

Knowledge Organiser

Year 8

Term 2

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Year 8 English Term 2

Frankenstein and Literacy



BIG QUESTIONS

Who is William and what happens to him?

What does the word 'ethics' mean?

What is tension?

How do you punctuate dialogue?

What makes a gothic setting?

What makes a gripping character?

How does the tale of 'Bluebeard' connect with Frankenstein?

Why is Frankenstein's Bride important?

What makes effective stage directions?

Why is emotive language powerful?

Can I show understanding of imagery?

What is our impression of the monster at the end of Act 4?

Is the epilogue a suitable ending to the play?

What are the themes in 'Frankenstein'?

What makes a successful essay?

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

Act 3

- Frankenstein and Elizabeth are in his study. William has gone missing, and they are both very worried and anxious.
- A group of people have found William, who is dead.
- The Monster enters and declares that he has killed William to hurt Frankenstein.
- The Monster tells Frankenstein that he feels betrayed and asks Frankenstein to make him a companion – a bride to keep him company.

Act 4 – Two Years Later

- Frankenstein has made a bride for the Monster. He has attached the wires to bring her to life and is waiting for the storm to provide electricity. When Clerval discovers that Frankenstein is going to build another monster, he decides to detach the wires.
- The Monster arrives on the scene and fights with Clerval.
- The Monster is furious for ruining the experiment and kills Clerval. Frankenstein and Elizabeth enter - just as the Monster is about to bring his bride to life, Frankenstein pulls out a handful of wires and she falls back lifeless.
- Enraged, the Monster kills Elizabeth and swears to take his revenge on Frankenstein.

Epilogue

- The play ends with Captain Walton stating that Frankenstein died at the end of telling his story.
- The Monster disappeared in the Arctic.

Literacy Checklist - Sentence Structures

- **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.
- **Subordinate Clause:** A clause that depends on an independent clause to make sense e.g. *Without turning around,* the cat sat on the mat.
- **Simple Sentence:** Contains just one clause (subject + verb)
- **Compound Sentence:** Independent Clause + Conjunction (**FANBOYS**) + Independent Clause (*For, And, Nor, But, Yet, So*)
- **Complex Sentence:** Contains one main clause and one or more subordinate clause/s.
- **Exclamatory:** A sentence that shows great emotions e.g. *I am appalled by your behaviour!*
- **Imperative:** A sentence that gives commands e.g., *Get out!*
- **Interrogative:** A sentence that asks a question (not rhetorical questions). *How much is that dress in the window?*
- **Declarative:** A sentence that makes a declaration e.g. *She sells sea-shells.*

Colon

Used to precede lists, expansions or explanations.

Semi Colon

Used to join two related independent clauses.

Key Quotations

Monster: 'I am exactly what you made me, Frankenstein.' Pg.39.

Frankenstein: 'Monster! I didn't create you to do evil – why have you betrayed me?' Pg.41.

Monster: '...you turned away in horror and left me to find my own way through the world...' Pg.41.

Monster: 'All alone in the icy mountains, weeping, crying with rage and loneliness.' Pg.42.

Monster: 'Your God has nothing to do with me. You are my God. You made me, and you owe me happiness.' Pg.42.

Monster: 'You, the creator of my misery. You the source of all my unhappiness.' Pg.43.

Monster: 'How can I love, when I am met with nothing but hatred and disgust?' Pg.44.

Clerval: 'He's a genius. He's the greatest man of science the world has ever seen...' Pg.47.

Monster: 'It's because he, cursed though he is, made me better than your God made you.' Pg.50.

Monster: 'You'll follow me, Frankenstein. Wherever I go you'll come stumbling after me, intent on putting me to death – but you won't catch me!' Pg.54.

Key Vocabulary

Foreshadowing: an advance sign or warning of what is to come.
Narrative perspective

Morality: the distinction between right and wrong

Ethics: moral principles that govern a person's behaviour

Narrative Arc : the structure and shape of a story

Exposition: the opening sets the scene and introduces characters.

Complicating action: the lives of the characters are complicated in some way.

Climax: suspense is at its highest and matters are most threatening.

Falling action: what happens as a result of the experience/climax?

Resolution: a solution for the complication is introduced – it may not be a happy one!

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 |

| 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 | |

| 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. |

| 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 we display and interpret data with graphs and charts?

How do we measure the size of a 2D shape or 3D solid?

Sparx Maths

M441, M899,
M945, M574,
M165, M738,
M841, M940,
M765, M661

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

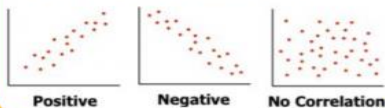
Once completed, probabilities can be formulated easily from two way tables.

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.

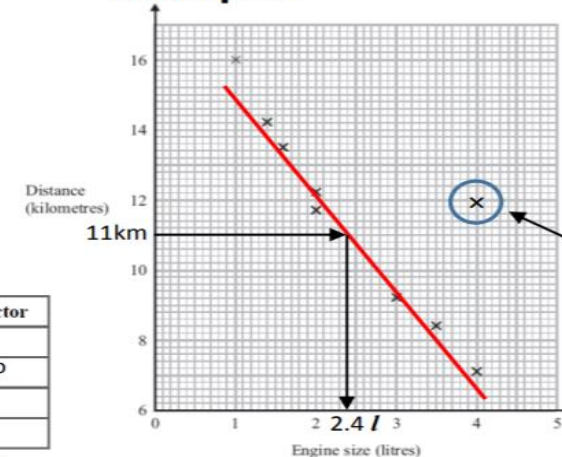
(a) Complete a two way table for this information.

| | 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

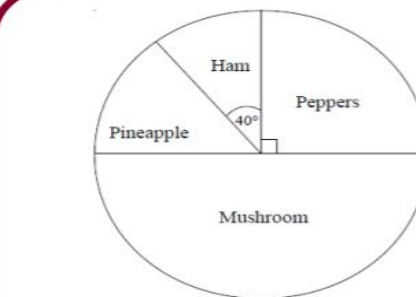


A scatter-graph is drawn to show the relationship between the engine size of a car and how far it can travel.

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.



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

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

Key Concept

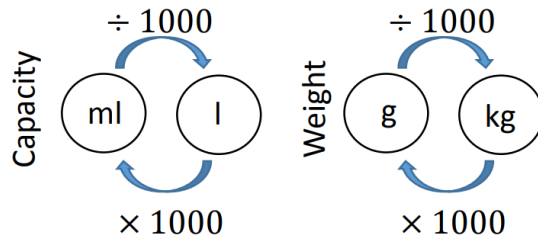
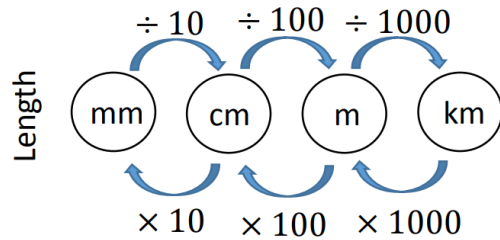
Metric units of **length**:
mm, cm, m, km

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

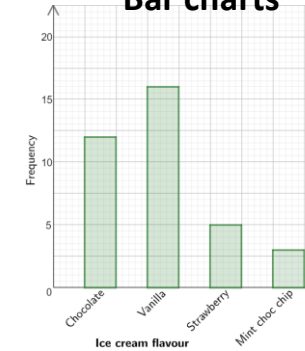
Representing Data

Tally charts

| Colour | Tally | Frequency |
|--------|-------|-----------|
| Red | | 13 |
| Blue | | 9 |
| White | | 24 |
| Black | | 12 |

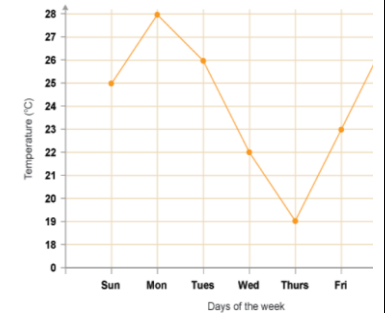
- Tally lines in 5s
- Frequency = how many tally marks

Bar charts



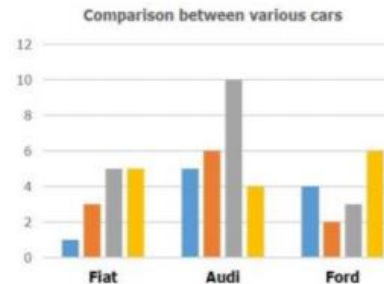
- Even scale
- Gaps between bars
- Bars of even widths

Line graphs

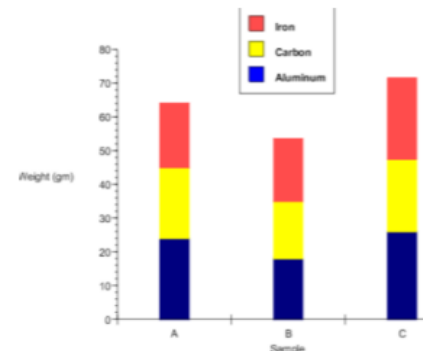


- Even scale
- Join up each point to the next with a ruler

Comparative bar charts



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

Key Words

Area: The amount of square units that fit inside the shape.

Perimeter: The distance around the outside of the shape.

Dimensions: The lengths which give the size of the shape.

Shapes:

Rectangle, Triangle, Parallelogram, Trapezium, Kite.

Worked example

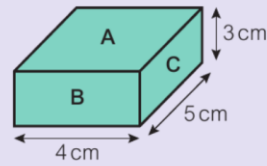
Calculate the surface area of this cuboid.

$$\text{area of A} = 4 \times 5 = 20 \text{ cm}^2$$

$$\text{area of B} = 4 \times 3 = 12 \text{ cm}^2$$

$$\text{area of C} = 5 \times 3 = 15 \text{ cm}^2$$

$$\begin{aligned} \text{surface area} &= 2 \times 20 + 2 \times 12 + 2 \times 15 \\ &= 40 + 24 + 30 \\ &= 94 \text{ cm}^2 \end{aligned}$$



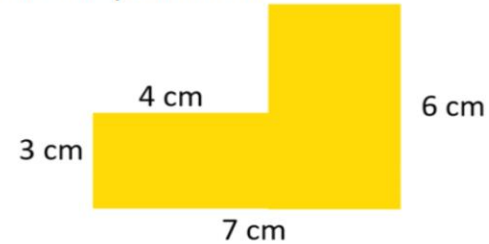
There are two of each size face: top and bottom, front and back, left and right sides.

Volume vs. Surface Area

Volume: The amount of space that an object occupies.

Surface Area: The total area of all the faces of the 3D solid. The areas need to be calculated separately and totalled.

