



LYMM  
HIGH SCHOOL

#5



NAME:

# Year 8

# Knowledge

# Organisers

# Spring Term

(Half term 3 and 4)





LYMM  
HIGH SCHOOL

# A Knowledge-Rich Curriculum at Lymm High School

## *Why are we using Knowledge Organisers?*

Research around memory suggests that “knowledge is sticky”: the more factual knowledge you know, the easier it is to learn more in future! But there is a catch: If knowledge is studied once, and not revisited or revised, it is not stored in long-term memory.

To strengthen your memory, and ensure information is stored permanently in your long-term memory, it must be revisited frequently. This means that after one lesson, or a single test, the knowledge is not fully embedded or learned unless it is studied again.

This is why your knowledge organiser is an important part of revising the essential information you learn in class!

## *Use of Knowledge Organisers for revision and in class*

As part of their home learning, students should be revising what they have learned recently, but also content they were taught previously. Therefore, as part of our strategy to ensure that knowledge is embedded over time, we have developed knowledge organisers, which contain the ‘bedrock knowledge’ necessary in each subject area. A mastery of this knowledge will ensure that students can progress comfortably to new units of learning, and can be successful in their subjects.

This information will provide the basis of our assessments and exams, and so getting into good revision habits with these resources will ensure students feel as prepared as possible.

Teachers may set specific areas of each knowledge organiser as part of homework tasks on ‘Satchel one’ – formerly ‘Show my Homework’ – however students should be using their knowledge organiser for independent revision regularly.

*For mastery of your subjects, remember:*

***“Don’t practise until you get it right. Practise until you can’t get it wrong!”***

As well as supporting revision at home, this knowledge organiser should be kept in students’ bags, and brought to school each day so that it can also be used and referred to in lessons.

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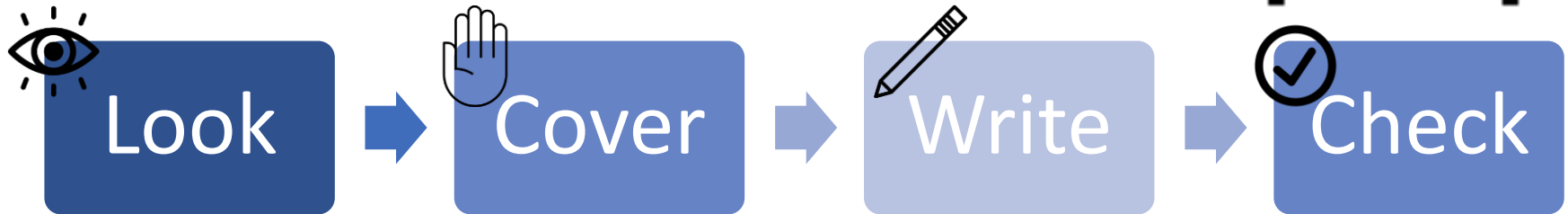
*(Subjects are arranged  
alphabetically)*

3	How to use your Knowledge organiser
4	Tier 2 Vocabulary
5	Art
7	Design Tech
13	English
17	Food Tech
23	French
27	Geography
28	German
32	History
34	IT
36	Maths
41	Music
42	Religious Studies
45	Science
48	Spanish



# How to use your knowledge organiser:

Recommended strategies (*don't just read or highlight – get active!*):



- Create **mind maps**
- Create **flash cards**
- Write out **key points on post-it notes** and place somewhere visible so you see and review them regularly
- **Write your own quiz questions** based on your knowledge organiser – leave until the next morning, next day, or next week to see how well you have retained the information
- **Get someone else to test you**
- Use **key vocabulary** from your KO in sentences
- Use the formulae, vocabulary lists, facts, processes etc on your KO to **help you complete homework tasks**
- **Draw diagrams and flow charts** of key information
- **Summarise each section** into your own words – what are the MOST important facts or details in each box?
- **“Just a minute”** – time yourself for 60 seconds. **Can you talk about this topic or explain it to someone else without stopping for a whole minute?**
- **Draw images/symbols** to represent the different concepts and vocabulary
- **Teach someone else** about this topic. Research suggests we retain even more information when we teach a topic than when we learn it or revise it.

# Tier 2 Vocabulary – General academic vocabulary for success across all subjects



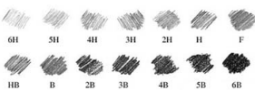
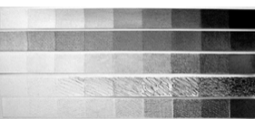
*“The limits of my language are the limits of my world” - Ludwig Wittgenstein*



List 1		List 2		List 3	
<b>accelerate (v)</b>	speed up	<b>Hypothesis (n)</b>	prediction	<b>precise (adj)</b>	exact
<b>arbitrary (adj)</b>	random	<b>illustrate (v)</b>	show	<b>principle (n)</b>	Belief
<b>assert (v)</b>	state/claim	<b>implicit (adj)</b>	Suggested but not directly said	<b>proceed (v)</b>	go ahead
<b>authorise (v)</b>	give permission	<b>inhibit (v)</b>	prevent	<b>pursue (v)</b>	go after
<b>conceive (v)</b>	think	<b>innovation (n)</b>	new invention	<b>react (v)</b>	respond
<b>context (n)</b>	setting	<b>method (n)</b>	approach	<b>region (n)</b>	area
<b>contribute (v)</b>	add to	<b>modify (v)</b>	change	<b>require (v)</b>	need
<b>denote (v)</b>	stand for	<b>notion (n)</b>	idea	<b>restrict (v)</b>	limit
<b>distinct (adj)</b>	Different/ separate	<b>obtain (v)</b>	get	<b>shift (v)/(n)</b>	change
<b>establish (v)</b>	set up	<b>passive (adj)</b>	not active	<b>subsequent (adj)</b>	coming after
<b>entity (n)</b>	a thing/ a being	<b>perspective (n)</b>	viewpoint	<b>transmit (v)</b>	Communicate/ send
<b>feasible (adj)</b>	possible	<b>phenomenon (n)</b>	Remarkable thing	<b>verbal (adj)</b>	spoken
<b>fluctuate (v)</b>	vary/change	<b>precede (v)</b>	go before	<b>verify (v)</b>	check

**Recording from Observation**  
**Primary source observational drawing:** drawing something real in front of you.  
**Secondary source observational drawing:** drawing something from a picture.

