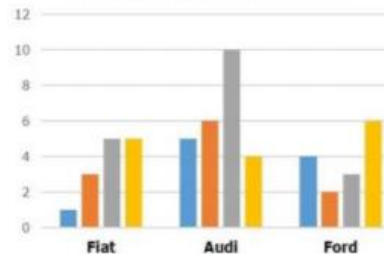
Line graphs



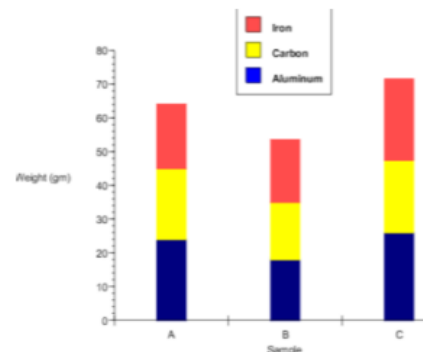
- Even scale
- Join up each point to the next with a ruler

Comparative bar charts

Comparison between various cars



Composite bar charts



Averages

There are three types of **average** that we use to analyse and compare data. We can calculate averages from a **discrete** data set.

Mode The most common value that appears in the list.

Median Once ordered, the middle value.

Mean $\frac{\text{Total of all data}}{\text{Number of pieces of data}}$

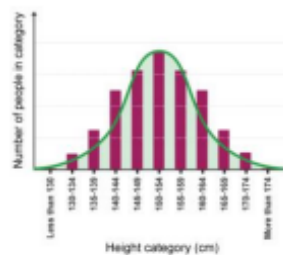
The **range** is used to analyse the **spread** of a data set or how **consistent** the data is.

Range
 $\text{largest data value} - \text{smallest data value}$

Keyword	Definition
Nucleus	Controls what happens inside the cell. Chromosomes are structures found in the nucleus of most cells.
DNA	Deoxyribonucleic Acid. The material inside the nucleus of cells, carrying the genetic information of a living being.
Double Helix	The shape of DNA molecule with two strands twisted together in a spiral.
Base Pair	The pair of nitrogenous bases that connects the complementary strands of DNA.
Bond	The chemical link that holds molecules together.
Gene	The basic unit of genetic material inherited from our parents. A gene is a section of DNA which controls part of a cell's chemistry.
Heredity	Genetic information that determines an organism's characteristics, passed on from one generation to another. To do with passing genes to an offspring from its parent or parents.
Variation	Difference between individuals.
Continuous Variation	Variation that shows a wide range of intermediate values between two extremes. They can be measured. E.g. Hand Span
Discontinuous Variation	Differences between individuals in a characteristic that can only be put into different categories E.g. Eye colour
Environmental Variation	Differences between individuals of a species due to factors in their surroundings.

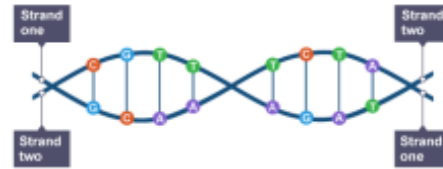
Continuous Variation

Human height is an example. It ranges from the smallest person on Earth to the tallest. Continuous variation shows characteristics that change gradually over time.

**DNA**

DNA is found in the nuclei of cells and organized into chromosomes. This genetic information is passed from one generation to the next. It is called heredity and why we resemble our parents. The genetic information itself is contained in a complex molecule called DNA.

DNA molecules contain two strands. The strands are twisted around each other to form a double helix. These strands are held together by bonds between base pairs.



A DNA molecule showing its base pairs, G-C and A-T

Chromosomes and Genes

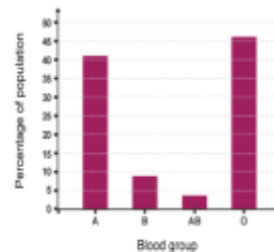
DNA molecules are so long and thin, it is coiled into structures called chromosomes. The chromosomes are found in the nucleus of each cell.

Human body cells each contain 23 pairs of chromosomes, half of which are from each parent. Human gametes (eggs and sperm) each contain 23 chromosomes. When an egg is fertilized by a sperm, it becomes a cell with 23 pairs of chromosomes. This is why children resemble both their parents – half of their chromosomes and DNA come from their mother, and half from their father.

A gene is a section of DNA that is responsible for characteristics such as eye colour. Humans have around 20,000 genes. One copy of all your chromosomes is called your genome.

Discontinuous Variation

A characteristic of any species with only a limited number of possible values. Eye colour and blood group are examples.

**Further Reading:**

<https://www.bbc.co.uk/bitesize/guides/zw2j66f/revision/1>
<https://www.bbc.co.uk/bitesize/guides/zw2j66f/revision/1>
<https://www.bbc.co.uk/bitesize/guides/zw2j66f/revision/1>

Inherited Variation

Variation in characteristics that is a result of genetic information from parents.

Examples include:

- Eye colour
- Hair colour
- Lobed or lobeless ears
- Ability to roll your tongue.

**Environmental Variation**

Characteristics of animal and plant species can be affected by factors such as climate, diet, accidents, culture and lifestyle.

If you eat too much food then you will become heavier.

Variation caused by the surroundings is called environmental variation. Examples include your language and religion.

**Evolution**

Change in the inherited characteristics of a population over time through a process of natural selection, which may result in the formation of a new species.

The theory of evolution by natural selection states that all species of living things have evolved from simple life forms that first developed more than three billion years ago.

Natural selection of variants that give rise to phenotypes best suited to their environment.

- Variation (mutation)
- Adaptation
- Survival & Reproduction

**Extinction**

The permanent loss of all the members of a species

Reasons for extinction:

- Introduction of a NEW disease
- Introduction of a NEW competitor
- Introduction of a NEW predator / overhunting
- Lack of food / prey
- Environmental change (temp., rainfall, loss of habitat etc.)
- Natural disaster



The British Empire and the Industrial Revolution

BIG QUESTIONS

What was the impact of the Industrial Revolution?

What was Britain like in 1750?

How did towns change during the Industrial Revolution

How did transport change industry in Britain?

What were factories like during the Industrial Revolution?

How did people express their disapproval toward the factories?

What was the impact of the British Empire?

What was the British Empire?

Was the British Empire a good thing?

Why are there different views about the Amritsar massacre?

SUMMARY OF THE PERIOD

From around 1750 to 1900 Britain went through a revolutionary change which saw her become the richest and most powerful country in the world, with an Empire that covered around 1/3 of the world's surface and was nicknamed 'the empire on which the sun never sets'. Mass urbanisation happened as Britain changed from a country where most people lived and worked in the country to a country with huge cities and factories where the majority of people now worked. There was massive change to transportation amongst other things with the development of canals, modern roads and railways. There were many good things that happened during the Industrial Revolution, however many people suffered as well due to overcrowding in industrial towns and exhausting working conditions.

Industrial Revolution: Key Dates

1707 – turnpike trusts start operating

1712 – the first working steam engine is developed

1761 – the Bridgewater Canal, in Britain begins operating, the first major canal

1764 – invention of the Spinning Jenny

1811-1816 – the Luddites are at large in Britain

1825 – the world's first passenger railway between Stockton and Darlington opens

1829 – George's Stephenson's rocket, the first major steam locomotive is invented

1830 – 4000 miles of canals in Britain being used

1837-1901 – Queen Victoria's reign

1833 – Factory Reform Act is passed making sure conditions in factories had to better

1834 – Poor Law is passed to create workhouses for the destitute

1839-1842 – First Opium War between Britain and China

1850 – 7000 miles of railway tracks in Britain

1851 – London's Great Exhibition held in the Crystal Palace with six million visitors to the gigantic trade show, marvelling over the latest technology as well as displays of artefacts from around the world.

1900 – 20,000 miles of railway tracks in Britain

1900 - London had 4.5 million inhabitants. The biggest other towns were Glasgow (760,000) and Liverpool (685,000).

1912 – British industrial production reaches its peak, with the textile industry producing 8 billion yards of cloth

1919 – Amritsar Massacre, General Dyer opens fire on protestors in the Amritsar district of India

Exam Style Question

Describe 2 key features of the Industrial Revolution

Key Vocabulary

Agriculture – the profession of farming, producing food or raising livestock.

Canals – man made waterways often linking rivers together.

Cholera - An infectious and often fatal disease caused by contaminated water. It causes severe vomiting and diarrhoea and death by dehydration. The first epidemic of cholera took place in Britain in 1831.

Colony – Name given to an area of the world ruled by another country.

Empire – Where one country rules over lots of other countries or areas of the world.

Factory – a place where goods were made.

The Great Stink - took place in summer 1858 where the smell from human waste in the River Thames meant that Parliament was disrupted. It led to government improving London's sewers.

Luddites – nicknames given to people who violently protested and vandalised factories and machines

Navvies – nickname given to the people who built the canals.

Pollution - the presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects.

Population – the number of people living in a particular place.

Revolution – a movement, often violent, to overthrow an old regime and effect. Complete change in the fundamental institutions of society

Rural – countryside areas in which the population is spread thinly and where villages are the main form of settlement.

Spinning Jenny - a machine developed in the 1770s that had more than one spindle. This meant that larger quantities of cloth could be produced than in the domestic system.

Tolls – a fee paid to use a road

Urbanisation – the mass movement of people from the countryside to cities.

Workhouse - An institution which would house and look after the poor. In return for food and lodging, inmates would be expected to work to produce goods.