Find the perimeter

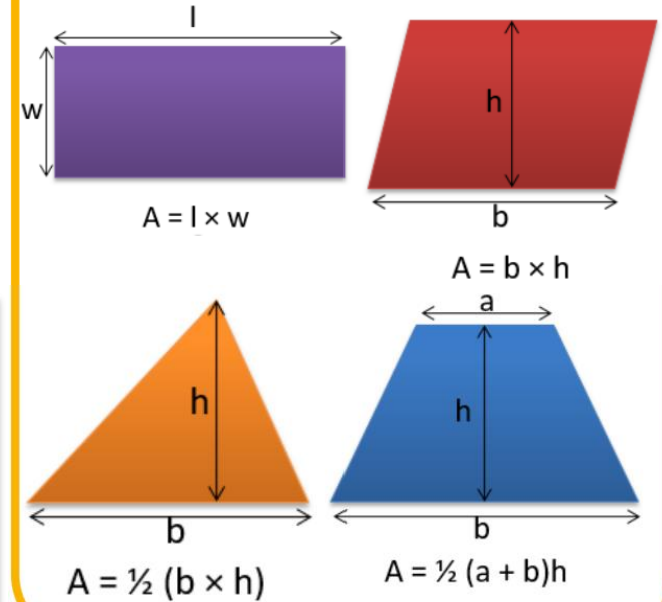


Step 1 – Find the missing lengths.

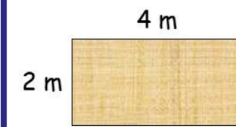
Step 2 – Add the lengths

$$3 + 4 + 3 + 3 + 6 + 7 = \underline{26 \text{ cm}}$$

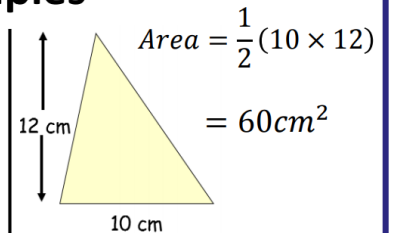
Area



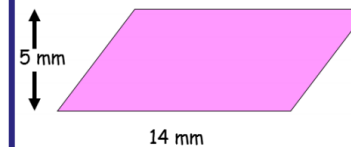
Examples



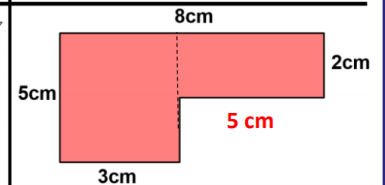
$$\text{Area} = 2 \times 4 = 8 \text{ m}^2$$



$$\begin{aligned} \text{Area} &= \frac{1}{2} (10 \times 12) \\ &= 60 \text{ cm}^2 \end{aligned}$$



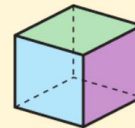
$$\begin{aligned} \text{Area} &= 5 \times 14 \\ &= 70 \text{ mm}^2 \end{aligned}$$



$$\begin{aligned} \text{Area} &= (5 \times 3) + (2 \times 5) \\ &= 25 \text{ cm}^2 \end{aligned}$$

Key point

A **net** is a 2D shape that folds to make a 3D shape.



Key point

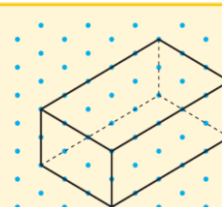
The **plan** is the view from above the object.

The **front elevation** is the view of the front of the object.

The **side elevation** is the view of the side of the object.

Key point

You can draw 3D solids on **isometric paper**. This cuboid has width 3 cm, length 5 cm and height 2 cm.



Key Words

Area: The amount of square units that fit inside the shape.

Perimeter: The distance around the outside of the shape.

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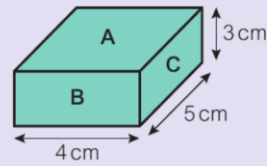
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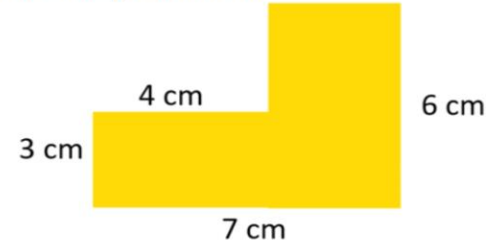
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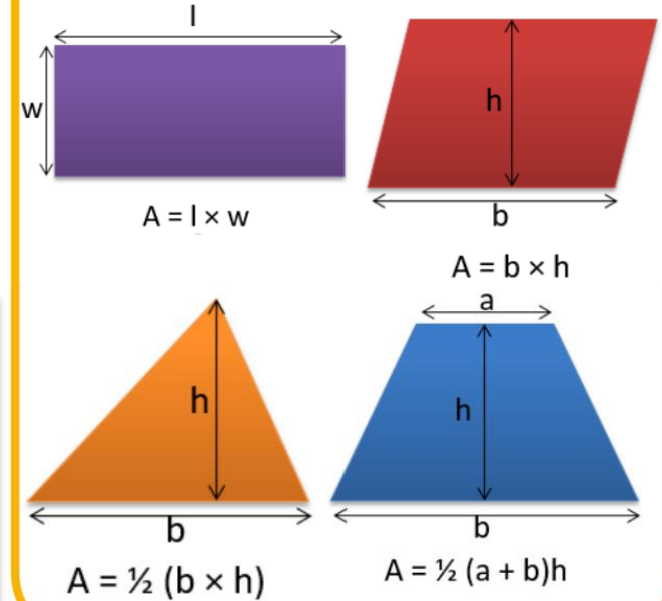


Step 1 – Find the missing lengths.

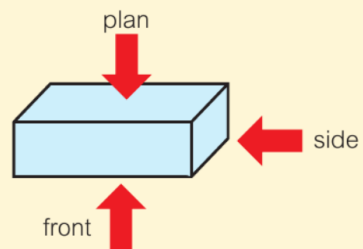
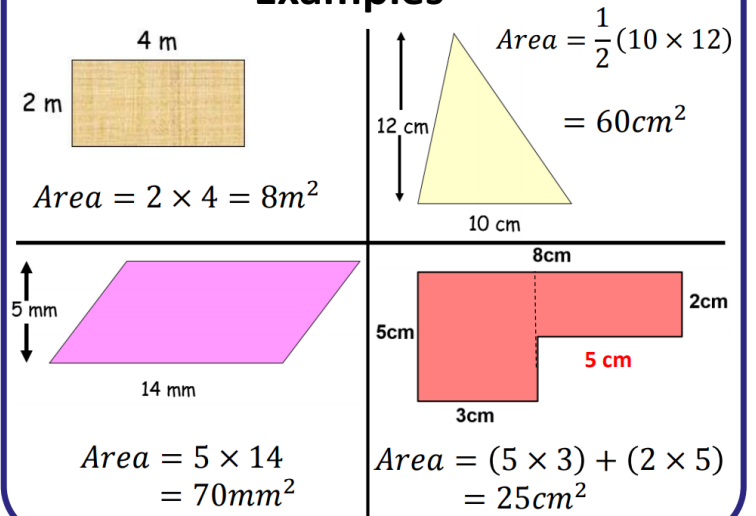
Step 2 – Add the lengths

$$3 + 4 + 3 + 3 + 6 + 7 = \underline{26 \text{ cm}}$$

Area



Examples



Key point

A **net** is a 2D shape that folds to make a 3D shape.



Key point

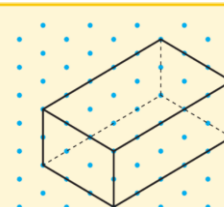
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The **side elevation** is the view of the side of the object.

Key point

You can draw 3D solids on **isometric paper**. This cuboid has width 3 cm, length 5 cm and height 2 cm.



Circle Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.

Radius: Distance from the centre of a circle to the circumference.

Chord: A line that intersects the circle at two points.

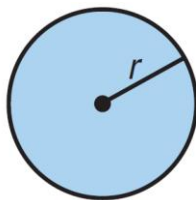
Tangent: A line that touches the circle at only one point.

Circles

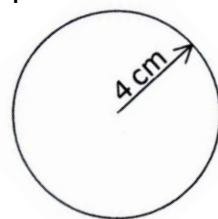
radius r

$$C = 2\pi r$$

$$A = \pi r^2$$

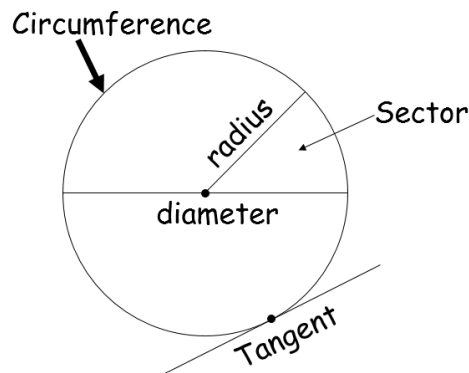


Find the area and circumference to 2dp.



$$\begin{aligned} \text{Circumference} &= \pi \times d \\ &= \pi \times 8 = 25.13\text{cm} \end{aligned}$$

$$\begin{aligned} \text{Area} &= \pi \times r^2 \\ &= \pi \times 4^2 = 50.27\text{cm}^2 \end{aligned}$$



Homework Links

Sparx Maths

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

Total

Multiply

Product

Divide

Negative

Positive

BIDMAS

Power

Estimate

Pi

Circumference

Radius

Diameter

Area

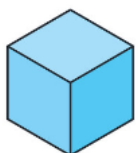
Volume

Perimeter

10

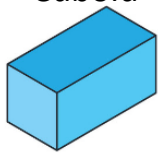
3D Solids

Cube



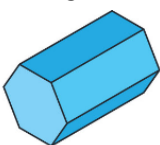
Faces – 6
Edges – 12
Vertices – 8

Cuboid



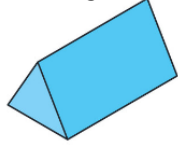
Faces – 6
Edges – 12
Vertices – 8

Hexagonal Prism



Faces – 8
Edges – 18
Vertices – 12

Triangular Prism



Faces – 5
Edges – 9
Vertices – 6

Key Words

Volume: The amount of space that an object occupies.

Capacity: The amount of space that a liquid occupies.

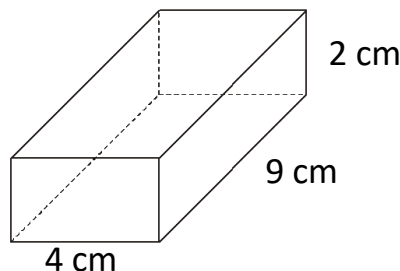
Cuboid: 3D shape with 6 square/rectangular faces.

Vertices: Angular points of shapes.

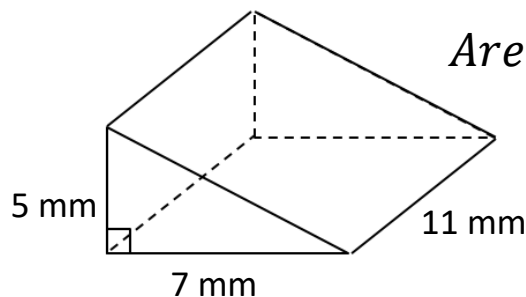
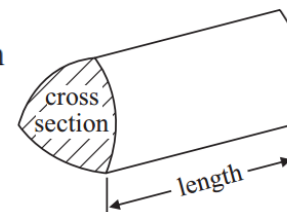
Face: A surface of a 3D shape.

Edge: A line which connects two faces on a 3D shape.