<b>Insect</b>	Insects have a chitinous exoskeleton, a three-part body (head, thorax and abdomen), three pairs of jointed legs, compound eyes and one pair of antennae. Insects are the most diverse group of animals.
<b>Tone</b>	A tone is produced either by the mixture of a colour with grey, or by both tinting and shading.
<b>Line drawing</b>	A drawing done using only narrow lines, without blocks of shading.
<b>Mark Making</b>	Different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only paint on canvas or pencil on paper.
<b>Mono printing</b>	A form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.
<b>Mixed Media</b>	A term used to describe artworks composed from a combination of different media or materials.
<b>Clothing construction</b>	Clothing construction refers to the stitching of garments and all the sewing techniques involved in the process.
<b>Fast fashion</b>	The clothing industry's business model of replicating recent catwalk trends and high-fashion designs, mass-producing them at a low cost, and bringing them to retail stores quickly, while demand is at its highest.
<b>Pattern cutting</b>	The process of turning a design into a piece of fabric. However, before a design is made into a three-dimensional (3D) fabric, it is usually made on two-dimensional (2D) paper. In simple words, just imagine what you are wearing right now and think of it as a design that was first made on paper and, later, turned into a fabric.



Scan the QR to view how fashion is the second largest polluter.



**Sue Brown**  
[Sue Brown Printmaker](#)

- Professional artist for 15 years.
- Her work is inspired by nature.
- Her work predominantly consists of printmaking.
- She likes to use found or ready made objects within her work.



**What makes a successful artist research page?**  
 You must include:

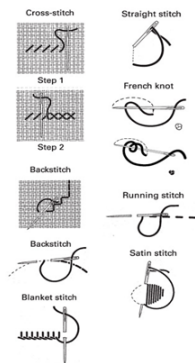
- Artists name (title)
- Imagery of the artists work
- Annotation and your own opinion (facts about the artist as well as analysing the artists work)
- Your own drawings or 'mini studies' of the artists work.
- Consider presentation of your page. Try to make your page reflect the artists style (through use of colour or even media you choose to use).

**Mr Finch**  
[About | Mister Finch \(mister-finch.com\)](#)

- Professional artist
- Born in Warrington, lives in Stafford.
- Flowers, insects and birds really fascinate him.
- Most of his work uses recycled materials.



<b>Embroidery</b>	the craft of decorating fabric or other materials using a needle to apply thread or yarn. <i>Embroidery</i> may also incorporate other materials such as pearls, beads, quills, and sequins.
<b>Embellishment</b>	is a decorative detail or feature added to something to make it more attractive.
<b>2D</b>	Two dimensional: Having or appearing to have length and breadth but no depth.
<b>3D</b>	Three dimensional: Having or appearing to have length, breadth, and depth.



Scan below to view how to do basic embroidery stitches.



**Drawing with wire examples**



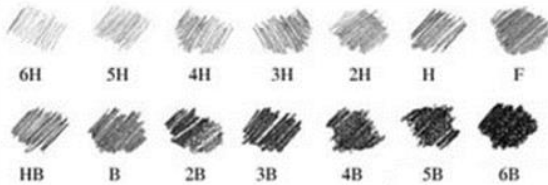
**Places of interest to visit**

- Chester Zoo – Butterfly house
- World Museum – Liverpool
- Manchester Museum

**Recording from Observation**  
**Primary source observational drawing:**  
 drawing something real in front of you.  
**Secondary source observational drawing:**  
 drawing something from a picture.



**Grades of Pencils**  
 Pencils come in different grades. The softer the pencil the darker the tone.  
*H = hard, B = black (soft)*  
 In Art the most useful pencils are B, 2B and 4B. If your pencil has no grade it is likely to be an HB (hard black in the middle of the scale)



<b>Mixed Media</b>	The use of two or more media together.
<b>Annotation</b>	A note by way of explanation or comment added to a text or diagram.
<b>Artistic Independence</b>	Be able to comment on a piece of artwork and understand how that piece of art work has been created. Identifying what materials have been used and the stages of creation.

**Steve Wintercroft**

<https://wintercroft.com/>

- In 2013, he left the surf industry to launch [Wintercroft](#), an environmentally conscious design company specialising in helping people make Masks from waste card.

**Iain Macarthur**

[Iain Macarthur | Animals, Character, Commercial, Food and Drink, Portraiture and Celebrities | JSR Agency](#)

- A illustrator based in South London, known for his mixture of intricate patterns and wildlife elements.
- First ever comic I looked at was the Batman series. Since then I've been obsessed with drawing odd fantasy drawings and anime characters.

**What makes a successful artist research page?**

- You must include:
- Artists name (title)
  - Imagery of the artists work
  - Annotation and your own opinion (facts about the artist as well as analysing the artists work)
  - Your own drawings or 'mini studies' of the artists work.
  - Consider presentation of your page. Try to make your page reflect the artists style (through use of colour or even media you choose to use).

**When designing a piece of artwork you must:**

- Use primary research (drawings/photographs) as starting points.
- Use artists styles to inspire you.
- Be creative with composition.
- Try and test every section of your piece before you create it.



**Remember:**

Dotted/dash Line = Mountain

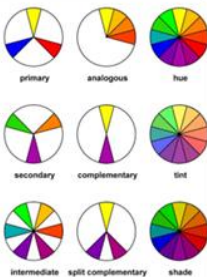
Dotted Line = Valley

**Diwali (festival of Light)**

- Learn more about this by scanning the QR code



**Colour Theory:**  
 When mixing and blending colours and creating colour palettes for your work. Do not forget the colour wheel.



<b>Culture</b>	The ideas, customs, and social behaviour of a particular people or society.
<b>Tone</b>	A tone is produced either by the mixture of a colour with grey, or by both tinting and shading.
<b>Shade</b>	The mixture of a colour with black, which increases darkness.
<b>Tint</b>	The mixture of a colour with white, which increases lightness
<b>Mark making</b>	Different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only paint on canvas or pencil on paper.
<b>Composition</b>	The position and layout of shapes on the paper
<b>Pattern</b>	A series of shapes and lines put together to make a decorative image. Patterns are often inspired by shapes in their environment.
<b>Rangoli</b>	Designed to be symmetrical. They combine straight lines, curved lines and images like flowers and other things from nature. The symmetry of the designs in a symbol of prosperity, growth and luck.