Homework Links

<https://www.youtube.com/watch?v=x9BdVHCuNPs>

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

https://www.youtube.com/watch?v=dde_FXU1cY0

<https://www.youtube.com/watch?v=3rdxPjMj6hw>

<https://www.youtube.com/watch?v=NBmQkS8NtJI>

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

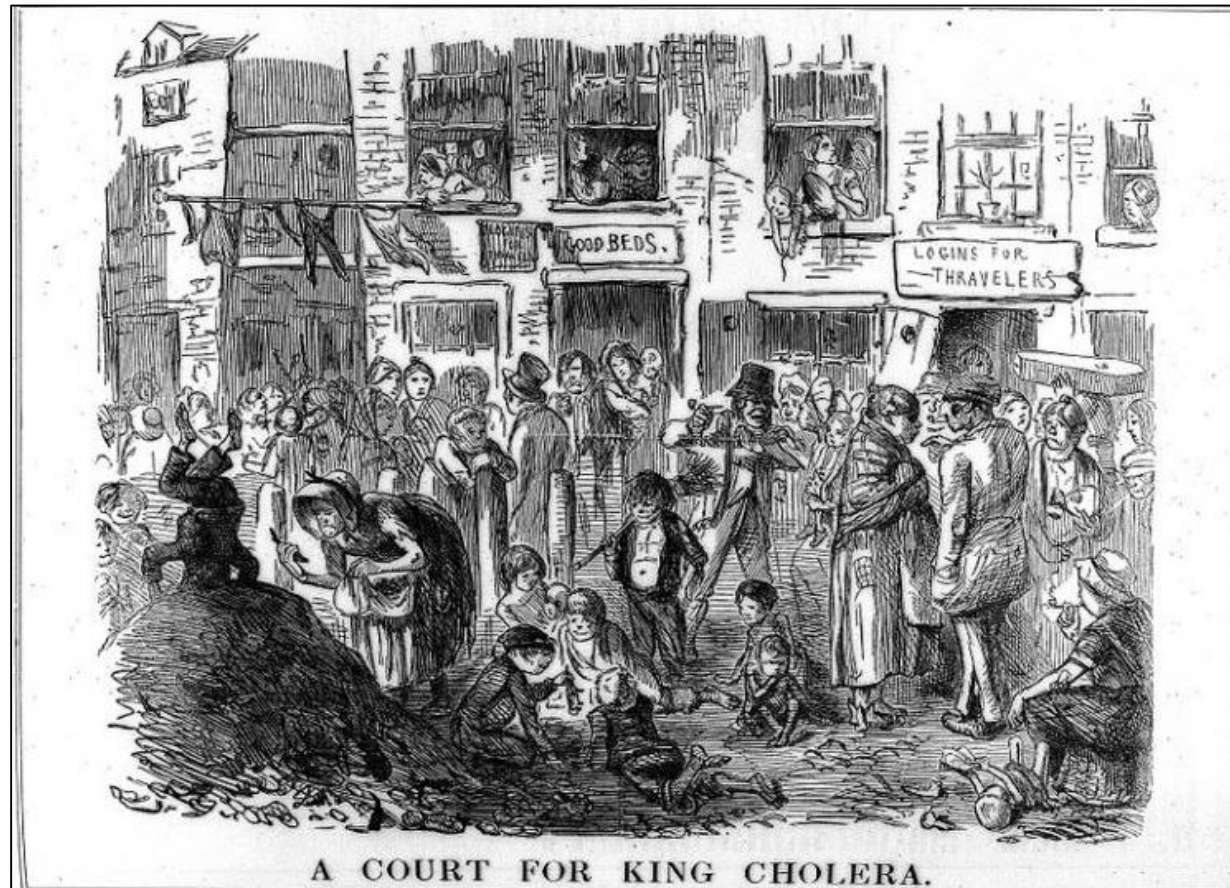
(useful overviews of the Industrial Revolution from BBC teach)

Source Skills

Homework: Complete the source inference task

Living Conditions in Industrial Towns

- ☐ **Pollution:** coal was used to heat houses, cook food and heat water to produce steam to power machines in factories. The burning of coal created smoke leading to terrible pollution in the cities.
- ☐ **Overcrowding:** due to large numbers of people moving to the cities, there were not enough houses. High rents and low wages caused families to live in as small a space as possible, sometimes a whole family would live in a room.
- ☐ **Lack of fresh water:** people could get water from a variety of places, such as streams, wells and stand pipes but this water was often polluted by human waste.
- ☐ **Waste disposal:** gutters were filled with litter and streets were covered with horse manure, collected by boys to sell to farmers. Human waste went directly into the sewers, which were often poorly maintained and flowed into the rivers. Poor quality housing: houses were built very close together so there was little light or fresh air. They did not have running water or a toilet. Walls were thin so houses were often very damp causing ill-health.
- ☐ **Disease:** common throughout the Industrial Revolution due to overcrowding, poor living conditions and contaminated water supplies



"A Court for King Cholera" Drawn by cartoonist John Leech and published in satirical magazine, *Punch* in 1852.

Source Analysis Skills:

1. What can you infer from this source about the quality of living in Industrial Towns?

Extension: How useful is this source for an enquiry into the standard of living in Industrial Towns?

British Empire Timeline

1600 – The East India Company is founded.

1607 – Jamestown, England's first successful colony in the Americas, is founded.

1625 – Barbados, England's first colony in the West Indies, is colonised.

1757 – Britain gains control of Bengal in the Seven Years War.

1770 – Captain Cook landed in Australia.

1775 – The American War of Independence lasts until 1783.

1783 – The United States of America gain their independence from Britain.

1788 – The first ships carrying convicted criminals arrived in Australia.

1839-42 – The First Opium War between

1840 – The Potato Famine in Ireland.

1841 – Britain occupied the island of Hong Kong.

1856-60 – The Second Opium War.

1857 – The Indian Mutiny against British Forces.

1901 – Britain handed over direct rule to Australia.

1921 – The Partition of Ireland.

1947 – The Declaration of Indian Independence.

What was the British Empire?

The British Empire, at its largest, covered 13 million miles or 22% of the world! It controlled over 450 million people or 1/5 of the world's population. It began in the 16th Century, with British forces establishing trading posts overseas and grew all the way through to the 20th Century.

Wars of the Empire: The British didn't easily create their Empire and they often faced opposition from those within the colonies, who wanted rid of the British from their country:

- ☐ **India:** As Britain gained control over India there were revolts against the British rule. At the Battle of Plassey in 1757, 3000 British soldiers defeated a 40,000 strong Indian and French Army. Small rebellions broke out and 1000's were killed. Eventually Britain managed to stop the revolt and executed many Indians.
- ☐ **Australia:** Britain claimed Australia in 1770, the aborigines who already lived there were not happy about their land being taken. The British killed them all. On the island of Tasmania, in 1802 there were 20,000 aborigines, 80 years later there were none.
- ☐ **South Africa:** In 1879 Britain wanted to control more of Africa and started a war against Zululand. Britain sent 16,000 soldiers and an easy victory was expected against the Zulus who were armed with shields and spears. At the Battle of Isandlwana British soldiers were defeated by 20,000 Zulu warriors. Over 1200 British soldiers were killed and although Britain eventually managed to conquer Zululand this was one of the worst defeats Britain had ever faced.
- ☐ **America:** By 1750 Britain controlled 13 different colonies on the Eastern side of America. In 1773 a protest started in Boston against the tax on tea. It quickly escalated and became a major revolt against British rule. On 4th July 1776 the Americans declared their independence from Britain. Britain quickly sent almost 60,000 soldiers to recapture America but after five years of fighting Britain was defeated.

Positive aspects of the British Empire	Negative aspects of the British Empire
Many of the foods we enjoy today came originally from the countries of the British Empire such as tea, cocoa, chocolate, coffee, rice, curry	Rebellion: Many people in the colonies were killed when they rebelled against British rule for example the Mau Mau rebellion in Kenya in 1956
Clean water and sanitation: Britain improved these important services in the Colonies which meant people were generally healthier.	Economies in the Colonies were wrecked because of Britain's hold over transport and raw materials. Britain became rich and powerful at the expense of its colonies
Raw Materials: Britain benefitted from a plentiful supply of cheap raw materials that could be made into manufactured goods such as rubber, cloth, and woollen goods. This made Britain wealthy.	Many people who lived in the colonies remained very poor. There were very limited job opportunities for them
The colonies provided soldiers to fight for Britain examples being World War 1 and World War 2	Native people such as the Aborigines of Australia had their land taken by The British. 80% of the Aboriginal population were wiped out in 150 years.

BIG QUESTIONS

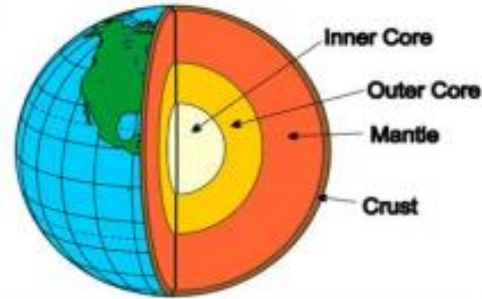
1. Can you dig a tunnel to the centre of the Earth?
2. How do tectonic plate boundaries cause earthquakes and volcanoes?
3. How has Earth evolved?
4. Will Kent ever experience an earthquake?
5. Why is Iceland being torn apart?
6. Why is a retreating ocean a sign of impending danger?
7. Can volcanic eruptions be predicted?
8. How do the effects of tectonic hazards differ between countries?
9. Can people manage risk living in earthquake zones?