Volume of prism = area of cross section \times length



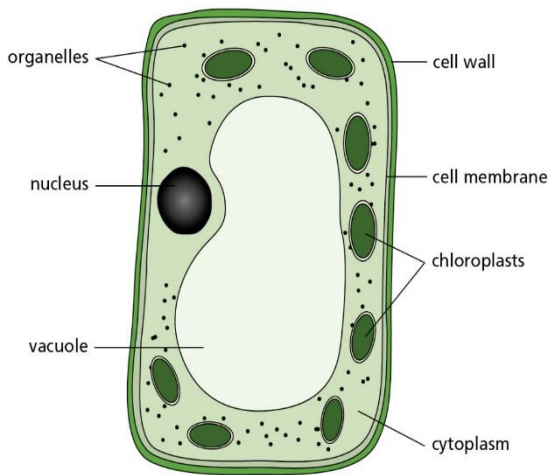
$$\text{Volume} = 4 \times 9 \times 2 = 72\text{cm}^3$$



$$\begin{aligned} \text{Area of triangle} &= \frac{5 \times 7}{2} \\ &= 17.5\text{mm}^2 \end{aligned}$$

$$\begin{aligned} \text{Volume} &= 17.5 \times 11 \\ &= 192.5\text{mm}^3 \end{aligned}$$

A) Parts of a plant cell



Nucleus – contains the genetic material of the cell, this is where the DNA for the cell is stored.

Cell membrane – An outer protective layer to the cell it also controls what goes into and out of the cell.

Cytoplasm – A jelly-like substance and is the place where all of the cell’s chemical reactions take place.

Mitochondria – Releases energy from the respiration of glucose and oxygen.

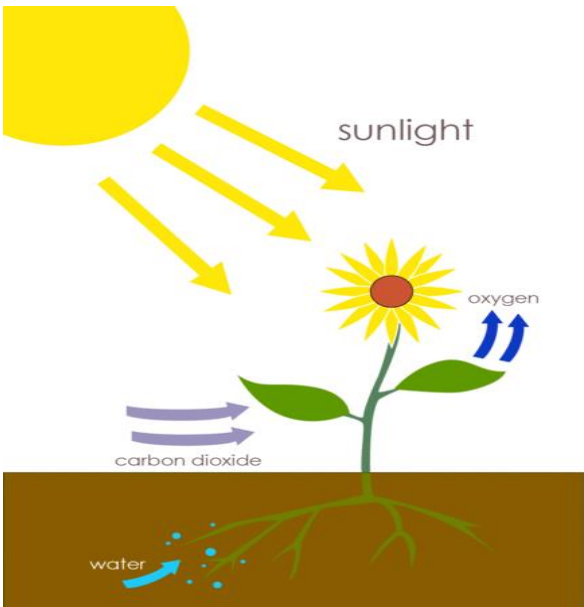
Organelles – small structures that perform a specific function for example ribosomes that make proteins for the cell to use.

Cell Wall – made from strong cellulose to give the plant support and structure to stand up.

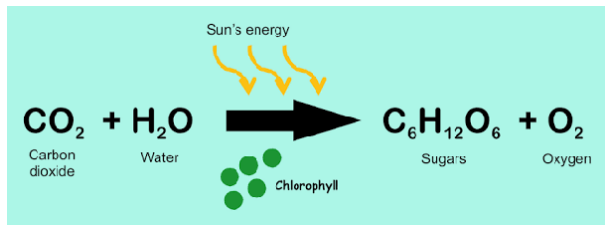
Chloroplast – Contains the chemical chlorophyll which makes photosynthesis happen..

Vacuole – Contains the cell sap, a sugary liquid.

B) The reactants for photosynthesis

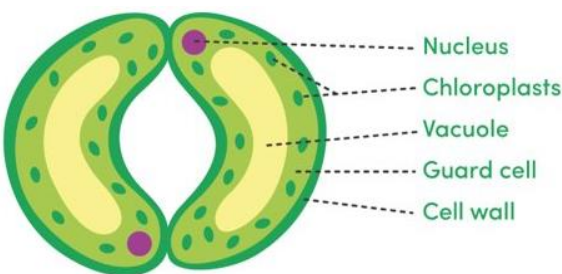


C) Equation of photosynthesis



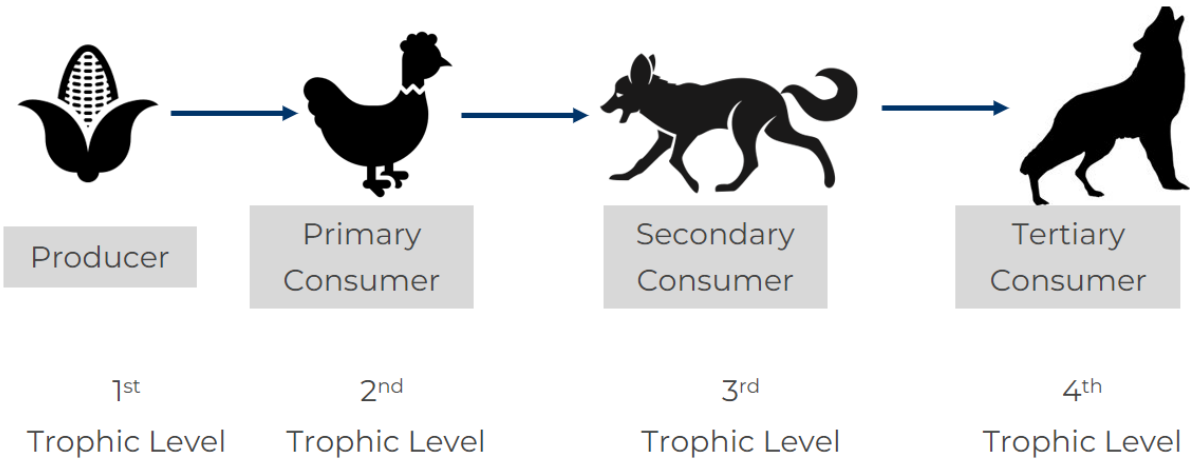
The equation of photosynthesis shows how plants can make their own food. They use the sugars in the same way that animals do – by respiration. This then lets the plant live – the seven life processes (MRS GREN)

D) The stomata



The stomata controls what goes into and out of the leaf. The gas the enters and is needed for photosynthesis is Carbon Dioxide, the gas that leaves and is made by photosynthesis is Oxygen.

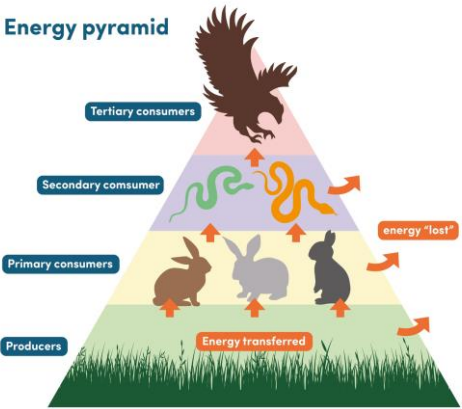
E) Food chains



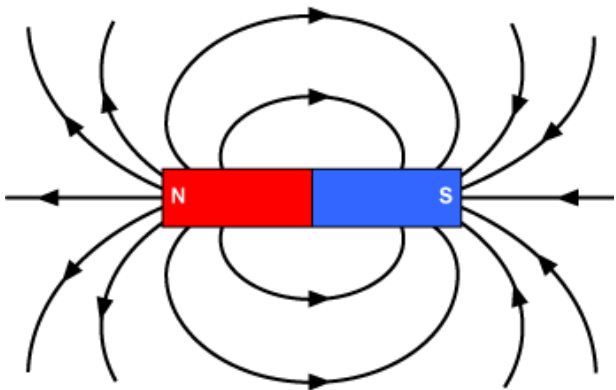
Food chains show a number of different things:

1. The flow of energy from organism to organism. The food chain will always start with a green plant
2. The trophic levels – which consumers are eaten by consumers that have a higher trophic level

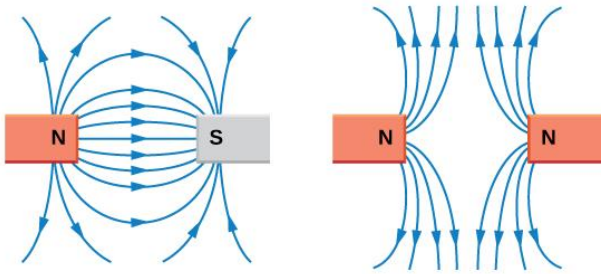
F) Energy Pyramid



A) Magnetic fields

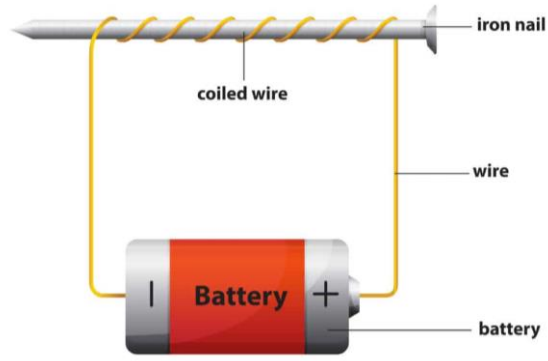


B) Magnets interacting

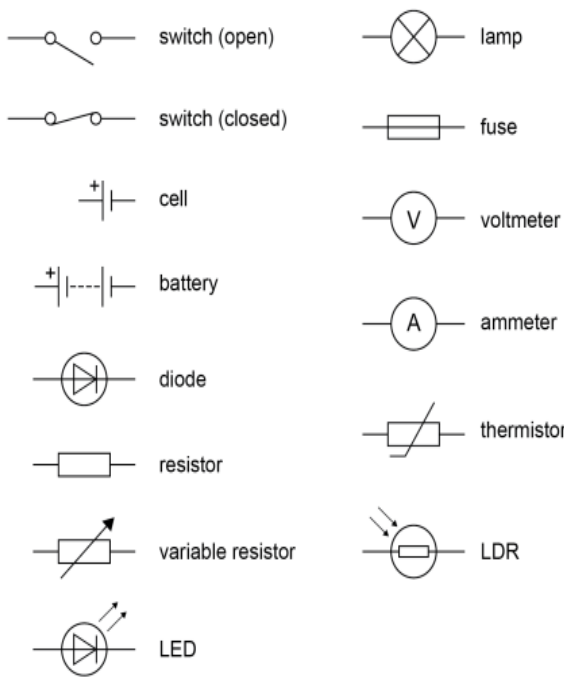


When two magnetic field interact, their fields lines will change. Attracting magnets (North to South Pole or South to North pole) will have filed lines that link and pull together – the magnet is attracting. Two poles that are the same will (North to North or South to South) will have field lines that bend away from each other. This means that the magnets will be forced apart, they repel.