## Year 8 Material Focus: Metals

### Types of Metals.....

Scan the QR code to  
learn where metal  
comes from.....



#### FERROUS METALS:

Metals that contain iron and are magnetic. They are prone to rust.

NAME	PROPERTIES	USES
Mild Steel	Tough. High tensile strength. Can be case hardened. Rusts very easily.	Most common metal used in school workshops. Used in general metal products and engineering.
Carbon Steel	Tough. Can be hardened and tempered.	Cutting tools such as drills.
Stainless steel	Tough, resistant to rust and stains.	Cutlery, medical instruments.
Cast iron	Strong but brittle. Compressive strength very high.	Castings, manhole covers, engines.
Wrought iron	Fibrous, tough, ductile, resistant to rusting.	Ornamental gates and railings. Not in much use today.

#### NON-FERROUS METALS:

Metals that do not contain iron and are not magnetic. They do not rust.

NAME	COLOUR	PROPERTIES	USES
Aluminium	Light grey	Ductile, soft, malleable, machines well. Very light.	Window frames, aircraft, kitchen ware.
Copper	Reddish brown	Ductile, can be beaten into shape. Conducts electricity and heat.	Electrical wiring, tubing, kettles, bowls, pipes.
Brass	Yellow	Hard. Casts and machines well. Surface tarnishes. Conducts electricity.	Parts for electrical fittings, ornaments.
Silver	Whitish grey	Ductile, Malleable, solders, resists corrosion.	Jewellery, solder, ornaments.
Lead	Bluish grey	Soft, heavy, ductile, loses its shape under pressure.	Solders, pipes, batteries, roofing.

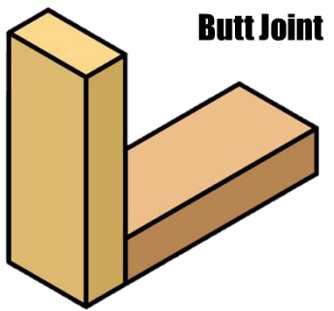
#### ALLOYS:

**Alloys** are mixtures of metal with an element to improve its properties or **aesthetic**. For example brass is a mixture of copper and zinc. Alloys can also be classified as ferrous or non-ferrous.

NAME	COLOUR	PROPERTIES & USES
Brass	Gold	An alloy of copper and zinc, can be cast and machined, used for musical instruments and ornamental hardware
Pewter	Dark grey	Made up of tin (approximately 90 per cent), antimony (7 per cent) and other metals such as copper or bismuth, it has a low melting point (approximately 200°C), often used to make jewellery, candlesticks, outside light fixtures or tankards
Solder	Grey	An alloy of 60 per cent tin and 40 per cent lead, it has a low melting point (approximately 200°C), and is electrically conductive making it ideal for circuit manufacture

# Wood Joints

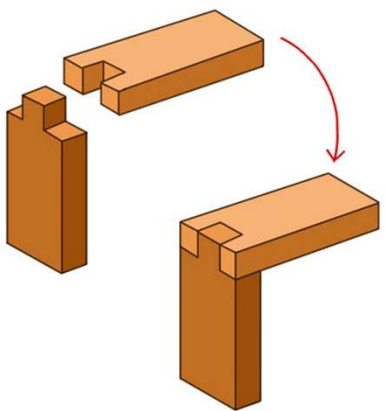
## Frame/Box Joints.....



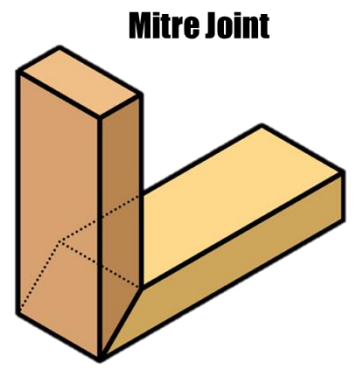
**Butt Joint**

A **butt joint** is a technique in which two pieces of material are joined by simply placing their ends together without any special shaping. A butt joint can be strengthened with dowels, nails and screws.

### Comb/Finger Joint



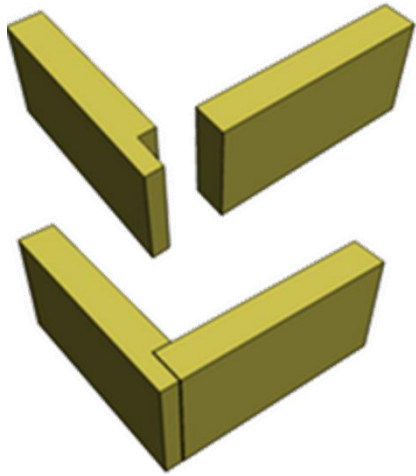
A **finger joint**, also known as a comb joint, is a woodworking joint made by cutting a set of complementary, interlocking profiles in two pieces of wood, which are then glued. The cross-section of the joint resembles the interlocking of fingers between two hands, hence the name "finger joint"



**Mitre Joint**

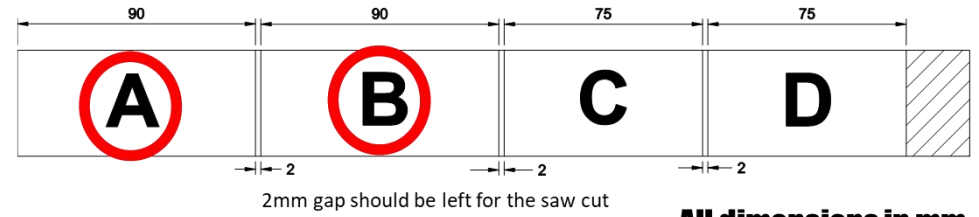
A **mitre joint** is a joint made by cutting each of two parts to be joined, across the main surface, usually at a 45° angle, to form a 90° angle, though it can comprise any angle greater than 0 degrees.