Homework To Complete

1. Learn Keywords
2. Revise plate boundaries and take online test.
3. Create a fact file on an earthquake event.

The earth has 4 layers

The inner core
The outer core
The mantle
The crust



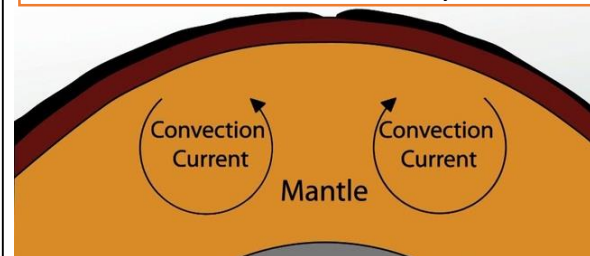
The crust is split into major fragments called **tectonic plates**. There are 2 types: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense)

These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).

There are 2 theories of why plates move: **convection currents** and **ridge push, slab pull**. Plates either move against each other (**destructive** margin) away from each other (**constructive**) or next to each other (**conservative**)

Convection currents

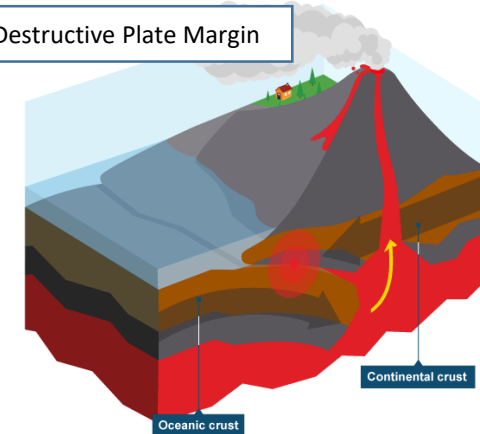
Heat from the core causes convection currents in the mantle. The energy from the heat drives movement of the tectonic plates.

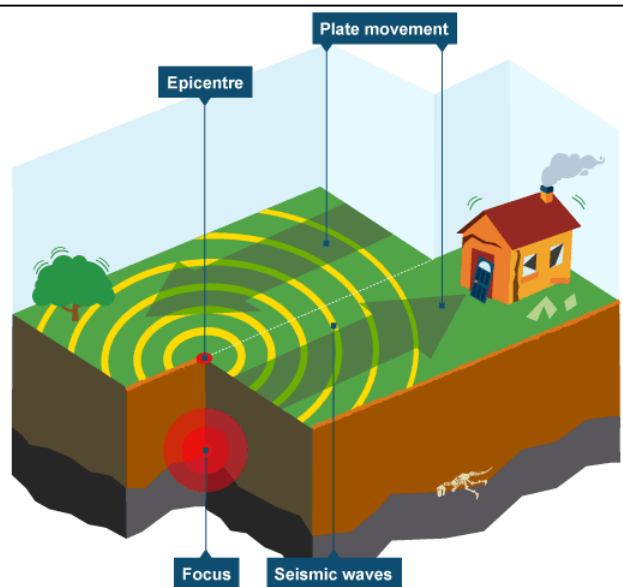


Homework

Revise the three plate boundaries and take the test. [Plate boundaries - Plate tectonics - KS3 Geography Revision - BBC Bitesize](#)

Destructive Plate Margin





An earthquake is a sudden **shockwave** caused by rocks being under stress from the movements of plates at plate boundaries. Eventually the stress in the rock builds up enough to deform and reach breaking point. At that point, the stored-up energy is released.

Social Impacts – effects on people.

Economic Impacts – effects on the country's economy.

Environmental Impacts – effects on the environment.

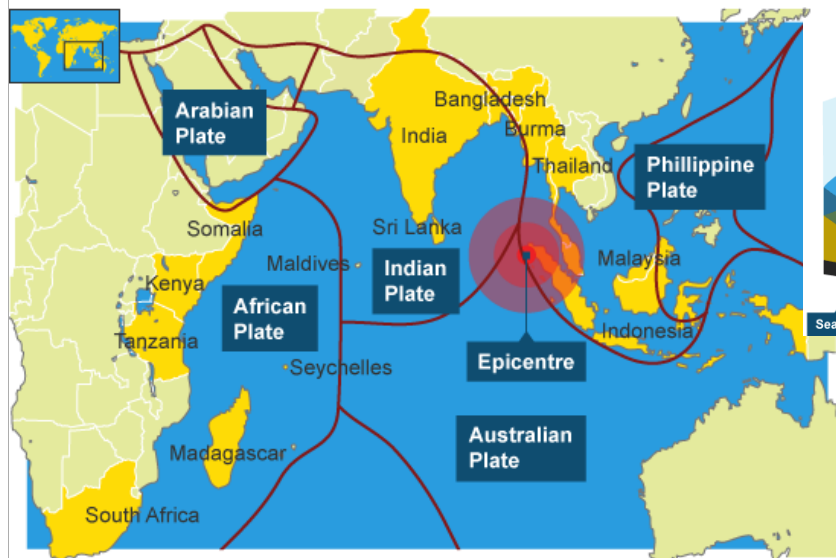
Primary Impacts –

what happens straight away.

Secondary Impacts – effects that occur following as a result.

Immediate Responses – how people respond to the event straight away.

Long-Term Responses – how people respond weeks, months or years after the event.

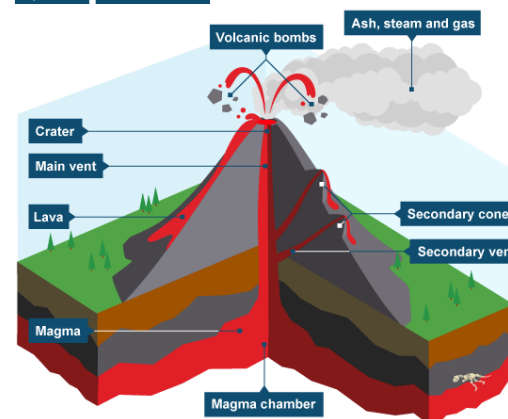
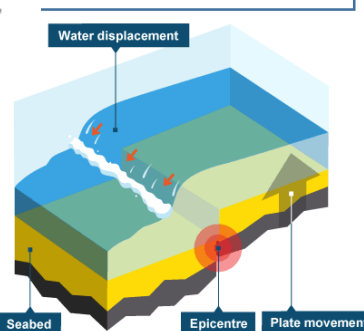


Key

Countries affected by tsunami

Plate boundaries

Tsunami is a Japanese word which means 'harbour wave'. A tsunami is a large sea wave caused by the displacement of a large volume of water. They can be caused by earthquakes triggered by moving sections of the Earth's crust under the ocean.



Challenge Homework

Create a fact file of an earthquake event. Examine effects of the earthquake and how people responded.

Key vocabulary

Conservative plate – where two tectonic plates slide past each other.

Constructive plate – where two tectonic plates pull away from each other.

Crust – the thin layer of earth split into continental and oceanic.

Destructive plate – where two tectonic plates crash into one another.

Subduction – where an oceanic plate sinks beneath a continental plate, on a destructive plate margin.

Earthquake – a sudden shockwave caused by rocks under stress as the plates jolt into a new position.

Epicentre – the point above the focus of the earthquake.

Mantle – the thickest layer of planet Earth where the magma moves by convection currents.

Convection Currents – heat from the core moves the magma in the mantle in a circular motion.

Natural hazard – an extreme event that happens naturally and causes harm to humans.

Plate margin/boundary – a layer of lithosphere (crust) moving on top of the mantle.

Tectonic plate – a layer of lithosphere (crust) moving on top of the mantle.

Tsunami – a large sea wave caused by the displacement of a large volume of water.

BIG QUESTIONS

How do artists use printmaking?

Discover ways to record ideas suitable for printmaking.

Define the term relief printmaking.

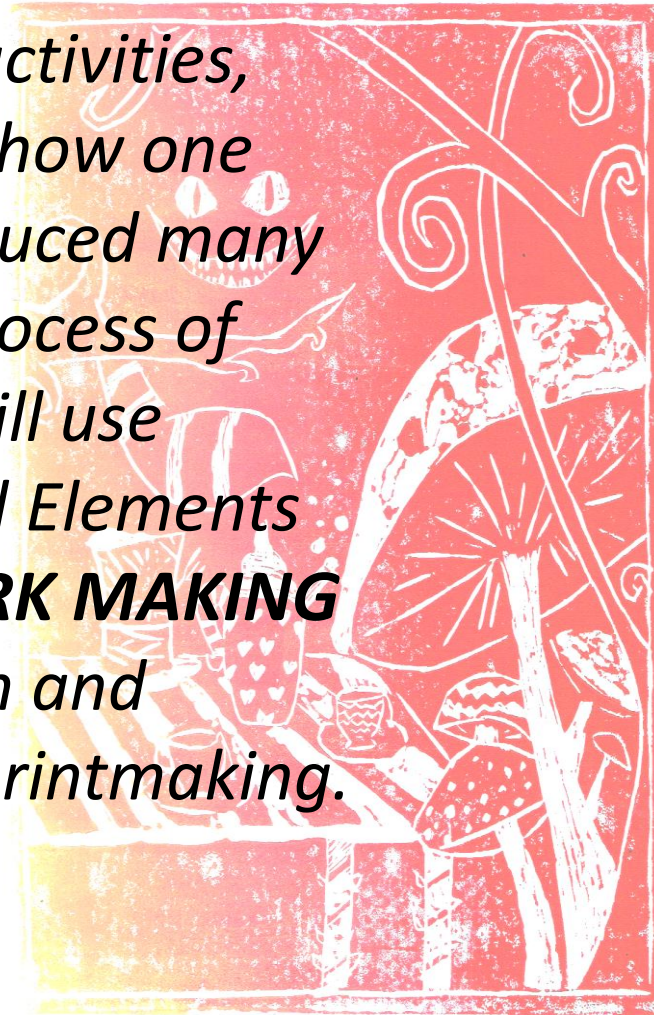
What is the reduction printing process used for?