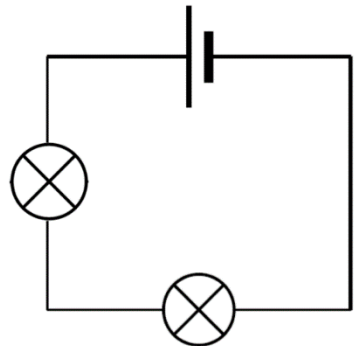
C) Electromagnets



D) Circuit symbols



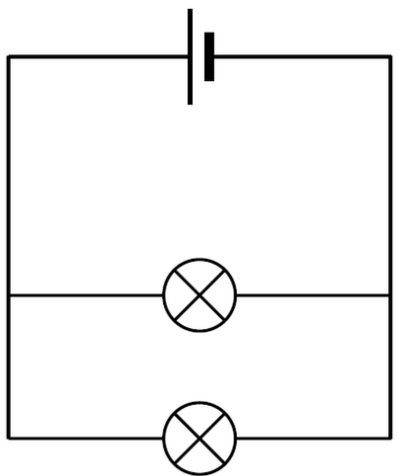
E) Series Circuits



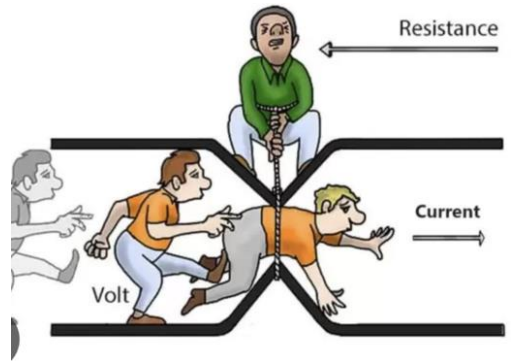
In a series circuit, all components are connected end to end in a single loop. The circuit is complete, but if one component breaks, the whole circuit is broken.

F) Parallel Circuits

In a parallel circuit, all components are connected in separate loops. The circuit is complete, but if one component breaks only that loop is broken, the rest of the components continue to work.



G) Resistance



Resistance is reducing the flow of electrons around a circuit. For high resistances, a large voltage will be needed to push the electrons around the circuit, for small resistances, the opposite is true.

G) Resistance Equation

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

BIG QUESTIONS

The Trans-Atlantic Slave Trade

What was the Slave
Trade Triangle?

What was it like for
slaves taken across the
Middle Passage?

How were slaves
bought and sold?

What was life like on
the Plantations?

Did Slaves resist?

How did slavery and
the slave trade end?

Civil Rights in USA

In the USA were the
freed slaves really
free?

Why was Emmett Till
murdered?

Was Rosa Parks
significant?

What was King's Dream
and how important
were his contributions
in the Civil Rights
Movement?

Summary of the period

Slavery had been a concept for many centuries. In the 1400s Portugal started the slave trade of Africans. The Transatlantic Slave Trade started soon after, with Africans being sent to the colonies in the Americas to work on plantations. By the mid-late 1700s, people in Britain began to question the morality of the trade. Eventually thanks to the work of individuals like William Wilberforce, slavery was made illegal and abolished in the British Empire in 1833. The Civil Rights Movement was a movement in the U.S.A. where people protested against racist policies such as segregation. Those in the movement wanted equality for all regardless of race, gender or religion with leaders such as Martin Luther King Jr. becoming popular figures. The U.S. government would make it illegal to discriminate on grounds of race, gender or religion.

Timeline

1518 The first direct shipment of slaves from Africa to the Americas.

1619 A Dutch ship brings the first permanent African settlers to Jamestown.

1672 The King of England charters the Royal African Company, thereby encouraging the expansion of the British slave trade.

1730 From this time onward, England trades aggressively in North American slaves, with New York, Boston and Charleston thriving as homeports for slave vessels.

1791 Slave insurrection in the French colony of St. Domingue begins the bloody process of founding the nation of Haiti, the first independent black country in the Americas.

1804 Final defeat of the French in St. Domingue results in the founding of Haiti as an independent black nation, and an inspiration to blacks in America.

1831 Nat Turner leads a bloody rebellion against slave-owners in Virginia.

1833 Slavery is abolished in Britain by the Slavery Abolition Act.

1863 Abraham Lincoln issues the Emancipation Proclamation abolishing slavery in territory controlled by the Confederate States of America.

1865 13th Amendment abolishes slavery in the U.S.A.

1892 Ida B. Wells leads a boycott against street cars in Memphis, Tennessee

1896 Supreme Court establishes 'separate but equal' doctrine with Plessy vs. Ferguson. This law enables the expansion of growing segregation or "Jim Crow" practices across America.

1909 The National Association for the Advancement of Coloured People (NAACP) is formed, one of the most prominent Civil Rights Organisations of the 20th Century.

1946 President Truman issues Executive Order 9808 ending segregation in the military.

1955 14-year-old Emmett Till is murdered by two white men. Neither are found guilty.

1955 Rosa Parks is arrested for refusing to give up her bus seat to a white man.

1963 Martin Luther King Jr. delivers his 'I have a Dream' speech in Washington D.C.

1964 The Civil Rights Act of 1964 prevents employment discrimination.

1965 The Voting Rights Act of 1965 is passed preventing voting discrimination.

1968 Martin Luther King Jr. is assassinated.

1968 The Civil Rights Act of 1968 provides equal housing opportunity.

Key Vocabulary

Slavery - the state of being a slave or the practice of owning and trading slaves.

Middle Passage – The Middle Passage was the stage of the triangular trade in which millions of Africans were forcibly transported to the New World as part of the Atlantic slave trade.

Triangular Trade - used to refer to the trade in the 18th and 19th centuries that involved shipping goods from Britain to West Africa to be exchanged for slaves, these slaves being shipped to the West Indies and exchanged for sugar, rum, and other commodities which were in turn shipped back to Britain.

Plantation - an estate on which crops such as coffee, sugar, and tobacco are cultivated by resident labour.

Abolition - the action or an act of abolishing (ending) a system, practice, or institution.

Emancipation - the fact or process of being set free from legal, social, or political restrictions; liberation.

Rebellion - an act of violent or open resistance to an established government or ruler.

Jim Crow Laws - local laws that enforced racial segregation in the Southern United States and elsewhere within the United States.

Integration - the intermixing of people or groups previously segregated.

Segregation - the enforced separation of different racial groups in a country, community, or establishment.

Civil Rights - the rights of citizens to political and social freedom and equality.

Boycott - withdraw from relations with (a country, organization, or person) as a punishment or protest.

Legislation - laws, considered collectively.

Key Figures

Olaudah Equiano A former slave, Equiano was able to buy his freedom for £40. He then worked with other abolitionist groups in Britain, promoting the abolition of slavery. He wrote an autobiography, and the publishing of his book in 1789 meant that people saw the experience through a slave's eyes. It became a bestseller, and contributed to the later abolition of slavery through reaching a wide audience.

William Wilberforce Born into a rich merchant family, Wilberforce became a politician at the age of 21. He became the political voice in Parliament for the abolition of slavery. From 1789 he introduced bills to abolish slavery with one finally passing in 1792, which was finally established in 1807. Wilberforce continued to push for the complete abolition throughout the whole Empire, which was achieved in 1833. Wilberforce died three days later.

Emmett Till A 14 year old boy who was lynched in 1955 by two white Americans, for offending a white woman (the wife of one of the attackers). The men were acquitted of the murder by an all-white jury, but the images of Till's body caused outrage in America fuelling the Civil Rights Movement.

Rosa Parks Refused to give up her bus seat to a white man in 1955 in Montgomery. This started the Montgomery Bus Boycott, which ran for a few months from 1955-56.

Martin Luther King Jr.

A leader of the Civil Rights movement who advocated peaceful protest. His famous 'I have a Dream' speech delivered in 1963 is seen as a key moment in the movement, and he continued to campaign until he was shot and killed by an assassin in 1968 in Memphis.

Homework Links

<https://www.bbc.com/teach/class-clips-video/history-ks3-dr-martin-luther-king-civil-rights-leader/zj4j47h>
(BBC teach resource on Martin Luther-King)

<https://www.bbc.co.uk/teach/how-did%20slave-owners-shape-britain/z67dbdm>
(Useful BBC teach resource on impact of slavery on Britain)

<https://www.youtube.com/watch?v=PmQvofAiZGA>
<https://www.youtube.com/watch?v=0JJrhQE6DZk>
(Useful YouTube clips from History channel about middle passage)

Source Skills

Homework: Complete the source inference task

Life on the plantations was extremely hard with **a third** of newly imported captives dying within three years. This created a constant demand for free labour and the need to replace them.

On the plantations, enslaved Africans lived in **small cottages** with **thatched roofs, earth floors, a bed, table and bench**.

Arriving for work at dawn, they only stopped for rest and food at breakfast and lunchtime, after which they worked until nightfall. After returning to their living quarters, they would often still have **chores** to do before going to bed. During harvest time, slaves could be expected to work in shifts of up to **18 hours a day**.

- *"We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, state, between sleep and wake, under some hail, or snow, too hard for us to work in the field. Work, work, work. The longest days were too short for him, and the shortest nights too long for him...I was broken in body, soul, and spirit. Sunday was my only leisure time. I spent this in a sort of beast-like large tree."*

From the autobiography of Frederick Douglass (an ex-slave), *My Bondage, My Freedom* (1855)

Source Analysis Skills:

1. What can you infer from this source about the life of enslaved Africans on the plantations?

Extension: How useful is this source for an enquiry into the quality of living on the plantation?

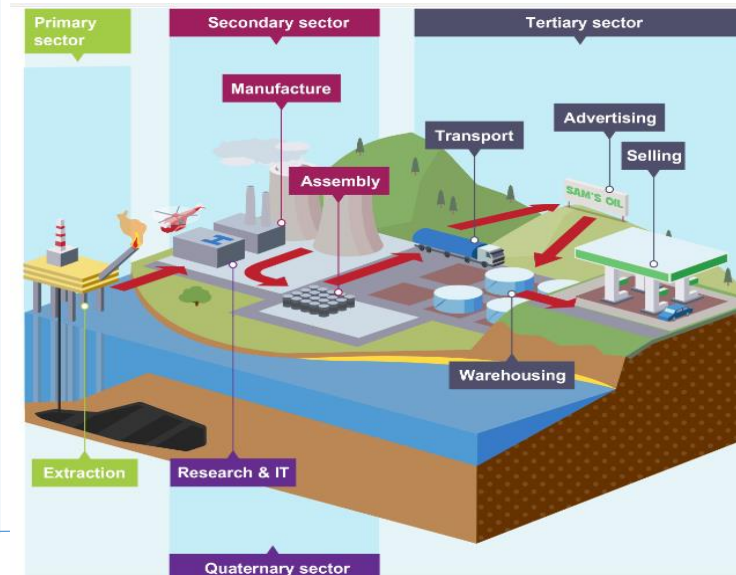
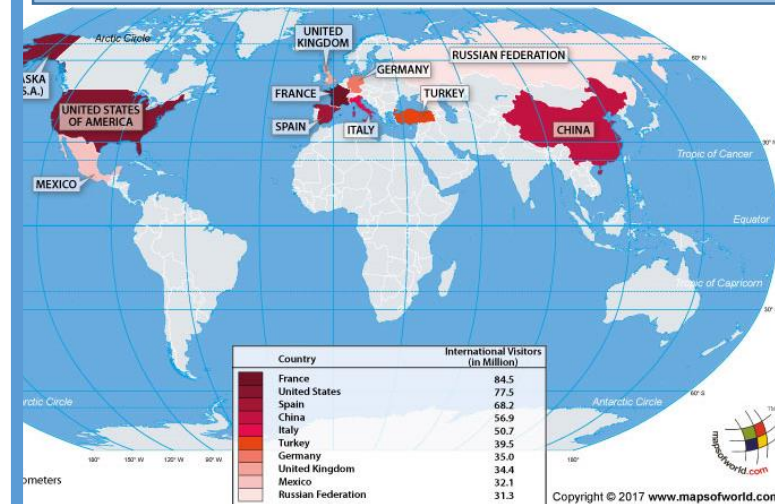
BIG QUESTIONS