### Rebate Joint (Half Lap)

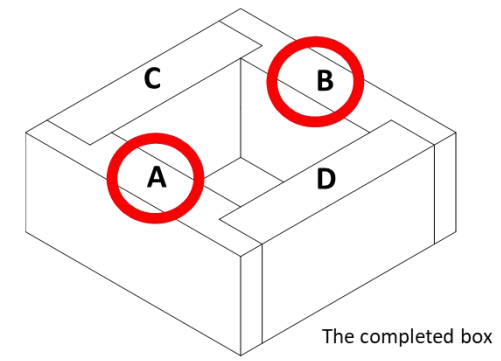
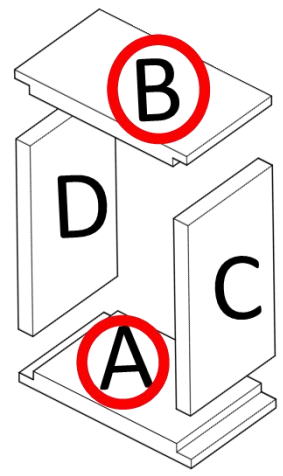


The rebate joint is a very similar to the butt joint but the big difference between the two is that one of the ends of the timber has a groove cut out of it to create much better holding strength.

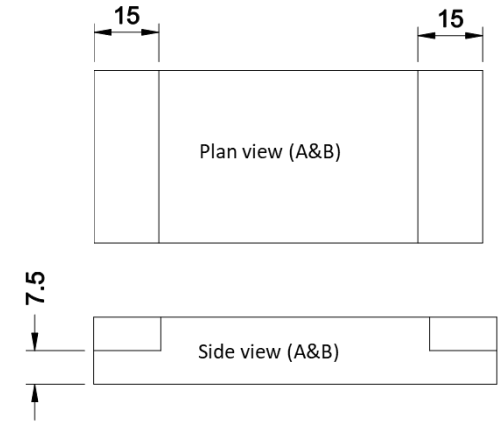
## Measurements for Manufacturing the Rebate Joint (Half Lap Joint)



**All dimensions in mm**



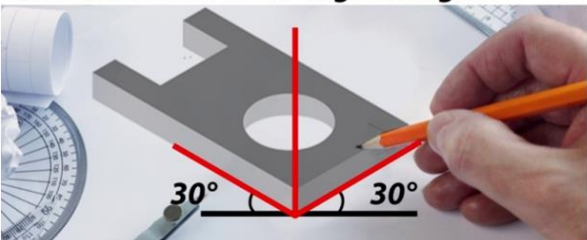
### Rebate Joint (Half Lap Joint)



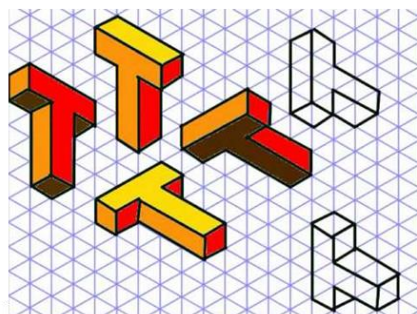


# Isometric Drawing.....

axes are drawn so that the two horizontal axes are drawn at 30 degree angles

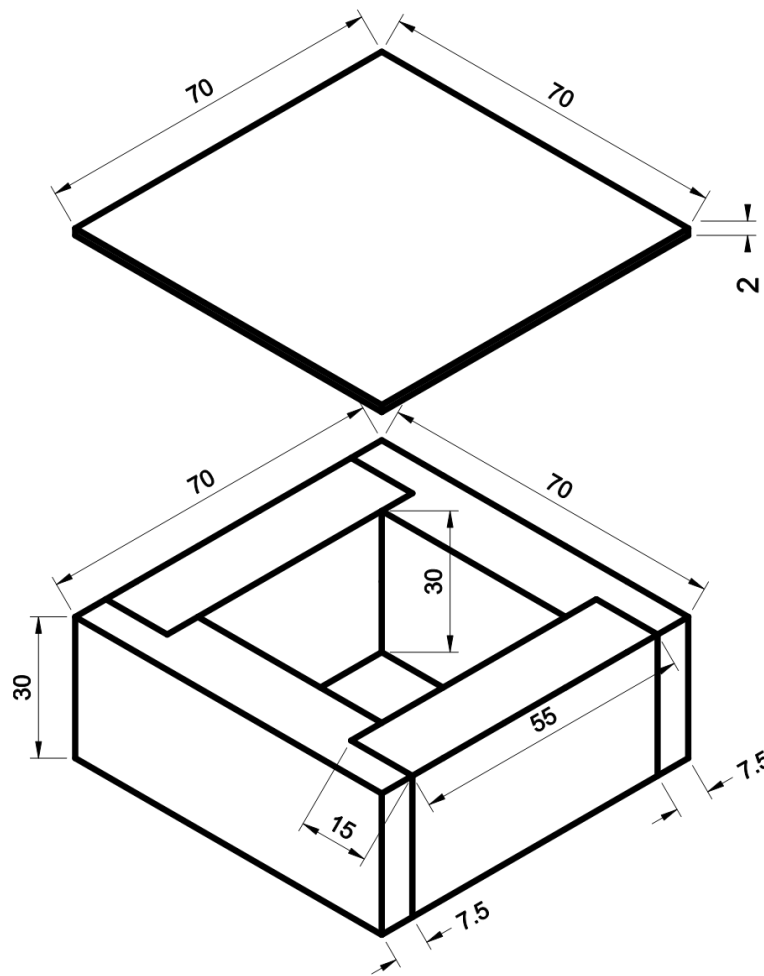


Scan the QR code to learn how to draw simple shapes in isometric.....



# Exploded Isometric Drawing of Box

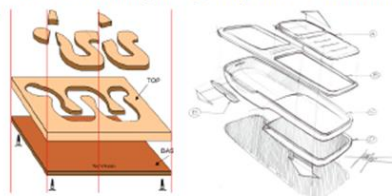
Draw the box in an isometric projection. Use the dimensions given on the drawing. Use isometric paper, a ruler and a pencil to complete the drawing accurately.