List the materials and equipment needed to make a polystyrene relief print.


Realise intentions through a final outcome

Overarching Big Question

*Through a series of activities, students investigate how one image can be reproduced many times through the process of printmaking. They will use knowledge of Formal Elements **TEXTURE, LINE, MARK MAKING** and **PATTERN** to plan and develop images for printmaking.*



Key Skills

<p>RECORD</p> <p>I will learn to record...</p> <ul style="list-style-type: none"> • images and information appropriate for printmaking • using drawing and printmaking techniques • increasing my knowledge and understanding of how artists use printmaking techniques to create meaningful work • ideas for a print 	<p>DEVELOP</p> <p>I will learn how to develop...</p> <ul style="list-style-type: none"> • my knowledge and understanding of printmaking • compositions suitable for printmaking • ideas in response to a given theme, linking to artists to my own work. • my higher order thinking skills
<p>REFINE</p> <p>I will learn how to...</p> <ul style="list-style-type: none"> • use images and information to create ideas for printmaking • experiment with printmaking techniques e.g. Relief, Mono and Collagraph. • select ideas to adapt and improve into a final idea 	<p>EVALUATE</p> <p>I will learn how to...</p> <ul style="list-style-type: none"> • reflect on the development of my own work • make connections between my own and artists' work • suggest ways I could I improve • evaluate artists using analytical writing skills and forming opinions
<p>PRESENT OUTCOMES</p> <p>I will learn how to...</p> <p>produce a finished outcomes in print</p>	

Homework Links

Homework Booklet 4 'Marilyn Monroe' by Andy Warhol (artist links to project through use of printmaking) .

Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two-week cycle)



Key Vocabulary

I will learn the meaning of...
Relief/Repeat/Reduction/Pattern/Line/Positive and Negative space within the context of printmaking.

Big Questions:

- § Can you attempt/complete a variety of fitness tests?
- § Can you name the relevant components of fitness?
- § Can you perform bodyweight exercises with the correct technique?
- § Can re-test your fitness and compare to your results from Part 1?

Key Principles of Circuit Training:

- A method of training which enables you to train muscular strength, muscular endurance, power or aerobic endurance.
- Participants rotate around a series of exercises (stations), including a set period of time for work and rest.
- Benefits of circuit training: working all muscle groups and components in alternate system of stations allowing recovery of muscles and capacity to exert maximum effort; facilitates anaerobic energy system.
- Can function as a skills or fitness enhancing method with use of stations.



Fitness:

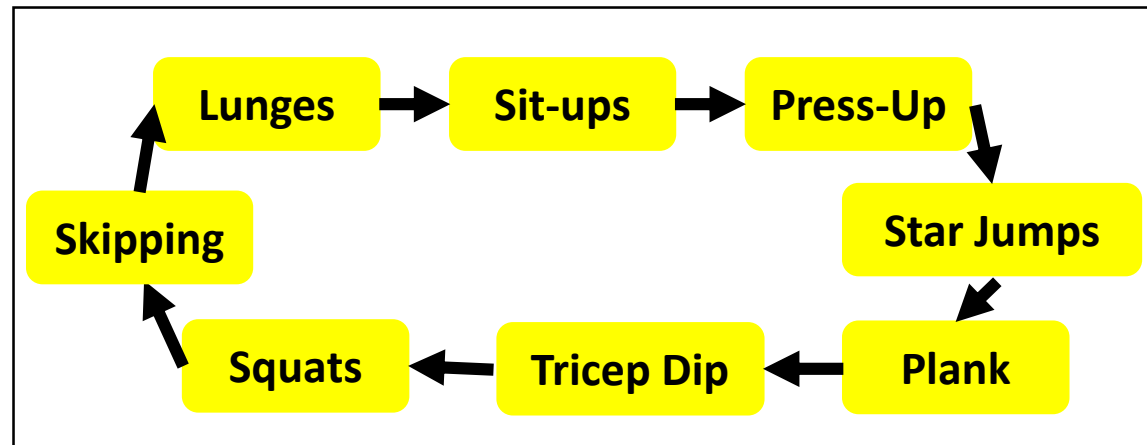
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

Knowledge:

- Identify the basic muscles and demonstrate a stretch for each.
- Know the difference between static and dynamic stretches.
- Can identify and describe the key components of fitness and demonstrate suitable exercise to improve each.

Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small circuit.
- Encourages and motivates others to work effectively.
- Good organisation and communication skills.
- Confident in different roles: Fitness Instructor, measurer, motivator.



Big Questions:

Can you make an accurate pass while running with the ball?

Can you safely and effectively make a tackle?

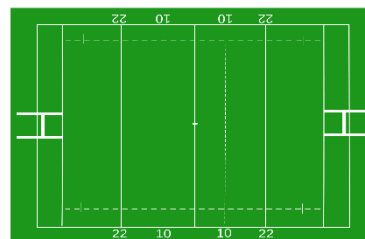
Can you safely and effectively create a ruck?

Can you use tactics to create space to attack?



Key Skills:

- Tackling: Socket to Pocket, Ring of Steel, Hit Low and Hard, Release when player is down.
- Passing: Soft Hands, Hands Up (W), Pass across Chest, Follow through to Target.
- Scrum: Used to restart the game after a knock on. Front Row (Prop-Hooker-Prop) Second Row (4-5), Flankers (Open Side - Number 8 - Blindside)
- Ruck: Contest for the ball after a tackle is made. Must come through the gate, hands out.
- Line Out: Used to restart the game if the ball goes off the field. Hooker throws the ball down the middle of the two teams' lines (Forwards).



Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.

Key Rules in Rugby:

- High Tackle: All tackles must be below the shoulder and you must attempt to wrap your arms around player, NO shoulder barges.
- Knock On: If you drop the ball it has to bounce backwards. Any knock on will result in a scrum.
- Pass Backwards: All passes have to go backwards. If you make a forward pass, it will result in a scrum.
- Off Side: Defenders need to make sure they are On Side, which is behind the "Gain Line".

Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different roles: Coach, Referee, Scorer.



Big Questions:

- § Can I consistently rally with a partner (overhead clear)?
- § Can I serve accurately (backhand, underarm)?
- § Can I effectively play an attacking shot (drop, smash)?
- § Can apply rules and tactics effectively to score points?



Key Skills:

Overhead Clear: Force opponent to rear of court, hit at highest point, follow through and stand side on.

Smash: Aim to skim net, hit at highest point in downwards direction and transfer body weight.

Drop Shot: Stand side on, skim net and land just beyond, light tap.

Backhand Shot: Backhand grip, aim for back of court, strong follow through and stand side on
Long Serve: Drop and swing at same time, aim for back of court, stand side on and start with racket at waist height.

Short Serve: Short back swing, aim to skim net, racket in front with backhand grip.

Leadership and Coaching:

- Can compare performance using key terminology and teaching points for a variety of sports and skills
- Can use ICT to compare performance
- Know how to gain others attention



Key Rules in Badminton:

- Singles: Court long and narrow
- Doubles: Court short and wide for serving, whole court thereafter
- You can't touch or cross the net
- Can only hit the shuttle once when returning
- Games are played to 21 points
- Points are scored on every serve



Teamwork and Respect:

- Set examples to others in lessons and competitive games
- Show fair in competition
- Respect officials' decisions
- Be gracious in defeat e.g. shake hands with each other

Big Questions:

Year 7:

Can I "travel" using different techniques?

Can I work with another individual to create a balance?

Can I combine balances, jumps and travelling into a mini routine?

Can I create a routine with a peer?

Year 8:

Can I correctly take off when using the springboards?

Can I confidently take off and land correctly when vaulting?

Can I generate height to land on equipment?

Can I create a routine, which includes a jump, roll and balance?



Key Skills:

- Travelling: Moving around the hall using a variety of different, rolls, steps, slides and jumps.
- Balance: Balancing on different body parts, the amount of body parts and performing partner balances with 2 or 3 peers.
- Flight: Travelling through the air, using springboards as an aid.
- Routine: Combining these skills mentioned above to create a routine



Leadership and Coaching:

- Can run a three part warm up.
- Devise and run a small skill practice
- Encourages others
- Good organisation skills
- Good communication skills
- Confident in different coaching roles.

Key Safety Rules:

- Bare feet only
- Ensure equipment is safe and correctly put out before use
- Only 1 person at any one time on a piece of equipment
- Ensure you are confident and have the right out of support before attempting any jumps, rolls and balances.

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Always respect others whilst they are demonstrating their routine
- Works well in a team and supports their peers.



Big Questions:

Can you effectively dribble the ball?

Can you use a bounce/ chest or shoulder pass?