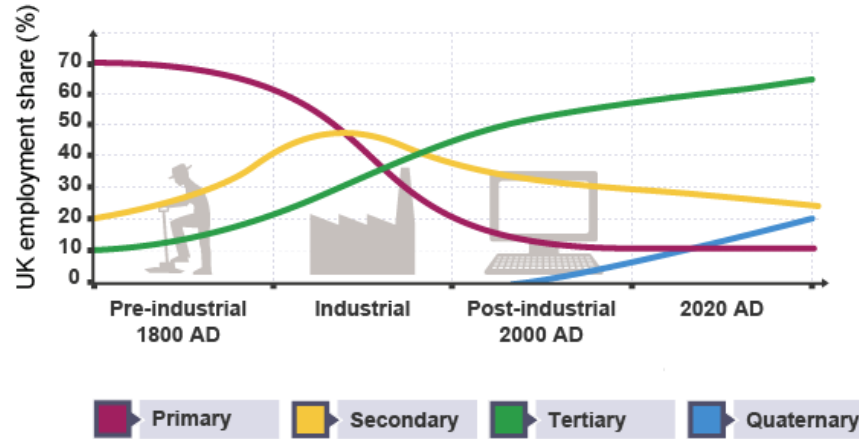
1. What is the UK's economy structure?
2. Why did Nissan locate to the UK?
3. How has tourism and the tertiary sector grown?
4. Should tourism be the largest industry globally?
5. How does the UK trade with other countries?
6. Why is our chocolate an example of globalisation?
7. Why is the Middle East a major economic region of the world?
8. How has the United Arab Emirates developed?
9. Why is there ongoing conflict in the Middle East?

Why/how has tourism increased over time?

- People have greater **disposable income**. This is money left over once they have paid for essentials.
- In the UK, the number of weeks we have off work has increased from about two weeks in the 1950s to four to six weeks now.
- **Travel** has become **easier and cheaper**. More people have cars and our roads and motorways are better quality, making it easier to travel further in less time. Also, flights are cheaper and the internet makes it easy to plan and book a holiday.
- People are visiting a wider range of places - partly because they have a better **knowledge and understanding of places**. As well as learning about different places at school, we watch **television programmes** and browse the internet. This awareness increases **people's expectations**.
- There is a **greater variety** of holidays to choose from. All-inclusive package holidays have become very popular.
- People have more **leisure time**.
- Many countries have invested money in **facilities and infrastructure** that make it easier for tourists, such as roads, airports and hotels.
- **Ageing populations** - people are able to travel in the free time that they have when they retire.

Top 10 tourist destinations worldwide 2015





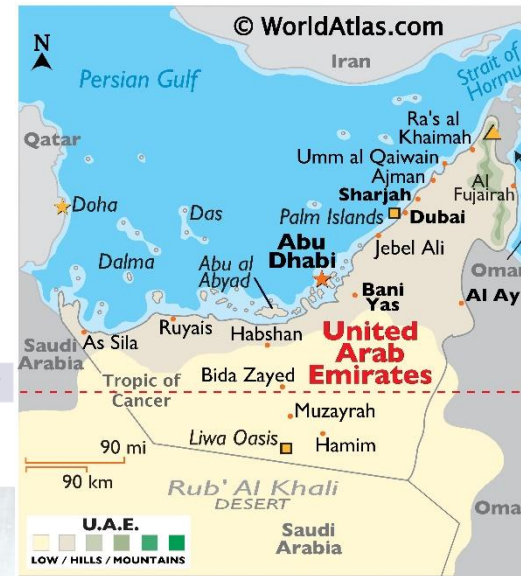
Economic effects

The transition of phases (Clark Fisher model) can happen for a number of reasons but one of the most significant is the **off-shoring** of manufacturing from a high-income country (HIC) to a low-income country (LIC) or a newly emerging economy (NEE). An example of this is the relocation of aeroplane engine production from Barnoldswick in Lancashire, in the UK, to Singapore. This is done for a number of reasons:

- To increase profits by exploiting the lower cost of **labour** by paying lower wages.
- To take advantage of less rigorous rules for example fewer environmental or health and safety laws.



In some countries wages are lower, for example it is cheaper to pay this person to make socks in China, than it would be to pay someone in the UK.



Homework

Create a page in holiday brochure for either Madagascar or Galapagos Islands.

Include the following:

- Where it is located
- Activities you could do there
- What animals/wildlife you could see
- How is Mass Tourism managed / this an example of sustainable tourism?

Homework Links

- Research why the Japanese car making giant of Nissan is set to close its plant in the UK in 2024.
- [Explore the economy - BBC Bitesize](#)
- [Tourism - KS3 Geography - BBC Bitesize](#)

Key vocabulary

Attraction – a site that generates interest amongst travellers.

Cultural – how people work and live.

Economic – jobs (employment) and money.

Ecotourism – tourism features that work with nature, supporting conservation efforts.

Environmental – the surrounding environment.

Ethical – the moral principles.

Extreme tourism – travel to dangerous places or participating in dangerous events.

GDP (Gross domestic Product) – the total value of goods and service.

Honeypot site – an attraction that brings in large amounts of visitors, placing pressure on the local environment and local people.

Impact – the effects on something, both can be positive or negative.

Mass Tourism – large amounts of tourists visit the same place at any one time.

Seasonal – a particular time of the year.

Social – to do with people.

Sustainable – meeting the needs of today without compromising the needs of future generations.

Tourism – the act of spending time away from home for leisure, which lasts longer than 24 hours.

BIG QUESTIONS

How do artists use printmaking?

Discover ways to record ideas suitable for printmaking.

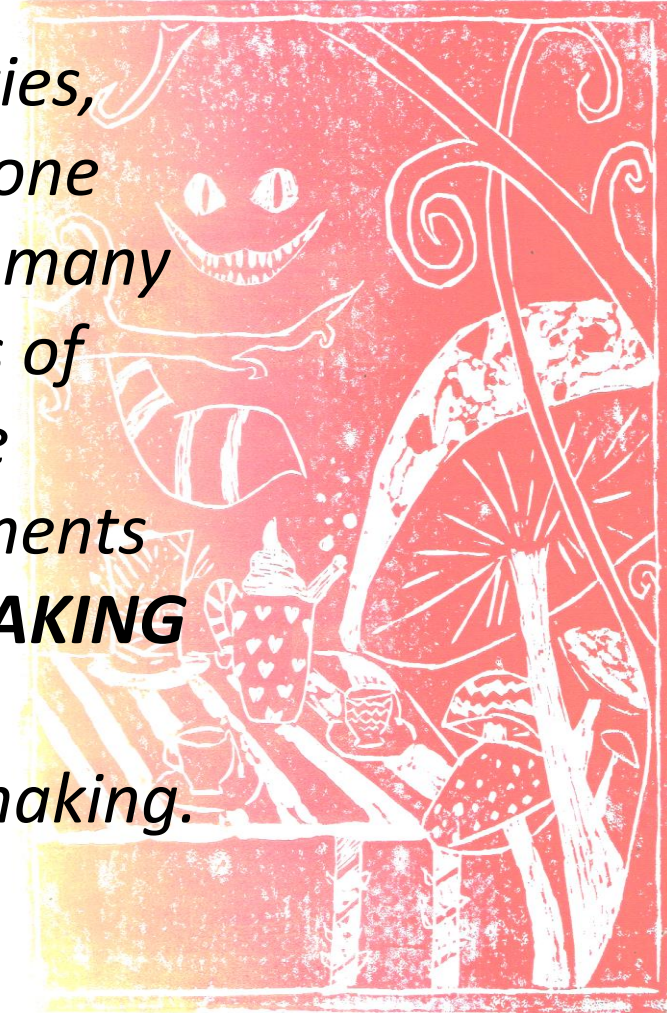
Define the term relief printmaking.

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

RECORD

I will learn to record...

- 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

DEVELOP

I will learn how to develop...

- my knowledge and understanding of printmaking
- compositions suitable for printmaking
- ideas in response to a given theme, linking to artists work.
- my higher order thinking skills

REFINE

I will learn how to...

- 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

EVALUATE

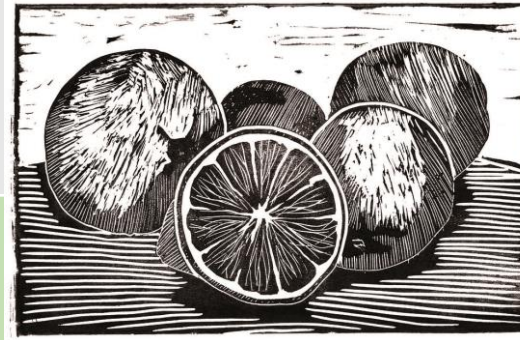
I will learn how to...

- reflect on the development of my own work
- make connections between my own and artists' work
- suggest ways I could improve
- evaluate artists using analytical writing skills and forming opinions

PRESENT OUTCOMES

I will learn how to...

produce a finished outcomes in print



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:

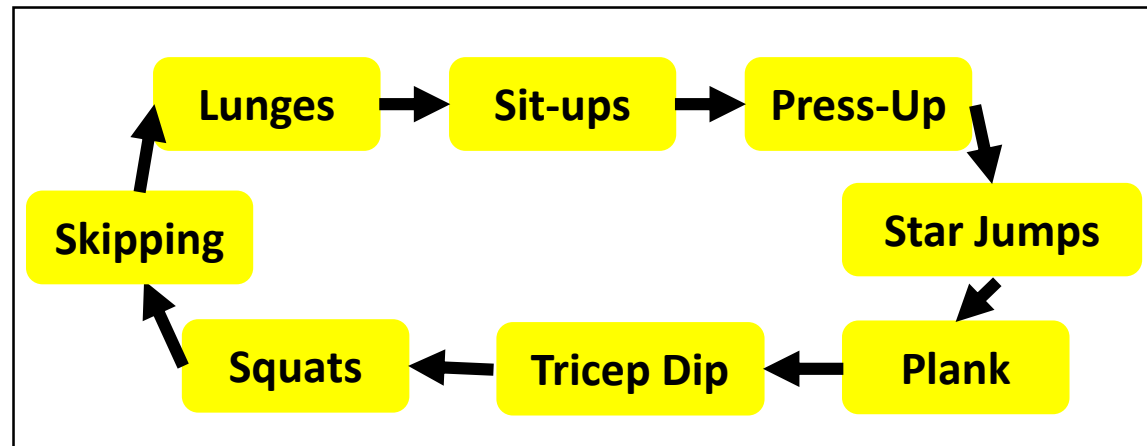
- Shows effort in exercise.
- Can conduct simple fitness tests.
- Know how to record and interpret fitness results against normative data.
- Perform exercises safely.

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?

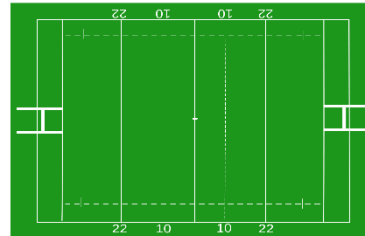
Can you safely and effectively create a ruck?