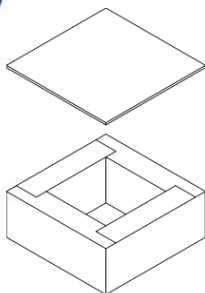
# Exploded Isometric.....

## Exploded views

Exploded drawings are extremely useful when explaining a design / idea. The drawing opposite is a design for an educational toy (for a young child) has been drawn with all the parts disassembled. It is important when drawing an exploded view that all the parts line up with each other when disassembled. The vertical guidelines clearly show how the various parts are in line with each other. If an exploded drawing is constructed properly anyone looking at the drawing should be able to see how the various parts go together to form the finished design/object.

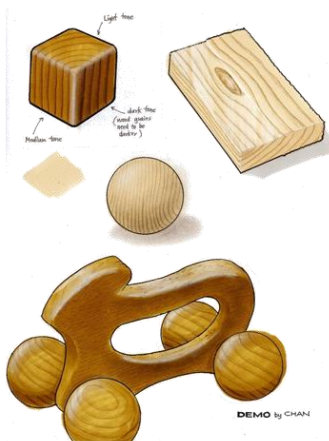


Scan the QR code to learn how to draw simple shapes in exploded isometric.....

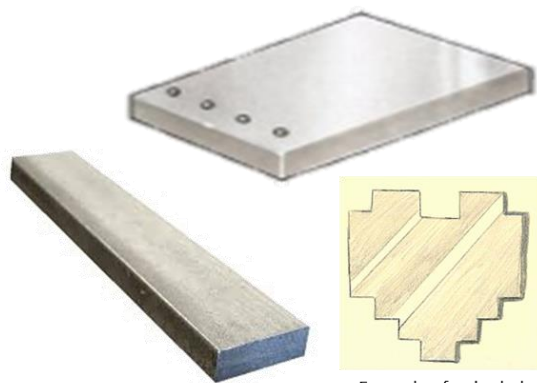


This is the box that you will manufacture.

# Shading an object to look like wood....



# Shading an object to look like metal....



Example of a shaded pewter casting design

All dimensions in mm

# Manufacturing Processes

## Stages of Pewter Casting.....

Scan the QR code to learn how to cast metal



Cut the pewter ingot into small pieces

Use a metal vice & hack saw.

OR

Design and make the mould by hand or by using CAD/CAM.

Place pewter ingots in the ladle and heat the pewter with a gas torch or heat gun. Melt the pewter.

Sandwich the mould between 2 pieces of MDF. Secure in a metal vice.

Pour molten pewter into the mould

Allow pewter to cool, then remove from the mould. Cut off the excess.

Drill a hole if required.

Smooth the surfaces and the edges with emery cloth & wet and dry paper.



Finishing....

Wood	Plastic & Metal
Glass Paper (Wood)	Wood Oil
Emery Cloth	Wet & Dry Paper

Shaping....

File	Belt Sander
Disc Sander	

Wasting Tools... Cutting....

Coping Saw	Tenon Saw	Junior hack Saw	Chisel

Holding....

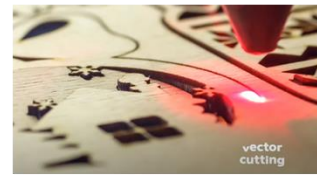
Metal Vice	Bench Vice
F Clamp/ Screw Clamp	Bench Hook

Joining....

	PVA glue (wood glue)
--	----------------------

# Manufacturing Processes

## CAD/CAM (Computer Aided Design/Computer Aided Manufacture)



Scan the QR code to learn how laser cutters work.....

A drawing is sent from a CAD program such as 2D Design, to the laser cutter.

A laser cutter can cut through acrylic, laser plywood and some metals.

## Tools and Equipment.....

# Manufacturing Processes

## CAD/CAM (Computer Aided Design/Computer Aided Manufacture)



### CAD 2D Design.....

The drawing tools are all located on the right hand side of your screen. At the top of your screen here, you will also find the default 'File,' 'Open' and 'Save' buttons.

**Remember that 2D Design defaults to mm. If you want to use cm, type cm after a specific value.**

**Select** – to select multiple items hold down SHIFT on the keyboard and click the lines you want

**Draw a Circle** – click to place the center, and then click to place a point on the circumference. Double click to set the radius.

**Draw a Rectangle** – click to place a corner, and then click to place the opposite corner.

**Deleting** – click on a part you want to get rid of and use the DELETE button on the keyboard. To delete part of a shape, right click and hold on the DEL ANY icon, more delete options will appear.



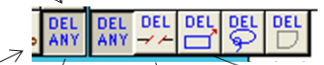
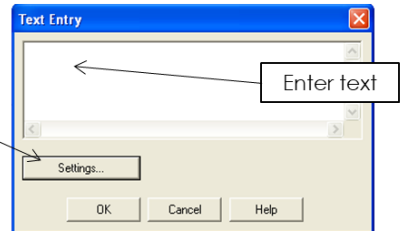
**Straight line tool** – click to place the start of the line, click to place end of line. Double click to set a specific length.

**Curved line tool** – click to place the start of the line, click to place the first bend, second bend, etc. and right click to finish the line

**Fill** – select the area you want to fill. 'Are there any islands?' Click 'Yes' if you don't want to fill these in, or 'No' if you do.

**Dimensions** – Click at the beginning of where you want to measure, then again at the end. This will give you the measurement in millimeters.

**Text** – click to place text. The box below appears



Delete anything  
Delete part of a line  
Draw a box, and delete the contents

### CAD 2D Design.....

Your grid tools are all located on the left hand side of your screen.

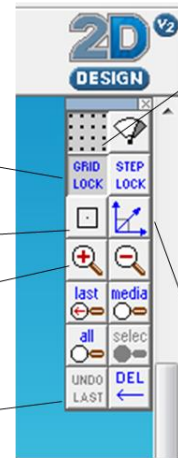
**Lock to grid** – Keep this on to keep your lines straight and measurements accurate

**Attach** – Use this tool to attach one point directly to another

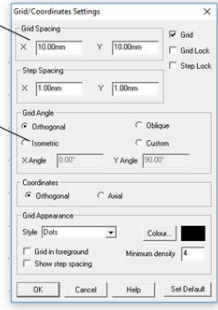
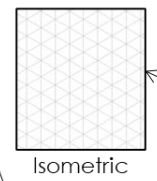
**Zoom in/Out**

**Undo** – Undo or Delete your last move.

**Remember:** You can only undo one last step!



**Grid** – The grid dots can be present or you can turn them off. Double click and you can change the spacing of the dots. The default is 10mm. You can also change the grid from orthogonal to isometric.