Can you effectively perform the set shot /lay-up shot?

Can you use key defensive /attacking tactics effectively?



Key Skills

- **Shooting:** Set shot: Shoot with one hand only. Bend your knees and flick your wrist. BEEF (Balance/Elbow/Eye/Follow-through). Jump shot: Release the ball at the top of your jump. Lay-up: Use the top right/left hand side of the backboard. Drive up off your right or left leg.
- **Passing:** Chest/Bounce/Javelin: Step into your pass. Always have your hands up and ready to receive the ball.
- **Dribbling:** Controlled dribble/Cross-Over/Speed/Spin: Bounce between hip and knee height. Keep the ball under control & look up.
- **Defending:** Stay between your opponent and your own basket. Move your feet. Do not reach in.



Teamwork and Respect

- Honest/Fair
- Compassionate
- Inspires others
- Speaks to peers/teacher with respect
- Demonstrates good sportsmanship

Key Rules

- Double dribble
- Jump ball
- Traveling
- Time violations
- Out of court
- Tip off
- Back court violation
- Contact fouls
- Free throws
- Side and base line ball

Coaching and Leadership

- Knowledge of rules and regulations
- Organisational skills
- Interpersonal communication skills
- Vision
- Creativity
- Humility
- Confidence



Can you research these common rules to find out more specific details?

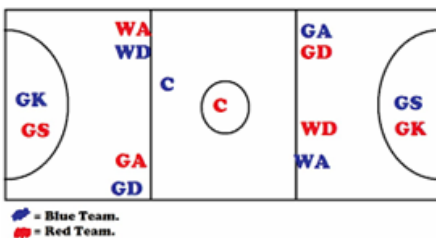
Big Questions:

Can you perform the correct footwork technique in netball?

Can you accurately pass a netball using different techniques?

Can you demonstrate good shooting technique?

Can you apply different strategies to get free from your opponent and tactics in a game?



Key Skills:

- Chest pass: W grip/ Step/Chest to chest/Follow through/ short distance
- Bounce pass: W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
- Shoulder pass: sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
- Footwork: -Landing on alternate feet- first foot to land is the static pivoting foot - Landing on simultaneous feet – either foot can become static pivoting foot -On the move – release ball before third step
- Getting free from their marker e.g. sprint into a space, sprint and feint
- Marking a player and a player with the ball
- Shooting: balance/height/line and aim/ flick and follow/ knee extension.

Leadership and Coaching:

- To run a three part warm-up
- To show good communication skills
- To take the lead in practices
- To have the opportunity to take on different roles e.g. player, coach, scorer, umpire

Key Rules in Netball:

- Netball is a 7 a side game.
- Players are given certain positions and areas they are allowed e.g. GA, GD, C, WA, WD, GS, GK.
- The netball is not allowed to go over a third without it being touched.
- To score a goal the GA or GS must be within the semi-circle to shoot.
- You are not allowed to walk with the ball.
- You should be a metre away when defending a player with the ball.
- A centre pass is taken when a goal has been scored, it is alternated between the two teams.

Teamwork and Respect:

- Follows guidance from others
- Works well in a team
- Does not argue with the netball umpire
- Motivates others
- Fair in competition



Big Questions:

Can you effectively dribble the ball?

Can you successfully make a short, side-footed pass, and a long-lofted pass?

Can you shoot accurately and with power?

Can you use effective attacking and defensive tactics?



Key Skills:

- Passing: Use the side of your foot to give you accuracy and control of the ball.
- Dribbling: Dribble the ball close to your body to keep more control.
- Shooting: Try to keep shots low and aim for the corners. Power and accuracy are key.
- Defending: Nearest person to the ball should apply pressure on the ball by moving into a position within 2-3 yards of their opponent to close them down. Don't jump in. Communication is key



Leadership and Coaching:

- Encourage and motivate others
- Be creative
- Display knowledge and understanding of the rules
- Show compassion towards others
- Inspire others to perform better
- Be a good role model

Key Rules in Football:

- Throw-in
- Offside
- Corner kick
- Goal kick
- Kick off
- Foul play
- Free kick
- Penalty
- Handball

Can you research these common rules to find out more specific details?

Teamwork and Respect:

- Sets an example for others to follow.
- Very fair in competition.
- Honest
- Always gracious in defeat and humble in victory.
- Works well in a team and supports their peers.
- Never argues with the referee.



Big Questions:

- Can you solve a problem as a team?
- Can you orientate a map?
- Can you take on the role of leader?
- Can you communicate effectively to help your team solve a problem?
- Can you effectively Plan, Do, and Review to overcome a problem?



Key Skills:

- To take on the principle of 'Plan, do, review' in problem solving activities
- To refine ideas and try different approaches to solving problems
- To orientate a map of the school field
- To use grid references to place markers out and to find codes
- To work as a team member
- Verbal and non-verbal communication skills



Leadership and Coaching:

- To run a warm-up appropriate for OAA
- To show good communication skills
- To consider the safety of self and others in the tasks set
- To take on a variety of roles e.g. leading, organising, managing

Key Rules in OAA:

- To follow the rules of orienteering and problem solving
- To follow the safety aspects of the tasks set



Teamwork and Respect:

- To listen to each other's opinion and discuss ideas
- To motivate others to succeed
- To cooperate with others in solving problems
- To be fair in competition



Big Questions

1. How Does Ethics impact on Sport?
2. What defines a Religion?
3. How do Religion and morals impact on sport?

What is a Religion?

Religion is the belief and worship of a superhuman power or powers especially a God or multiple Gods.

There are 2 types of religion – Monotheism which believes in one God only – Christianity, Judaism, Islam for example and polytheism which believes in more than one God – Hinduism.

Religion is also an interest or set of beliefs followed by a group of people which could be considered a similarity to sport – What is your opinion?

Should Men and Women be treated the same within sport?

It is well known within the area of sport that men and women are treated differently which is gender inequality.

Within competitions the prize money for a Women's event is less than that of men.

The sponsorship deals that are available are significantly less for women – think how many male athletes advertise products compared to females?

What makes sport unfair?

There are many factors that can make sporting activities and competitions considered unfair. The use of Equipment, the money available to pay for the best training and facilities and what Gender you present as are all ways that can impact on sporting achievements.

Use of Money

This can be used to create unfair advantages by buying better players in team sports, especially within football, better trainers and managers, and better facilities to train in. This creates an unfair advantage over less financially fortunate players or teams. Think of Premiership football teams – why do they have the best players?

How does Religion influence the use of Leisure time?

Leisure time is defined as free time, time that is not spent at work or school.

There are many religious rules regarding the right way that free time should be spent.

Within Christianity one of the 10 Commandments is – Keep the Sabbath Day Holy – this refers to a day of rest. God created the Universe in 6 days and rested on the 7th which means that Christians should only take part in activities in their free time that God would approve of.

What would you consider to be a misuse of Leisure time if you were a Christian?

Key words:

Ethics – Moral principles that govern a person's behaviour or conduct.

Morals – What you believe to be true about right and wrong.

Leisure time – the way we chose to spend our free time.

Sacred – Holy, special, set aside by God.

PED – Performance enhancing drug.

Inequality – To be treated differently because of stereo typical ideology.

Graffiti – Writing or drawings made on a wall or other surface, usually without permission and within public view.

BIG QUESTIONS

What is characterisation?

How can physical performance skills and vocal skills be incorporated into a performance?

How can drama techniques be incorporated into a performance?

Why is discipline important in a performance?

What are the differences between the two styles – Naturalism and Abstract Theatre?

What is the difference between devising and a scripted performance?

Performance Skills

Planned Movement	Physical actions that are organised prior to the performance and then rehearsed.
Positioning	Arranging an actor in a place/way. Where the actor is facing.
Posture	How the body is held.
Body Language	Movements with the body, that communicate feeling.
Eye Contact	Where the actor is looking.
Space	How the environment is used.
Levels	How high or low an actor is positioned on stage.
Vocal Skills	How the voice is used to communicate emotion and character.
Gestures	Using your hands to further express meaning or emotion.
Facial Expressions	Showing mood through the movement of your face.

3PBEDSLVGF

Physical performance skills are the ways the use body can be used to communicate character or meaning.

Always remember to remain disciplined when performing.

Vocal Skills

Pitch	How high or low your voice is.
Pace	How fast or slow you speak.
Pause	A moment of silence.
Projection	How far and clearly you speak enable your voice to travel across the room.
Tone	Using your voice to show mood.
Emphasis	Exaggerating particular words or phrases in a sentence.
Accent	A distinctive pronunciation which shows location. This can be linked to country or area.
Volume	How loud or quiet you are speaking.

4P'STEAV

The way in which the voice is used to communicate. Vocal skills can be used to communicate character. The more the audience can understand about a character, the greater the understanding of the narrative of the performance.

Drama Techniques	What would it look like on stage?
Thought Track	Character telling their thoughts to the audience
Monologue	A speech spoken by one character
Choral Speaking	A group of actors speaking at the same time
Slow motion	Slowing movement down
Flashback	A scene from the past
Cross Cutting	Mixing up the order of scenes
Narration	A spoken commentary for the audience about the action on stage
Organic Sound	A sound made by the actors (not recorded)
Synchronisation	Actors moving at the same time
Canon	Moving one after the other
Multi-role	One actor playing more than one role
Hot Seating	Questioning an actor in role
Still Image	A frozen moment in a scene
Physical Theatre	Using your body to create objects
Mime	Performing an action with no props
Mirroring	2 actors facing each other moving at the same time
Split Role	One role that is played by more than one actor
Flash forward	A scene from the future
Tableau	A still image that captures the whole scene/story
Repetition	A sound/movement that is repeated
Marking the Moment	When a moment in a scene is emphasised

Style: Naturalism

Naturalism uses realistic acting and in-depth characterisation.