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



Big Questions

1 What is Buddhism?

2 How do you become a good person?

What is karma?

Karma is a central teaching in Buddhism. Karma means action. Every action has a consequence, good or bad. If you do something good, something good will happen to you. If you do something bad, then something bad will happen to you. Your karma will affect you in your next life. If you are good you will go to a good realm, if you are bad you will go to a bad realm.

What is reincarnation?

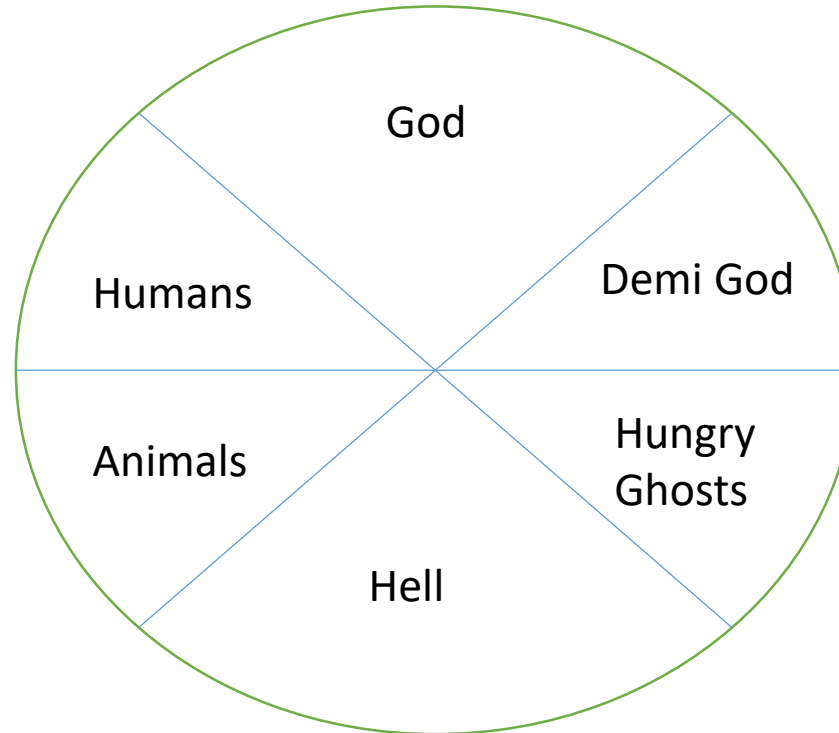
Reincarnation is the idea that your atman (soul) comes back as another animal or person after you die. You can reincarnate as many times as it takes your atman to reach enlightenment.

What are the 5 precepts?

1. No killing (including animals)
2. No stealing
3. No lying
4. No sexual misconduct
5. No taking of intoxicants (drugs or alcohol)

What is Samsara?

The samsara is the cycle of life. All beings live on the samsara. The goal within Buddhism is to reach enlightenment and escape the samsara.



Quick facts!

Holy book – various – Vedas
Dhammapada.
Age of religion- 2500 years old
Place of worship – Vihara
Name of followers – Buddhist
Number in the UK – 238,626

Key words:

Enlightenment – to be awoken or become aware of reality.

Sangha – the Buddhist community

Dharma – nature of reality, the Buddha's teachings.

Meditation - Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.

Karma – word that means action – ever action has a consequence.

Reincarnation – the idea you are reborn into a new body when you die.

Precept – a rule.

Samsara – the life cycle within dharmic religions.

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) **Quels sont tes loisirs?**
What are your hobbies?
- 2) **Qu'est-ce que tu ne fais pas?**
What don't you do?
- 3) **Est-ce que tu aimes la technologie?**
Do you like technology?
- 4) **Qu'est-ce que tu as fait le weekend dernier?**
What did you do last weekend?
- 5) **Quelles sortes d'émissions aimes-tu?**
What sort of programmes do you like?
- 6) **Quel film est mieux?**
Which film is better?
- 7) **Qui est ton acteur/actrice préféré(e)?**
Who is your favourite actor or actress?

Saying what you do in your free time

| | | | |
|---|---|------------|--|
| J'ai (I have) | un smartphone (a smartphone) un portable (a mobile) un ordinateur (a computer) | | |
| Je n'ai pas de (I don't have) | smartphone (smartphone) portable (mobile) | | |
| Pendant mon temps libre (During my free time) Quand j'ai le temps (When I have the time) | je surfe en ligne (I surf the net) je tchatte avec mes amis (I chat with my friends) je blogue (I blog) je fais des achats en ligne (I buy clothes online) je joue au foot (I play football) je fais du vélo (I go cycling) je lis les BD (I read comics) | mais (but) | je ne fais pas de sport (I don't do any sport) je ne regarde jamais la télé (I never watch the TV) je ne lis rien (I don't read anything) je ne joue jamais à des jeux vidéo (I never play video games) |

Saying how you use technology

| | | |
|----------------------------|--|---|
| je regarde (I watch) | la télé (TV) les films sur Netflix (films on Netflix) les films sur ma tablette (films on my tablet) | à la demande (on demand) à la maison (at home) dans le bus (on the bus) chez mes amis (at my friends' house) |
| je joue (I play) | sur ma Xbox (on my Xbox) aux jeux-vidéos (videogames) sur mon ordinateur (on my computer) | contre mon frère (against my brother) contre mes amis (against my friends) |
| je télécharge (I download) | des chansons (songs) des vidéos (videos) de la musique (music) | |
| j'écoute (I listen) | de la musique (to music) | |
| je crée (I create) | des playlists (playlists) | |

Talking about TV and film

| | | | | | | |
|--------------------------------------|---|--------------------------------|-------------|--|-------------------------|---|
| Hier (Yesterday) | je suis allé(e) au centre commercial (I went to the shopping centre) | avec ma mère (with my mum) | et (and) | j'ai fait les magasins (I went shopping) | et puis (and then) | j'ai fait une promenade (I went for a walk) |
| Le weekend dernier (Last weekend) | | avec ma soeur (with my sister) | | j'ai acheté un tee-shirt (I bought a tee-shirt) | et après (and after) | j'ai rencontré mes amis (I met up with my friends) |
| | | | | j'ai mangé un sandwich (I ate a sandwich) | | je suis allé(e) au cinéma (I went to the cinema) |
| | | | | j'ai bu une limonade (I drank a lemonade) | | |

Talking about TV and film

| | | | | | |
|---|--|--|--|--|--|
| Je vais aller au cinéma (I am going to go to the cinema) | et (and) | je vais voir (I am going to see) | une comédie (a comedy) | un film d'action (an action film) | un film de science-fiction (a science-fiction film) |
| | | | un film d'animation (an animation film) | un film d'horreur (a horror film) | un film de super-héros (a superhero film) |
| J'adore (I love) | les comédies (comedies) | les émissions de cuisine (cooking programmes) | amuses (funny) | les comédies (comedies) | les séries (series) |
| J'aime (I like) | les émissions de musique (music programmes) | les émissions de sport (sports programmes) | intéressantes (interesting) | les émissions de musique (music programmes) | les infos (the news) |
| Je préfère (I prefer) | les émissions de science-fiction (science-fiction programmes) | les émissions de télé-réalité (reality TV programmes) | divertissantes (entertaining) | les émissions de science-fiction (science-fiction programmes) | les documentaires (documentaries) |
| | | | ennuyeuses (boring) | les émissions de cuisine (cooking programmes) | les jeux télévisés (game shows) |
| | | | nulles (rubbish) | les émissions de sport (sports programmes) | les dessins animés (cartoons) |
| Je n'aime pas (I don't like) | les documentaires (documentaries) | les dessins animés (cartoons) | amusants (funny) | les émissions de télé-réalité (reality TV programmes) | les feuilletons (soap operas) |
| Je déteste (I hate) | les jeux télévisés (game shows) | les feuilletons (soap operas) | intéressants (interesting) | | |
| | | | divertissants (entertaining) | | |
| | | | ennuyeux (boring) | | |
| | | | nuls (rubbish) | | |
| Mon acteur préféré est (My favourite actor is) | Idris Elba (Idris Elba) | parce qu'il est (because he is) | très (very) | intelligent (intelligent) | généreux (generous) |
| | Ryan Gosling (Ryan Gosling) | | assez (quite) | drôle (funny) | beau (good-looking) |
| Mon actrice préférée est (My favourite actress is) | Emma Stone (Emma Stone) | parce qu'elle est (because she is) | un peu (a little) | intelligente (intelligent) | généreuse (generous) |
| | Meryl Streep (Meryl Streep) | | trop (too) | drôle (funny) | belle (good-looking) |

Mid-Term Assessment Prep – I can...

- ☐ say what your hobbies are
- ☐ say what you use technology for
- ☐ say how often you use your phone
- ☐ say what you did last weekend



HOMEWORK

Every week you will be set an assignment on sentence builders.

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!

Aim for 65% correct. Remember, if you're unhappy with your score you can re-do each section as you go!



SentenceBuilders

BIG QUESTIONS

- 1) ¿Qué te gusta hacer en tu móvil?
What do you like to do on your phone?
- 2) ¿Cuándo haces tu móvil?
When do you use your phone?
- 3) ¿Qué tipo de música te gusta?
What type of music do you like?
- 4) ¿Cómo es la música española?
What is Spanish music like?
- 5) ¿Qué tipo de programas te gustan?
What type of programmes do you like?
- 6) ¿Qué hiciste ayer en tu tiempo libre?
What did you do yesterday in your free time?

Saying what I use technology for

| | | | |
|---|--|---|---|
| Me gusta (I like) | chatear con mis amigos. (chatting with my friends.) | Chateo con mis amigos (I chat with my friends) | todos los días. (everyday.) |
| | compartir vídeos. (sharing videos.) | Comparto vídeos (I share videos) | |
| | descargar música. (downloading music.) | Descargo música (I download music) | |
| | hablar por Zoom. (talking on Zoom.) | Hablo por Zoom (I talk on Zoom) | |
| | juguar a los videojuegos. (playing videogames.) | Juego a los videojuegos (I play videogames) | |
| | leer mis SMS. (reading my text messages.) | Leo mis SMS (I read my text messages) | |
| | mandar SMS. (sending text messages.) | Mando SMS (I send text messages) | |
| Me gusta mucho (I really like) | ver películas. (watching films.) | Veo películas (I watch films) | a veces. (sometimes.) |
| Me encanta (I love) | | | de vez en cuando. (from time to time.) |
| No me gusta (I don't like) | | | |
| No me gusta nada (I really don't like) | | | |
| Odio (I hate) | | | |