**Radial Lock** – Allows you to draw straight lines when not attached to the grid.

### Using the ARC TOOL



Click on the Arc button. When drawing an arc tool it needs three points, a start, middle and an end.

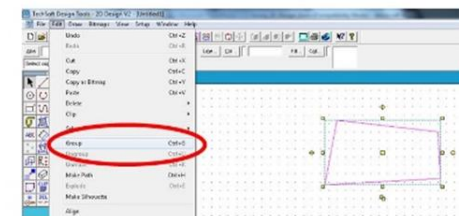
Click once onto the drawing screen move the pointer up there will be a straight line. Click again move the pointer to the end of the arc click once and the arc will be created.

Create the drawing as shown.

Remember to use the delete part, arc, circle and group functions.

### Using the GROUP TOOL

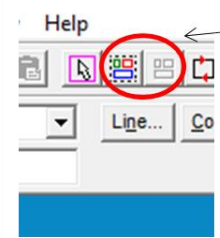
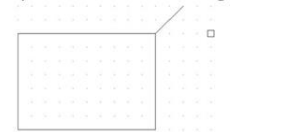
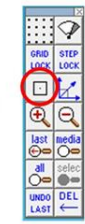
To group the lines together, select Edit from the main tool bar and click on Group. This combines all four lines into one object.



### Using the ATTACH TOOL

The Attach tool allows you to connect a drawing to a point on the screen.

1. Draw a rectangle
2. Press the attach button
3. Press the line button
4. Move near the rectangle and click, the tool will attach your line to the rectangle.



**Group** – Grouping an object makes it easier to move around and to resize. Use the quick group tool to group and ungroup a collection of objects.

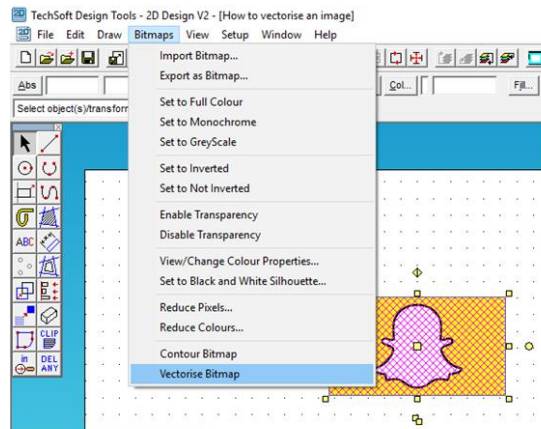
# Manufacturing Processes

## CAD/CAM

(Computer Aided Design/Computer Aided Manufacture)



### How to vectorise an image.....



Find an image that you would like to use  
To **vectorise**, follow the instructions:

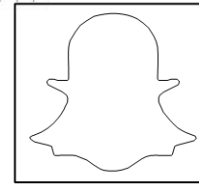
- Go to Bitmaps
- Vectorise Bitmap
- A hand will appear, use this to select the image
- Set to Monochrome
- Slide the luminance bar to get the best quality image
- Then select OK
- Then select OK again
- Select the object
- Select Fill at the top (next to col)
- Select 'No Fill'
- Select OK



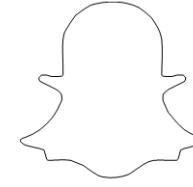
1. Bitmap Image



2. Vectorised Image

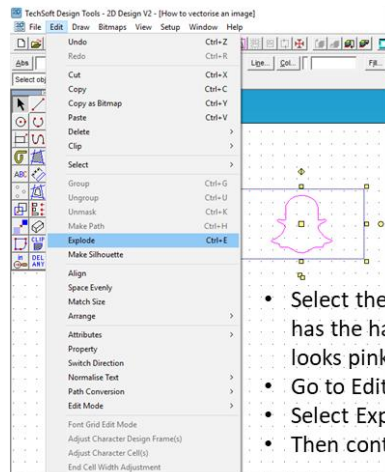


3. Outline Image with no 'fill'

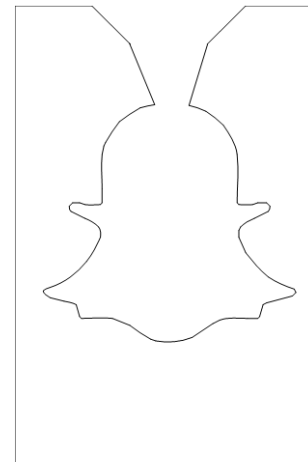


4. Parts of image deleted to create a silhouette

### How to delete parts of an image.....














- Select the image so it has the handles and looks pink
- Go to Edit
- Select Explode
- Then continue










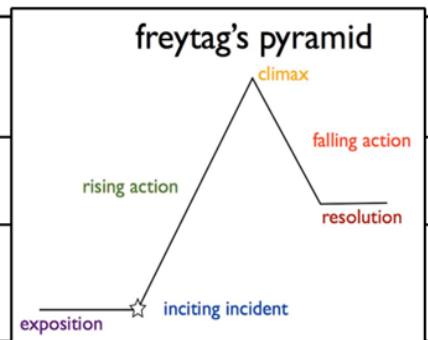
Re-size your image to fit into the template that your teacher has given you. You have successfully drawn the design for your mould.



Key Vocabulary	
<b>Dystopia:</b> an imagined state or society in which there is great suffering or injustice, typically one that is totalitarian or post-apocalyptic.	
<b>Revolution:</b> a forcible overthrow of a government or social order, in favour of a new system.	
<b>Totalitarian:</b> relating to a system of government that is centralized and dictatorial and requires complete subservience to the state.	
<b>Inequality:</b> a lack of fairness or justice.	
<b>Nihilistic:</b> rejecting all religious and moral principles in the belief that life is meaningless.	