- Subtext
- Relationships
- Personality
- Situation
- Motivation

Movement is planned carefully, making sure every action has a meaning behind it.

Set/costume/props/sound are used as part of a Naturalistic performance however drama techniques are NOT used!

Style: Abstract Theatre

Theatre that is non-naturalistic.

Drama techniques are included in performances to present a narrative or theme in an alternative or unconventional way.

Drama techniques are used to enhance an abstract performance, making it more engaging for the audience.



BIG QUESTIONS

1) Tu es allé où en vacances?
Where did you go on holiday?

2) Avec qui?
Who with?

3) Tu as voyagé comment?
How did you travel?

4) Qu'est-ce que tu as visité?
What did you visit?

5) Qu'est-ce que tu as fait?
What did you do?

6) Tu voudrais aller où?
Where would you like to go?

7) Qu'est-ce que tu voudrais faire?
What would you like to do?

Saying where you went

Tu es allé où en vacances? (Where did you go on holiday?)						
Avec qui? (Who with?)						
Tu as voyagé comment? (How did you travel?)						
L'année dernière, (Last year,)	je suis allé (I went)	en Espagne (to Spain)	avec (with)	mon frère. (my brother.)	J'ai voyagé (I travelled)	en avion. (by plane.)
Lété dernier, (Last summer,)		en France (to France)		mes parents. (my parents.)		en bateau. (by boat.)
Il y a deux ans, (Two years ago,)		en Grèce (to Greece)		ma famille. (my family.)		en car. (by coach.)
Il y a cinq ans, (Five years ago,)		au Maroc (to Morocco)		mes amis. (my friends.)		en train. (by train.)
		au Portugal (to Portugal)			Nous avons voyagé (We travelled)	en voiture. (by car.)
		aux États-Unis (to the USA)				

Saying what you did on holiday

Qu'est-ce que tu as fait pendant les vacances? (What did you do during the holidays?)						
Pendant mes vacances, (During my holidays,)	d'abord (firstly)	j'ai (I)	mangé des glaces (ate ice cream)	et après (and after)	j'ai (I)	acheté des souvenirs (bought souvenirs)
		on a (we)	bu du coca (drank coca cola)	et ensuite (and next)		pris des photos (took photos)
			joué au volley (played volleyball)	et puis (and then)	on a (we)	fait du vélo (went cycling)
			visité des monuments (visited monuments)	et enfin (and finally)		fait de la voile (went sailing)
À mon avis (In my opinion)	c'était (it was)	amusant (fun)	mais mon frère (but my brother)	dit que (says that)	c'était (it was)	ennuyeux (boring)
J'en dirais que (I would say that)		génial (great)				nul (rubbish)
		incroyable (incredible)				terrible (terrible)
		inoubliable (unforgettable)				

Saying what I did in Geneva

Qu'est-ce que tu as visité? (What did you visit?)

C'était comment? (How was it?)

D'abord (Firstly)	j'ai visité (I visited)	le château (the castle)	et (and)	le stade. (the stadium.)	C'était (It was)	un peu (a little)	amusant. (fun.)
Ensuite (Next)		le lac (the lake)		la cathédrale. (the cathedral.)		assez (quite)	cool. (cool.)
Puis (Then)		le musée (the museum)		la mosquée. (the mosque.)		très (very)	génial. (great.)
Après (Afterwards)		le parc (the park)		la chocolaterie. (the chocolate shop.)		complètement (completely)	ennuyeux. (boring.)
Finalement (Finally)							intéressant. (interesting.)
							sympa. (nice.)
							moderne. (modern.)
							nul. (rubbish.)

Saying how I would like to spend my holiday

Si j'étais riche, (If I were rich,)	je voudrais (I would like) j'adorerais (I would love)	aller en vacances (to go on holiday)	aux Maldives. (to the Maldives.) au Brésil. (to Brazil.) au Mexique. (to Mexico.) en Australie. (to Australia.) au Kenya. (to Kenya.)
		rester dans (to stay in)	un hôtel de luxe. (a luxury hotel.) un hôtel de cinq étoiles. (a five star hotel.) une colonie de vacances. (a holiday camp.)
		faire un safari. (to go on safari.) faire du plongée sous-marine. (go scuba-diving.) faire de la voile. (go sailing.) manger dans un bon restaurant. (eat in a good restaurant.)	
Ça serait (It would be)		inoubliable. (unforgettable.) incroyable. (incredible.) une expérience. unique (a unique experience.)	

Mid-Term Assessment Prep – I can...

- | | | |
|---|--|---|
| <input type="checkbox"/> Say where I normally go on holiday | <input type="checkbox"/> Say who I went with | <input type="checkbox"/> Say what you did |
| <input type="checkbox"/> Say where I went on holiday | <input type="checkbox"/> Say how I got there | <input type="checkbox"/> Say how it was |



HOMEWORK

Every week you will be set an assignment on sentence builders. My homework day is:

The website is:

www.sentencebuilders.com

You should have your log-in details stuck in your planner. If you forget these, you must email your teacher or ask in lesson time for these details.

Your knowledge organiser has every answer that you will need to complete your homework. Have it open when you do your homework!

BIG QUESTIONS

- 1) ¿Adónde fuiste de vacaciones el año pasado?
Where did you go on holiday last year?
- 2) ¿Qué hiciste en vacaciones?
What did you do on holiday?
- 3) ¿Con quién fuiste?
Who did you go with?
- 4) ¿Cómo te fue?
How was it?
- 5) ¿Si fuera rico/a, adónde te gustaría ir?
If you were rich, where would you like to go?
- 6) ¿Qué te gustaría hacer?
What would you like to do?

Saying where I went on holiday

¿Adónde fuiste de vacaciones? (Where did you go on holiday?)							
¿Con quién fuiste de vacaciones? (Who did you go on holiday with?)							
El año pasado (Last year) El verano pasado (Last summer) Hace dos años (Two years ago)	fui a (I went to) viajé a (I travelled to)	Escocia (Scotland)	con mis amigos. (with my friends.) con mi clase. (with my class.) con mi familia. (with my family.) con mis padres. (with my parents.)	Fuimos (We went) Viajamos (We travelled)	en avión. (by plane.) en autocar. (by coach.) en barco. (by boat.) en coche. (by car.) en tren. (by train.) en un crucero. (on a cruise ship.)	¡Qué bien! (How great!) ¡Qué divertido! (How fun!) ¡Qué aburrido! (How boring!) ¡Qué lástima! (What a shame!)	¡Qué guay! (How cool!) ¡Qué bonito! (How nice!) ¡Qué horror! (How dreadful!) ¡Qué mal! (How bad!)
		España (Spain)					
		Francia (France)					
		Gales (Wales)					
		Grecia (Greece)					
		Irlanda (Ireland)					
		Italia (Italy)					
		los Estados Unidos (the United States)					

Saying what I did on holiday

El primer día (On the first day)	descansé en la playa (I relaxed on the beach)	compré una camiseta (I bought a T-shirt)	y también (and also)	vi un castillo interesante. (I saw an interesting castle.)	bebi limonada. (I drank lemonade.)
Otro día (Another day)	tomé el sol (I sunbathed)	saqué muchas fotos (I took lots of photos)	y luego (and then)	conocí a un chico muy guapo. (I met a very handsome boy.)	hice vela. (I went sailing.)
El último día (On the last day)					
Por la mañana (In the morning)	visité monumentos (I visited monuments)	mandé SMS (I sent texts)	y más tarde (and later)	salí con mi hermano. (I went out with my brother.)	monté en bici. (I rode a bike.)
Por la tarde (In the afternoon)	nadé en el mar (I swam in the sea)	bailé en la discoteca (I danced at the disco)	y después (and afterwards)	comí paella. (I ate paella.)	
Por la noche (In the evening)					



Remember that you can add **no** in front of any activity to say what you **didn't** do.

E.g. **No** descansé en la playa = I **didn't** relax on the beach

Connectives to introduce a negative:

Sin embargo = **However**

Pero = **But**

Por otro lado = **On the other hand**

Saying how my holiday was

¿Cómo te fue? (How was it?)							
¿Por qué? (Why?)							
Me gustó (I liked it)	Fue fenomenal (It was fantastic)	porque (because) dado que (given that)	hizo buen tiempo. (the weather was good.)	Sin embargo (However)	mi hermano (my sister)	piensé que fue (thought that it was)	divertido (fun)
Me encantó (I loved it)	Fue flipante (It was amazing)		visité monumentos. (I visited monuments.)		mi hermano (my brother)	dijo que fue (said that it was)	flipante (amazing)
Fue divertido (It was fun)	Fue guay (It was cool)		me divertí mucho. (I had a lot of fun.)				guay (cool)
Fue estupendo (It was brilliant)							un desastre (a disaster)
No me gustó (I didn't like it)	Fue horroroso (It was terrible)		Llovió todos los días. (it rained every day.)		mis padres (my parents)	piensaron que fue (thought that it was)	horroroso (terrible)
Fue un desastre (It was a disaster)	Fue raro (It was weird)		perdí mi móvil. (I lost my phone.)			dijeron que fue (said that it was)	horrible (horrible)
Fue horrible (It was horrible)			perdí mi pasaporte. (I lost my passport.)				