Giving my opinion on music

| | | | | | | | | | |
|--|-------------------|---------------------------------------|--|--|------------------|----------------------------|-----------------------|--|---------------------------------------|
| Me gusta (I like) | | | | | porque (because) | es (it is) | guay (cool) | | |
| Me gusta mucho (I really like) | | | | | | | feliz (happy) | | |
| Me encanta (I love) | | | | | | | lo mejor (the best) | | |
| No me gusta (I don't like) | | | | | | | triste (sad) | | |
| No me gusta nada (I really don't like) | | | | | | | horrible (terrible) | | |
| Odio (I hate) | | | | | | | lo peor (the worst) | | |
| Escucho (I listen to) | el rap (rap) | el rock (rock) | la música electrónica (electronic music) | | | me gusta (I like) | la letra (the lyrics) | | |
| Me gusta escuchar (I like to listen to) | el R'n'B (R'n'B) | la música clásica (classical music) | la música pop (pop music) | | | | | la música de Shakira (Shakira's music) | |
| | | | | | | | | | la música de Rosalía (Rosalías music) |
| | | | | | | | | | |
| | | | | | | | | | |
| Mi cantante favorito es (My favourite singer is) | rap (rap) | música clásica (classical music) | de todo (everything) | la música de Shakira (Shakira's music) | | me encanta (I love) | la melodía (the tune) | | |
| Mi grupo favorito es (My favourite group is) | R'n'B (R'n'B) | música electrónica (electronic music) | la música española (Spanish music) | la música de Rosalía (Rosalías music) | | | | el ritmo (the rhythm) | |
| | rock (rock) | música pop (pop music) | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Mi cantante favorito es (My favourite singer is) | Shakira (Shakira) | Rosalía (Rosalía) | Maneskin (Maneskin) | Little Mix (Little Mix) | | no me gusta (I don't like) | | | |
| Mi grupo favorito es (My favourite group is) | | | | | | | | odio (I hate) | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Mi canción favorita es (My favourite song is) | Volar (Volar) | Sofía (Sofía) | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Giving my opinion on TV

| | | | | | | |
|--|---|---|-------------------------------|-------------------------------|---------------|--|
| Me gusta (I like) | el telediario (the news) | porque es más (because it is more) | divertido (funny) | informativo (informative) | que (than) | el telediario (the news) |
| Me gusta mucho (I really like) | | | interesante (interesting) | emocionante (exciting) | | |
| Me encanta (I love) | | | aburrido (boring) | tonto (silly) | | |
| No me gusta (I don't like) | los programas de música (music programmes) los programas de deportes (sports programmes) | los concursos (gameshows) los documentales (documentaries) | divertidos (funny) | informativos (informative) | | los programas de música (music programmes) |
| No me gusta mucho (I really don't like) | | | interesantes (interesting) | emocionantes (exciting) | | los programas de deportes (sports programmes) |
| Me encantan (I love) | | | aburridos (boring) | tontos (silly) | | los concursos (gameshows) |
| No me gustan (I don't like) | las comedias (comedies) las series policíacas (police series) | las telenovelas (soap operas) | divertidas (funny) | informativas (informative) | | los documentales (documentaries) |
| No me gustan (I really don't like) | | | interesantes (interesting) | emocionantes (exciting) | | las comedias (comedies) |
| Odio (I hate) | | | aburridas (boring) | tontas (silly) | | las series policíacas (police series) |
| | | | | | | las telenovelas (soap operas) |

Saying what I did yesterday

| | | | | | | |
|------------------------------------|------------------------------------|---|---|---------------|--|---|
| Ayer (yesterday) | Por la noche (in the evening) | bailé en mi cuarto (I danced in my room) | hice gimnasia (I did gymnastics) | pero (but) | no jugué en línea con mis amigos (I didn't play online with my friends) | no salí con mis amigos (I didn't go out with my friends) |
| Luego (later) | A las dos y media (at 2.30) | fui al cine (I went to the cinema) | hice kárate (I did karate) | | no monté en bici (I didn't ride my bike) | no hice los deberes (I didn't do my homework) |
| Por la mañana (in the morning) | Un poco más tarde (a bit later) | hablé por Skype (I talked on Skype) | jugué tres horas (I didn't play for three hours) | | no vi una película (I didn't watch a film) | |
| Por la tarde (in the afternoon) | | | | | | |

Mid-Term Assessment Prep – I can...

- ☐ say what you do on your phone
- ☐ say how often you use your phone
- ☐ Say what music you like and why
- ☐ Give your opinion on Spanish music



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

Aim for 65% correct. Remember, if you're unhappy with your score you can re-do each section as you go!



SentenceBuilders

Big Questions:

- What does bake mean?
- What is denaturation?
- What is aeration?
- What is shortening in baked goods?
- Why do we use raising agents and what are they?
- Why does some baking fail?

Overarching Information

Students will learn a range of practical skills whilst embedding their knowledge and understanding of baking.

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 in relation to the properties of ingredients

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

Year 8 Food Knowledge Organiser: Function of ingredients - Baking

Mary Berry's top five baking tips

1. To make cakes rise use the exact amount of raising agent and don't over beat the batter or you'll knock all the air out. Don't have the mixture too thick either.
2. Use caster sugar in cakes rather than granulated. Speckled tops on cakes are usually caused by granulated sugar that has not properly dissolved in the mixture.
3. To avoid cakes cracking don't bake them too high in the oven; if you do, the crust forms too soon and cracks as the cake continues to rise.
4. When using glace cherries, wash wipe and cut them in quarters before adding to the mixture to prevent them sinking to the bottom
5. When icing a cake, seal the top with apricot jam first to prevent crumb contamination. Add liquid gradually to icing too. You can always add more and a thicker icing works better than one that runs off the sponge!

Paul Hollywood's top five baking tips

1. Buy a good cookery book and follow your recipe to the letter.
2. Don't over bake or under bake or open the oven door too soon. Sunken sponges are the result of under baking.
3. Know the quirks of your oven and be aware that you can get 'hot spots' which can throw a bake out. If you've had your oven for many years, get it serviced and check the efficiency of the oven thermometer. 180 degrees can mean different things in different ovens.
4. Sometimes old fashioned ingredients like Stork margarine work better in cakes than butter. You often get a better rise on a cake when Stork is used. (And that's something that Mary herself taught me!) It depends on what you're making, of course, if it's scones, for example, then it has to be butter.
5. I like to use plain flour with the right amount of raising agent rather than self raising flour. If you add it yourself you know exactly how much you've put it.

Bread

| Ingredient | Role |
|--------------|---|
| Strong Flour | Strong flour is high in GLUTEN (protein) that makes the dough stretchy and elastic. |
| Liquid | Hydrates the yeast allowing it to produce Carbon Dioxide (CO ₂). Binds dry ingredients. |
| Yeast | Biological raising agent produces Carbon Dioxide. Yeast requires 4 Factors for Growth; Food, Time, Temperature, Moisture. |
| Salt | Adds Flavour. |

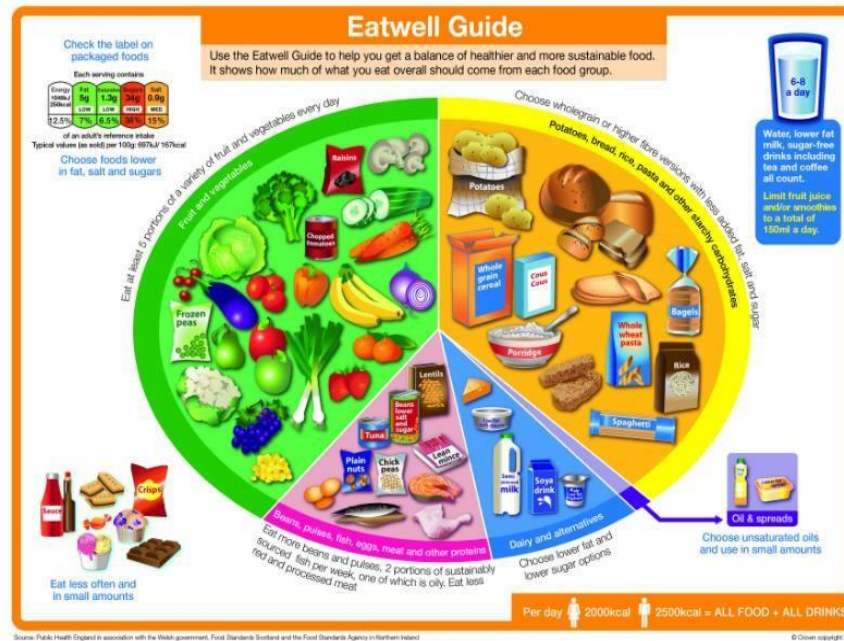
Cakes

Cake making methods

- Rubbing in – Scones
- Creaming – Traditional and all in one – Muffins
- Melting – Ginger Bread
- Whisking – Swiss roll.

The main ingredients in cake making are fat, sugar, flour and eggs. All methods use a raising agent and often a liquid such as milk. Function of ingredients:

| Ingredient | Function |
|----------------|--|
| Flour | <ol style="list-style-type: none"> 1. Forms structure of the cake. 2. As the cake is heated, protein (gluten) in the flour sets the framework and shape. 3. DEXTRINISATION occurs, starch converts into sugar when exposed to dry heat. This sugar then CAMELISES on the surface. |
| Sugar | <ol style="list-style-type: none"> 1. Sweetens and adds flavour. 2. When creamed with fat, helps to hold air in the mixture. 3. CAMELISATION gives colour. |
| Fat | <ol style="list-style-type: none"> 1. Adds colour and flavour 2. Holds air bubbles (foam) which creates texture and volume. 3. Produces a short crumb or rich even texture dependent on the ratio of fat and method used. 4. Increases shelf life. |
| Eggs | <ol style="list-style-type: none"> 1. Traps air when whisked into a foam. 2. Coagulates (set) on heating. 3. Emulsify – holds the fat in emulsion and keeps it stable 4. Add colour, flavour and nutritional value. |
| Raising agents | <ol style="list-style-type: none"> 1. Aerates the mixture increasing volume and resulting in a light texture. |



The 5 main groups
 The Eatwell Guide divides the foods and drinks we consume into 5 main groups:

1. fruit and vegetables
2. potatoes, bread, rice, pasta and other starchy carbohydrates
3. beans, pulses, fish, eggs, meat and other proteins
4. dairy and alternatives
5. oils and spreads

You should try to choose a variety of foods from each group to help you get the nutrients you need to stay healthy.
 Using the Eatwell Guide
 You can use this guide to help you make healthier choices when:

- planning what to eat
- cooking or preparing a meal at home
- food shopping
- eating out or on the go

Most of the meals we eat are a combination of food groups. When planning meals, work out the main ingredients and think about how these fit within the 5 main food groups.