Key Context		
The Industrial Revolution		Scientific and technological inventions created societal fear and religious uncertainty which led writers to explore how this could lead to a Dystopian future.
Revolutions		1789 French Revolution 1917 Russian Revolution
War		War is destructive both to humanity and the natural environment.
Nature		The power of nature to destroy (natural disasters) and the aftermath of those events is a key feature of dystopian literature.

Central Themes of Dystopian Literature	
	<b>Didactic:</b> intended to teach, particularly in having moral instruction as an ulterior motive
	<b>Government control:</b> The government abuses their power and the people live in fear – often watched, listened to, and recorded.
	<b>Environmental destruction:</b> An imagined future where humanity has destroyed the earth.
	<b>Technological control:</b> A future where technology – often robots – have taken over and man has lost control.
	<b>Survival:</b> The protagonist fights to survive any of the themes mentioned here.
	Loss of individualism: People are split into similar groups/classifications and lose their freedom and imagination. Often dressed the same.
	War: The after-effects of war on civilisations and humanity. The destruction of order and a life of chaos.








Narrative Vocabulary / Short Story Structure		
Narrative hooks 	<b>The subtle or puzzling hook</b> These appeal to the reader's curiosity and immediately encourage questions of the story. 	<b>The visual or atmospheric hook</b> This is descriptive, appeals to the reader's senses: sight, sound, smell, touch/feel, taste. 
	<b>The 'In medias res' opening</b> The story starts in the middle of the action. 	<b>The Emic opening</b> An exposition that explains everything the reader needs to know. 
Inciting incident 	An event that introduces conflict and sets everything else that happens into motion. E.g. in Harry Potter, the inciting incident takes place when Harry receives his letter from Hogwarts.	
Rising Action 	This is the main part of a story where most of the conflict and action occurs. There should be a significant even for the protagonist that moves the plot forward.	
Climax	The most intense, exciting, or important point of a story.	
Falling Action	The moment in a story where the action begins to conclude; it moves the story toward a conclusion and resolution of conflict.	
Resolution	The conclusion of a story's plot and conflict. Also known as the denouement, the resolution is a literary term for the final plot points that occur after a story's climax and falling action. Sometimes a story may be left open for interpretation – this is called a cliffhanger.	



Grammar and Punctuation	Definition
<b>Direct Speech</b> 	Put speech marks (“...”) around speech and before you close them make sure that you punctuate (usually with a comma). For each new person that speaks, you need to start a new line.
<b>Ellipsis</b> ...	Set of dots which denote missing information.
<b>Adverbial phrases</b>	Subordinate clauses which provide additional information in a sentence, often positioned at the start of a sentence.
<b>Time phrases</b> 	A phrase which gives reference to the time.
<b>Frequency adverbials</b>	A phrase/ adverb which gives reference to how often things take place.
<b>Place adverbials</b>	Adverbial phrases which give reference to where the action is taking place.

Language Features	Definition
<b>Adjective</b>	A word added to or grammatically related to a noun to modify or describe it.
<b>Metaphor</b>	A figure of speech in which something is described as though it IS something else (non-literal).
<b>Simile</b>	A comparison of two things using the terms like or as.
<b>Personification</b>	Applying human qualities or characteristics to inanimate objects.
<b>Semantic field</b>	A collection of words that are related to each other thematically, by their meaning.
<b>Pathetic Fallacy</b>	A device in which human emotions are attributed to aspects of nature – e.g. weather used to reflect mood.
<b>Zoomorphism</b>	Figurative language that characterises people, objects, places, and ideas with animal attributes.







Checklist for effective narratives
<ul style="list-style-type: none"> <li>• An attention grabbing first sentence</li> <li>• Clear description of setting</li> <li>• Well described characters</li> <li>• Information to establish tone/atmosphere</li> <li>• Details to allow reader to understand what is happening (plot)</li> <li>• Use of enigma/mystery – questions that need answering</li> <li>• A hook – a way to draw the reader in to the story – could be through the use of one of the other features</li> <li>• Clear sense of genre (genre means what type of story it will be e.g. mystery, horror, bildungsroman, thriller, romance etc.)</li> <li>• Varied openings</li> <li>• Varied sentence structure</li> <li>• Upgraded or ambitious vocabulary</li> <li>• A sense of pace</li> <li>• A sense of action – that something is happening</li> <li>• A moral purpose</li> </ul>

Structural Features		Definition
<b>Catalyst</b> 		An incident (often at the start) which starts the narrative.
<b>Tension</b>		Mental or emotional strain in a text.
<b>Narrative/ narration</b> 		Spoken or written account of events – story. / Style or process of telling a story.
<b>Omission</b> 		The deliberate “leaving out” of key information.
<b>Narrative focus</b> 		What the writer chooses to focus the reader’s attention toward.
<b>Shift in focus</b> 		When the writer moves the reader’s attention to something else.
<b>Flashback</b> 		When the narrator or protagonist remembers back to a time prior to the setting or time before the main story.
<b>Foreshadowing</b> 		A narrative device in which suggestions or warnings about events to come are dropped or planted.

Key Terminology	
<b>Rhetoric</b>	The art of speaking or writing persuasively.
<b>Anecdote</b>	A short amusing or interesting story about a real incident or person.
<b>Anaphora</b>	Repetition of a word or expression at the beginning of successive phrases, clauses or sentences for rhetorical effect.
<b>Hypophora</b>	Posing a question to the audience and then answering that question in your speech or writing.
<b>Maxim</b>	A short, pithy statement expressing a general truth or rule of conduct.
<b>Anadiplosis</b>	The repetition of the word from the end of one sentence to the beginning of the next.
<b>Asyndeton</b>	The removal of conjunctions from a list. E.g. "A parson was laboring over the crest of the hill and coming toward them with one hand raised in blessing, greeting, fending flies."
<b>Polysyndeton</b>	The additions of conjunctions in writing, such as 'and', 'or', and 'but' used in close succession, to suggest your listed ideas have equal importance.
<b>Euphemism</b>	A mild or indirect word or expression substituted for one considered to be too harsh or blunt.
<b>Parallelism</b>	Two or more elements of a sentence (or series of sentences) have the same grammatical structure. These "parallel" elements can be used to intensify the rhythm of language, or to draw a comparison, emphasize, or elaborate on an idea. e.g. "it was the best of times, it was the worst of times".
<b>Chiasmus</b>	which the grammar of one phrase is inverted in the following phrase, such that two key concepts from the original phrase reappear in the second phrase in inverted order. E.g. "She has all my love; my heart belongs to her,"
<b>Bias</b>	Cause to feel or show inclination or prejudice for or against someone or something.
<b>Subjectivity</b>	The quality of being based on or influenced by personal feelings, tastes, or opinions.
<b>Objectivity</b>	The concept of truth independent from individual subjectivity (bias caused by one's perception, emotions, or imagination).
<b>Satire</b>	The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices.
<b>Irony</b>	The expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.
<b>Activism</b>	The policy or action of using vigorous campaigning to bring about political or social change.