Saying where I would like to go

Si fuera rico/a, (If I were rich,)	me gustaría (I would like) me encantaría (I would love)	ir de vacaciones (to go on holiday)	a las Maldivas. (to the Maldives.) a Brasil. (to Brazil.) a México. (to Mexico.)	a Australia. (to Australia.) a Kenia. (to Kenya.)
		alojarme (to stay)	en un hotel de lujo. (in a luxury hotel.) en un hotel de cinco estrellas. (in a five star hotel.) en una villa. (in a villa.)	
		ir de safari. (go on safari.) hacer submarinismo. (go scuba-diving.) hacer vela. (go sailing.) comer en un restaurante caro. (eat in an expensive restaurant.)		
Sería (it would be)	inolvidable (unforgettable)			
	increíble (incredible)			
	una experiencia única en la vida (a once in a lifetime experience)			

Mid-Term Assessment Prep – I can...

- | | | |
|--|--|--|
| <input type="checkbox"/> Say where I normally go | <input type="checkbox"/> Say how I travelled | <input type="checkbox"/> Say what I did on holiday |
| <input type="checkbox"/> say where I went on holiday | <input type="checkbox"/> say who I went with | <input type="checkbox"/> say how my holiday was |



HOMEWORK

Every week you will be set an assignment on sentence builders. My homework day is:

The website is:

www.sentencebuilders.com

You should have your log-in details stuck in your planner. If you forget these, you must email your teacher or ask in lesson time for these details.

Your knowledge organiser has every answer that you will need to complete your homework. Have it open when you do your homework!

BIG QUESTIONS

How do designers use technical drawing skills to represent ideas and influence their practical products?

What is Isometric drawing?

What is Rendering?

What is CAM?

What is CAD?

What are the different marks and textures that can be programmed into the laser cutter?

What materials can be cut, scored or etched on a laser cutter?

How do I use the 2D Design programme to adapt an existing image?

How do I use the 2D Design programme to create a bold original image?

How do I bend/shape an acrylic sheet?

How do a 'finish' my wood stand to a good quality?

How do I assemble my phone stand?

How do I use ACCESSFM to evaluate a product?

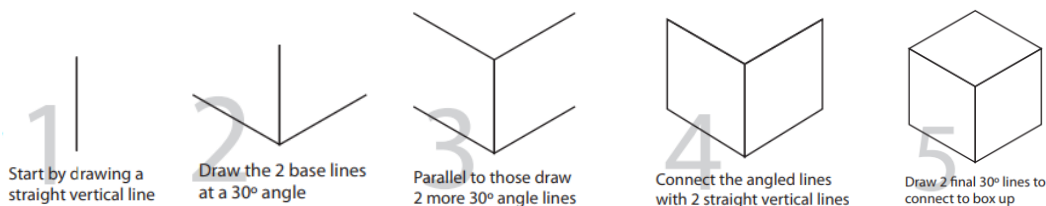
Health and Safety Rules

Five Golden Rules:

- Dress Right**
 - Always wear appropriate PPE in the workshop.
 - Apron at all times
 - Googles, gloves and mask where appropriate
 - Long hair tied up at all times
- Know the Environment**
 - Single person zones
 - First aid kits
 - Teacher/Technician only zones
- Follow Instructions**
 - Always keep talking levels low
 - Never use equipment unless you are told you may
 - Always use equipment as you have been shown
- Behave Right**
 - No running
 - Always follow the rules
 - Carry equipment appropriately/safely
 - Be careful when using sharp blades and hot equipment
- Be Considerate**
 - Have an organised workspace
 - Clean up after yourself
 - Don't damage tools, equipment or others work
 - Don't distract others while they are busy

Isometric Projection

Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings. You only use vertical and 30° angle lines



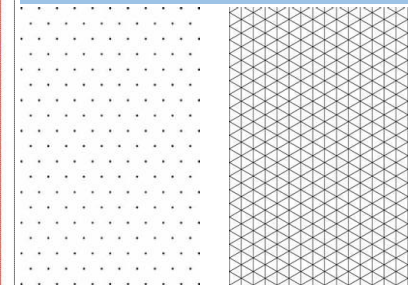
Know your signs

Meaning, colours and examples of graphics used for signage

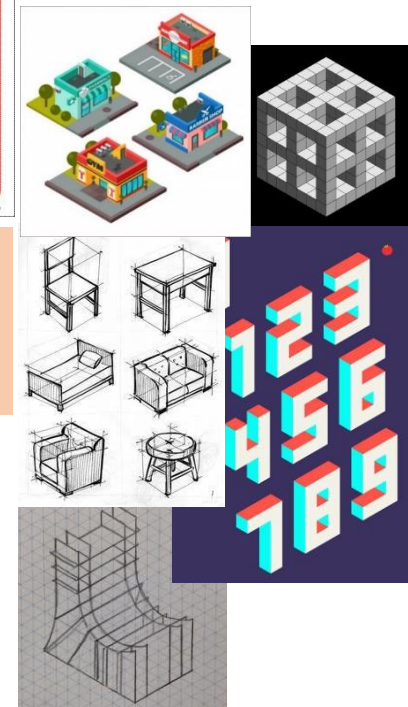
Prohibition signs, meaning: <ul style="list-style-type: none"> Stop Not allowed What or who is forbidden. 	examples:
Safety signs, meaning: <ul style="list-style-type: none"> Safe condition First aid Safety Equipment Means of escape. 	examples:
Mandatory signs, meaning: <ul style="list-style-type: none"> You are required to carry out/obey an action. 	examples:
Hazard signs, meaning: <ul style="list-style-type: none"> Nature of danger and/or caution. 	examples:
Fire signs, meaning: <ul style="list-style-type: none"> Location and type of fire fighting equipment. 	examples:

Task: Design a Crossy Roads style character using isometric paper to create a 3D style image with evenly rendered pencil colour their own work.

Different grids used for isometric drawing



Examples of Isometric Drawing



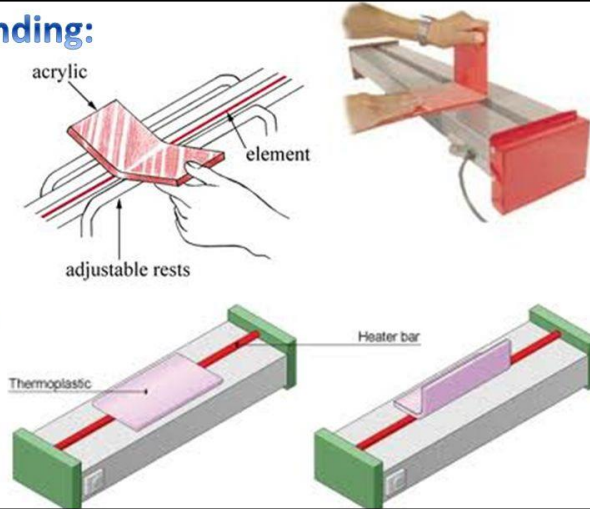
Task: Explain the term 'plastic memory'

Line Bending:

When line bending you rest acrylic over a heat source.

This heat is delivered upwards in a Strip.

The machine is typically called a strip heater.



Task: Pick a object around you and evaluate it against ACCESS FM

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product. **ACCESS FM - Helpsheet**

A is for **Aesthetics**



Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel?
Weight? Style?

C is for **Cost**



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

C is for **Customer**



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reusable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?
6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same
size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?

S is for **Safety**



Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?

F is for **Function**



Function means **how does the product work?**
What is the products job and role? What is it needed for? How well
does it work? How could it be improved? Why is it used this way?

M is for **Material**

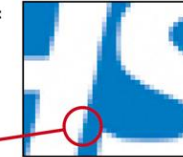


Material means **what is the product made out of?**
What materials is the product made from? Why were these materials
used? Would a different material be better? How was the product
made? What manufacturing techniques were used?

The difference between a raster image and a vector image.



Raster (bitmap) files:
composed of pixels
and depending on
resolution, you're
limited to how big
you can make it
without pixelation
as this



Vector (line) Art:
based on
mathematics, vector
art is completely
scalable to any size
and never loses
resolution.



Task: Demonstrate an understanding of how to turn a picture into a vectorised image



Specialist D&T Tools

TECHSOFT 2D Design, Laser-cutter, Tenon Saw, Sandpaper Drill, Screwdriver, Line bender, Ruler, Tri-square.

Homework Links

- Practice isometric drawing using grid paper – create objects, lettering or scenery.
- Research 'Crossy Roads' style characters.
- Research images to convert into a vector image.
- Practice evaluating different objects using ACCESSFM.

Key Vocabulary

Technical Drawing

Isometric

Rendering

Measurements

Angles

Grid

Vector Graphics

Analyse

Evaluate

Acrylic

Wood

Tools

BIG QUESTIONS

What is food
Safety?

Why is
learning to
cook well such
an important
skill?

How do we use
our senses
when choosing
our food?

How do food
groups help us
to eat well?

Overarching information

Students will learn a range of practical skills whilst embedding their knowledge and understanding of key hygiene and safety points.

Confidence will be boosted in the learning and developing of basic skills to progress through to more complex activities. Food science will be an important factor of the learning.