Fat

Function: Energy, Warmth
 Protection of organs

Sources

| | |
|--|--|
| Saturated Fat (Bad Fats) Meat Processed Foods Saturated Fats - solid at room temperature and are from animal sources. | Unsaturated Fat (Good Fats) Avocado Nuts Olive oil Unsaturated fats are liquid at room temperature and are from plant sources. |
|--|--|

| | |
|---|--|
| Too much | Too little |
| <ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease | <ul style="list-style-type: none"> Fat soluble vitamin deficiencies |

Macronutrients
 Needed in large amounts to help the body to function properly

Protein

Function: Growth and Repair, Energy

Sources: Plant (Quorn, Beans, Lentils), Animal (Eggs, Fish, Meat)

| | |
|--|--|
| Too much | Too little |
| <ul style="list-style-type: none"> Turns to fat if not turned into energy | <ul style="list-style-type: none"> Anaemia Slow growth in children |

Carbohydrates

Function: Energy

Sources: Starches (Bread, Pasta, Rice, Wheat, Potatoes, Cereals), Sugars (Cakes, Sweets, Candy)

We should consume no more than 30g of sugar per day

| | |
|---|---|
| Too much | Too Much |
| <ul style="list-style-type: none"> Obesity Type 2 diabetes Heart Disease | <ul style="list-style-type: none"> Tooth decay Type two diabetes Obesity |

Micronutrients
 Needed in small amounts to help the body to function properly

| Vitamin | Sources | Functions | Deficiency diseases |
|----------------------------|-------------------------------|---|--|
| Vitamin A (fat soluble) | Fish, eggs, oranges | Helps with Eye sight and skin. It is also an antioxidant which protect the cells from harmful substance. | Night Blindness |
| Vitamin D (fat soluble) | Eggs, the sun | Helps our bones to grow. Aids the absorption of Calcium and prevents RICKETS | Rickets in children Osteoporosis in women |
| Vitamin C (Water soluble) | Oranges, tomatoes, vegetables | Helps to heal cuts, helps the immune system which prevents scurvy. Aids the absorption of Iron and prevents ANAEMIA | Scurvy and Anaemia |
| B Vitamins (Water soluble) | Cereals, meat, fish | Creates enzymes that break down food allowing absorption of Carbohydrate, Fats and Protein into our blood. | Beri Beri – lack of B1 - Thiamin Pellagra - lack of B3 - Niacin |

Watch the video to learn more
<https://www.youtube.com/watch?v=ISZLTJH5LYg>

Ingredients in pastry

Ingredients have different functions depending on the type of pastry that is made. The ratio of each ingredient determines the end result in terms of texture, taste and finish. The three ingredients in all pastries are:

Flour- Flour forms the structure of the pastry.

Soft plain flour (low gluten content) used in shortcrust to give a short crumb.



Strong plain flour (high gluten content) used in flaky/rough puff pastry to give the pastry its elasticity.

Fat—In shortcrust pastry the fat coats the flour granules resulting in a crumbly texture.



Fat traps air between the layers in flaky/rough puff pastry
Adds colour and flavour

Water- Binds the dry ingredients together.

Baking blind

When making tarts, quiches and flans you often bake the pastry 'blind'. This is when you line the raw pastry with greaseproof paper and baking beans to prevent the pastry from rising. After 15 minutes you remove the paper and beans and cook the pastry case for 5 – 10 minutes more until it is golden brown.

| Type of pastry | Examples of products | Characteristics of the pastry |
|-------------------|--|--|
| Shortcrust pastry | Bakewell tart , Lemon meringue pie, quiche | Crumbly texture, pale in colour Ratio - fat to flour 1:2 |
| Choux pastry | Profiteroles, eclairs, choux buns | Darker in colour, liquid turns steam when baked, light and airy. Can be filled. Ratio– fat to flour 2:3. |
| Filo pastry | Spring rolls, apple strudel, Filo parcel | Very thin, crispy, delicate |
| Rough puff pastry | Sausage rolls, savoury tarts, pies, | Flaky pastry, high quantity of fat ratio fat:flour—3:4. |
| Hot water crust | Pork pie. | Dark in colour, made using boiled fat and water mixed with flour. |

| Fault | Cause |
|--|---|
| Shortcrust Pastry | |
| Pastry is hard and has a tough texture | Over kneading and heavy handling Incorrect proportions of ingredients (too much water/not enough fat) Incorrect oven temp – too cool |
| Pastry is blistered | Oven too hot. Uneven addition of water Fats not mixed with flour properly |
| Pastry is fragile and crumbly | Too much fat / Not enough water Over mixing the fat into the flour |
| Pastry has shrunk during cooking | Pastry over worked during kneading and rolling |
| Flaky/puff | |
| Pastry has not flaked well | Oven too cool. Not enough liquid added, pastry folded and rolled unevenly. Not rested enough in a cool place. Pastry folded too thinly |

Homework Links

Food a Fact of Life

BBC Bitesize

Exploring food and Nutrition Text Book

Key Vocabulary

Shortening

All in one

Creaming

Melting

Aeration

Denaturation

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?

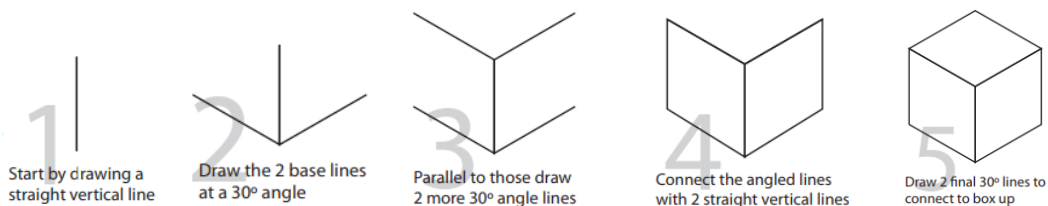
Health and Safety Rules

Five Golden Rules:

- Dress Right**
 - Always wear appropriate PPE in the workshop.
 - Apron at all times
 - Goggles, 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



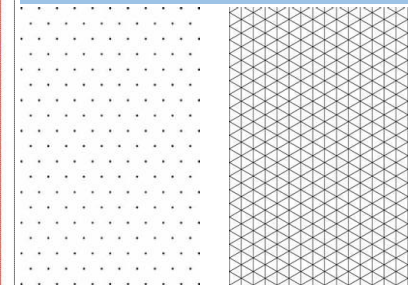
Know your signs

Meaning, colours and examples of graphics used for signage

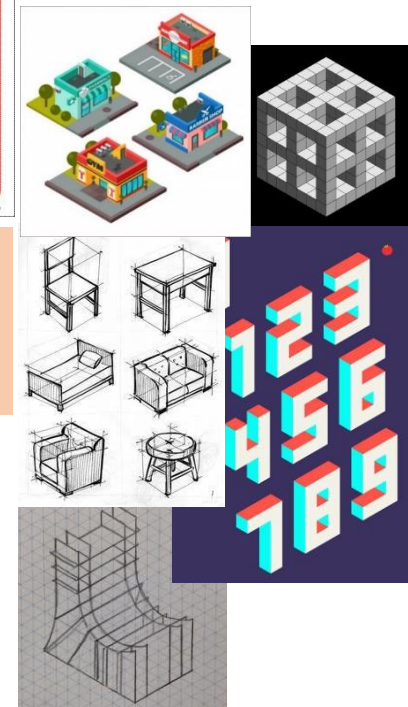
| | |
|---|------------------|
| Prohibition signs, meaning: <ul style="list-style-type: none"> Stop Not allowed What or who is forbidden. | examples: |
| Safety signs, meaning: <ul style="list-style-type: none"> Safe condition First aid Safety Equipment Means of escape. | examples: |
| Mandatory signs, 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



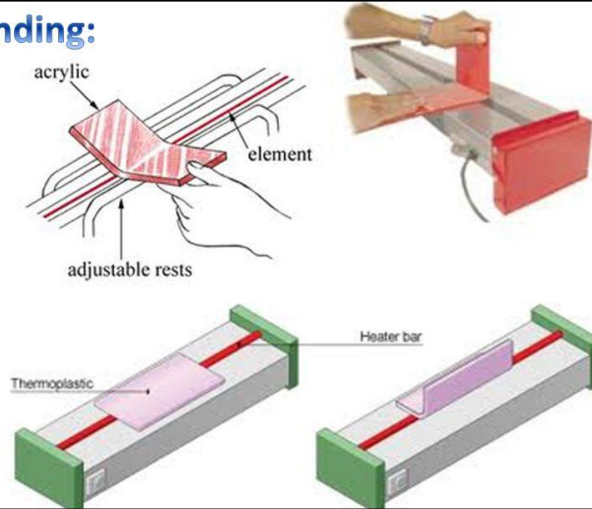
Task: Explain the term 'plastic memory'

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 - Helpsheets**

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?
4R'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**

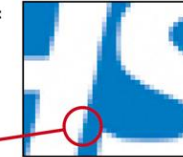


Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

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

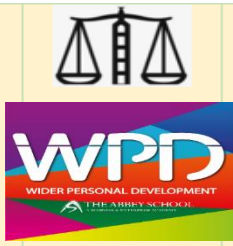
Wood

Tools



Living in The wider World
Personal Values and Risk – including Online, Sharing Information and Safety online

- Boundaries around aspects of life
- Strategies to manage personal information
- Impact of online presence
- Sharing information safely
- The law surrounding intimate images



Wider Personal Development
Rule of Law:

- Protected Characteristics
- The laws in the UK
- The police
- Sentencing in the UK
- Punishments in the UK
- You be the judge: Criminal damage/vandalism
- Discrimination



Careers Employability Skills
Builder: Problem Solving
Industry Focus – Languages sector

- Problem solving tasks
- Completing tasks finding information
- Exploring problems by thinking about pros/cons of situations
- The Languages industry
- Why problem solving is so important in the Languages sector



Big Questions

PSHE

What makes up your identity?

How much should you share online? Consequences?

How can someone stay safe online?

What is the law regarding intimate images?

Where do I go for help/support?

WPD

What are the Protected Characteristics?

What are the British Values?

What are the laws in the UK?

What is sentencing and punishments?

What is discrimination?

stay safe online

Remember the 5 SMART rules when using the internet and mobile phones.

- S SAFE:** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.
- M MEET:** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.
- A ACCEPTING:** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
- R RELIABLE:** Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.
- T TELL:** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

Bullying!

Bullying is ...

- wrong
- hurtful
- done on purpose
- done again and again

It is something that can happen:

- to anyone
- anytime
- anywhere
- in any way

Careers:

Employability Focus during form time – Problem Solving
Careers Event – Unifrog Workshops

House competition:

House Christmas craft competition

Create at least one craft item that is in the colour of your house. This could be any craft that is not perishable such as knitting/crochet, sewing, clay, origami, jewellery, items made from wood/plastic, Christmas cards, soap, candles and so on. The item must be fit for sale as all items will be sold to raise money for charity. The house that produces the most items for sale will win and receive house points. The best craft item produced will win that student additional house points and a prize. Deadline for submissions (to Mrs Green please) is Monday 5th December. The craft sale will be in the last week of term. More details to follow by student email this term.

We have effective ground rules in PSHE to ensure we all have a voice.

| | |
|-------------|-------------------------------|
| PSHE | EFFECTIVE GROUND RULES |
|-------------|-------------------------------|

Show respect

- By listening
- Not interrupting
- Only 1 person talking at a time

| | |
|--|---|
| Be open and honest but no personal comments – Discussions will be about 'general situations' | Don't make assumptions about people's values, attitudes, behaviours, life experiences or feelings |
|--|---|

You don't have to say things about yourself if you don't want to (You have the right to pass)

| | |
|---|-------------------------------------|
| PSHE CLASSROOM RULES DEALING WITH SENSITIVE TOPICS | There are no stupid questions. Ask! |
|---|-------------------------------------|

It's OK to get things wrong

| | |
|---|--|
| SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART | Have a non-judgemental approach. No Put downs and challenge the opinion not the person |
|---|--|

Enjoy the lesson, Challenge your perceptions and understand how to seek further advice and support

| | |
|---|--|
| Use the agreed appropriate Language (Avoid slang terms) | Conversations stay in the room unless it is a safeguarding issue |
| Don't show the fact you are embarrassed through silliness | |

WHAT ARE BRITISH VALUES?

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