We will look at the senses and discover why they play an important role in food selection

Food groups from the Eatwell Guide will assist in the learning of healthy, balanced diets and understanding nutritional needs.

How do food groups help us to eat well?

Smell

Sometimes we loose our sense of smell when we have a cold.



Taste



Taste

Our tongues also help us to make different sounds when we speak.



The Eatwell Guide shows the proportions in which different types of foods are needed for a well-balanced and healthy diet.

Fruit and vegetables
Eat at least five portions every day.

Foods high fat, salt and sugar
This type of food is not needed to be healthy. If eaten, have less often and in small amounts.

Beans, pulses, fish, eggs, meat and other protein
Eat some foods every day.

Dairy and alternatives
Have some of these foods every day, e.g. a pot of yogurt and a cheese sandwich.

Potatoes, bread, rice, pasta or other starchy carbohydrates
Eat a food from this group at every meal. Go for wholegrain varieties.

Hydration
Water and lower fat milk are healthier drink choices.
A max of 150ml of juice or smoothie a day.

Oils and spreads
Eat in small amounts.

Homework Links

Food a fact of life.

BBC Bitesize

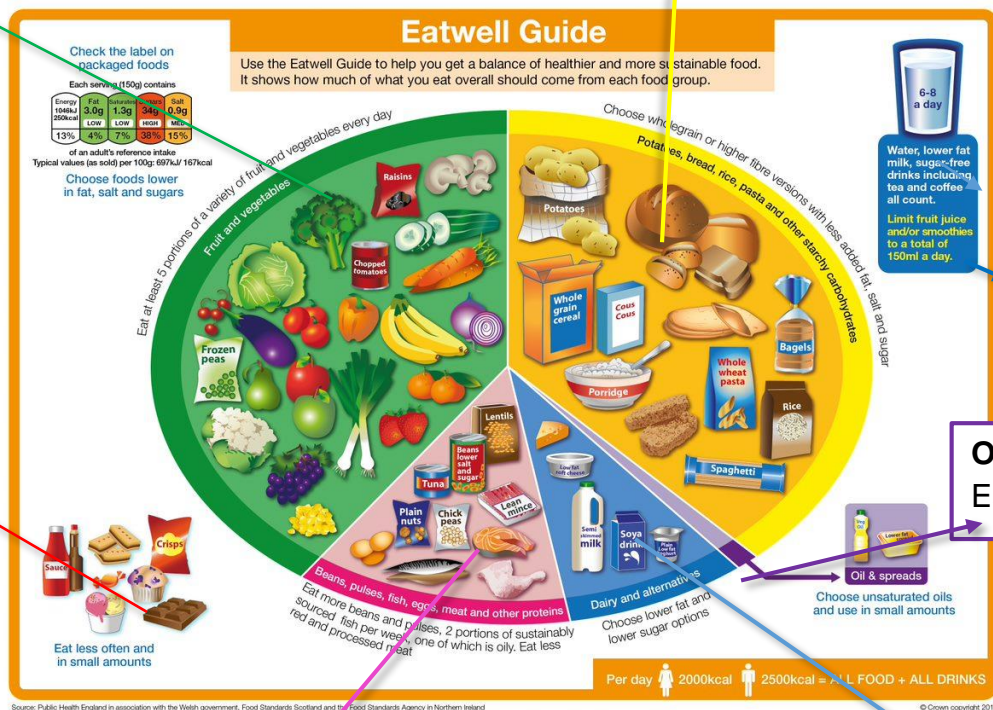
Key Vocabulary

Eatwell Guide

Balanced Diet

Nutrition

Being active is important for health.
Children should be active for 60 minutes a day.



Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Beans, pulses, fish, eggs, meat and other protein

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Dairy and alternatives

Good sources of protein and vitamins.
An important source of calcium, which helps to keep bones strong.
Should go for lower fat and lower sugar products where possible.

The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Hydration

Aim to drink 6-8 glasses of fluid every day.

Water, lower fat milk and sugar-free drinks including tea and coffee all count.

Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Homework Links

Food a fact of life.

BBC Bitesize

Key Vocabulary

**Eatwell Guide
Balanced Diet
Nutrition**

Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

Understand the 4 C's Concept



C – Good Hygiene practice prevents Cross Contamination



C – Effective Cleaning removes harmful bacteria and stops them spreading



C – Effective Chilling prevents harmful bacteria multiplying



C – Thorough Cooking kills bacteria

Temperatures to remember.
To reduce the risk of food poisoning, good temperature control is vital:

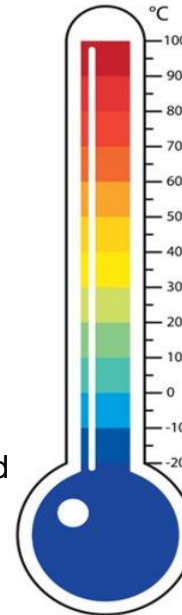
5-63°C – the danger zone
where bacteria grow most readily.

37°C – body temperature, best temperature for bacterial growth.

5°C (or below) – the ideal temperature your fridge should be.

75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.

75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C. Remember to reheat food only once!



Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

Celery gluten
Crustaceans
Eggs
Fish
Lupin

Milk
Molluscs
Mustard
Nuts
Peanuts
Sesame
Soybeans
Sulphur dioxide

Homework Links

Food a Fact of Life

BBC Bitesize

Key Vocabulary

Cross

Contamination

Bacteria

Danger zone

Allergens

Food Poisoning

Big Questions

PSHE

What do I know about drugs and the law?

Is smoking/vaping really that bad?

What are the causes and effects of alcohol?

WPD

What are British Values?

What is true democracy?

Year 8					
Term	PSHE Personal, Social and Health Education		WPD Wider Personal Development		CAREERS
1 	Health and Wellbeing D.A.T.E – Drugs, alcohol & tobacco education <ul style="list-style-type: none"> Drugs and the law Illegal substances Influences and information Smoking/vaping Personal and social risks Prescription drugs Cause/effects of alcohol Social norms 		Wider Personal Development Democracy: <ul style="list-style-type: none"> What are the British Values? History of democracy What is true democracy? Benefits/negatives of government systems How democracy differs to other types of government Democracy in the UK Fundamental British Values Challenge: voting/human rights/digital democracy		Careers Employability Skills Builder: Creativity Industry Focus – Retail Sales <ul style="list-style-type: none"> Generating ideas Combining concepts Creativity in the context of work/employment The retail and sales industry Why creativity is important within the retail and sales industry

Careers:

Employability Focus during form time – Creativity

Careers Event – Unifrog Launch. You will attend a workshop delivered by Mr Forrest during form time so that you are able to access the amazing online careers resource. The sooner you have an idea about the potential careers you may decide on the sooner you can get planning!

House news/competitions:

Write an article for the soon to be launched termly house newsletter.

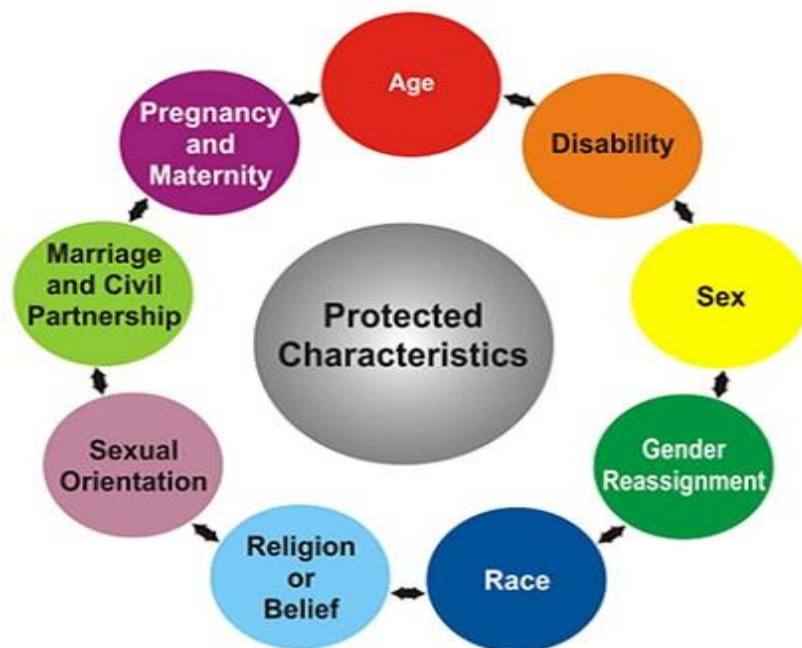
The article will be about your hobbies / interests or something they are really passionate about that they would like to share with others. Work to be submitted to Mrs Green via your tutor or email direct to kgreen@abbeyschoolfaversham.co.uk

Depending on the quality of submissions there may be more than one published! All articles published will receive a golden ticket and the best one will get 20 house points, a certificate and a small prize.

WHAT ARE BRITISH VALUES?



- *Democracy
- *The rule of law
- *Individual liberty
- *Mutual respect
- *Tolerance of those with different faiths and beliefs.



PSHE GROUND RULES

Understand everyone has a right to a different opinion – listen with tolerance and respect.

Put your hand up if you wish to make a comment – await your turn.

Keep questions and comments general, not personal.

Respect what others say – no put-downs. We make sure everyone feels listened to.

We make sure everyone feels able to join in.

We use the correct vocabulary and check if unsure.

We know who to ask for help or advice – and if not we will ask!