## 21<sup>st</sup> Century Teenager



Key 'Golden' Themes	
<b>Justice</b> 	Fair or just behaviour or treatment for all. "A concern for justice, peace, and genuine respect for people" Synonyms: fairness, justness, equity, impartiality, objectivity, neutrality, integrity, righteousness, ethics, morals, morality, virtue, principled.
<b>Conflict</b> 	A serious disagreement or argument. Synonyms: contradictory, incompatible, inconsistent, irreconcilable, incongruous, contrary, opposing, discordant, differing, different, divergent, discrepant, varying, disagreeing
<b>Prejudice</b> 	Preconceived opinion that is not based on reason or actual experience. Examples of prejudice: Racism, sexism, ageism, classism, homophobia, religious prejudice, xenophobia.
<b>Power</b> 	The capacity or ability to direct or influence the behaviour of others or the course of events.
<b>Equality</b> 	the state of being equal, especially in status, rights, and opportunities.
<b>Morality</b> 	principles concerning the distinction between right and wrong or good and bad behaviour. Synonyms: ethics, principles, scruples

**Context**

**Racism in Sport**



The massive increase in the visibility and popularity of sports over the past century, thanks to television, radio and the internet, has intensified the way that fans relate to players as local and national representatives. Athletes become the face of a nation, and many of us pin patriotic hopes, fears and frustrations on them. Research has shown that when visibly diverse teams lose, existing exclusionary and racist nationalist undercurrents rise to the surface, manifesting as denial that players of colour belong to the nation. If the team is not “us”, then “we” didn’t lose.

In internet slang, a troll is a person who posts inflammatory, insincere, digressive, extraneous, or off-topic messages in an online community, with the intent of provoking readers into displaying emotional responses or manipulating others' perception.



**Trolling**

**Gender Identity**



Gender identity is a way to describe how someone feels about their gender. Some people may identify as a boy or a girl, while others may find neither of these terms feel right for them, and identify as neither or somewhere in the middle. Although people often confuse them, gender identity is different from someone’s biological sex or assigned gender at birth.

While many people identify with the gender they were assigned at birth, for others gender is more of a spectrum, with lots of different possible identities. Gender expression is how someone chooses to express their gender identity.

- Transgender:** when someone feels their gender is different from the gender they were assigned at birth.
- Non-binary:** someone doesn’t identify as either male or female. They could identify as both, or neither.
- Cisgender:** when someone’s gender identity is the same as the gender they were assigned at birth.

**#BeKind**



An online movement started as a reaction to the online abuse and scrutiny suffered by celebrities and which has led, at times, to tragic and untimely death. This movement can also be applied to non-celebrities, and used to transform behaviour at a community level by educating young people to spread kindness.

**“In a world where you can be anything, be kind,”**

**Nuclear Weapons**

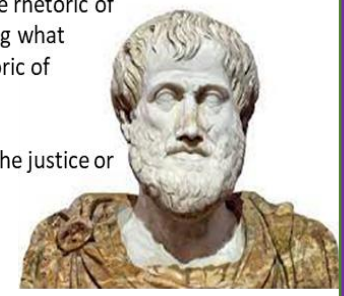


A nuclear weapon (also known as an atom bomb, atomic bomb, nuclear bomb or nuclear warhead, is an explosive device that derives its destructive force from nuclear reactions, either fission or a combination of fission and fusion reactions. A nuclear device no larger than a conventional bomb can devastate an entire city by blast, fire, and radiation. Since they are weapons of mass destruction, the proliferation of nuclear weapons is a focus of international relations policy.

**Aristotle - Rhetoric**

The ‘Art of Rhetoric’ is the ability to persuade your audience by exploiting figures of speech and rhetorical techniques. Aristotle identified three kinds of rhetoric - deliberative, judicial, and epideictic.

- **Deliberative:** focuses on **the future**. It's the rhetoric of politicians debating a new law by imagining what effect it might have, and it's also the rhetoric of activists urging change.
- **Judicial:** speech or writing that considers the justice or injustice of a certain charge or accusation.
- **Epideictic:** ceremonial discourse: speech or writing that praises or blames (someone or something).



Aristotle said rhetoric is: **"the faculty of discovering in any particular case all of the available means of persuasion."**

**Key Concepts**

<p>Ethos</p>	<p>The character or emotions of a speaker or writer that are expressed in the attempt to persuade an audience.</p>
<p>Logos</p>	<p>The means of persuasion by demonstration of logical proof or reasoning that is real or apparent.</p>
<p>Pathos</p>	<p>The means of persuasion that appeals to the emotions of an audience.</p>



# 1. Food Hygiene

## What is food hygiene?

**Food hygiene** is about preventing food poisoning. Food poisoning bacteria grow very quickly in food if it is not handled properly, cooked properly or stored properly.

There are laws which control how food manufacturers can prepare and sell food. Statistics show that you are more likely to get food poisoning from a home-made meal than you are from a bought one.

## Food poisoning

The illness resulting from eating food or drinking food/drinks containing poisonous substances including bacteria, viruses, pesticides, or toxins.

Usually need millions of bacteria to cause a food poisoning illness.

The multiplication of bacteria within the food plays an important part in the disease

## How bacteria grow

In ideal conditions where there is Moisture, Food and Warmth (37degrees centigrade is ideal), bacteria can double every 10 to 20 minutes. They do this by dividing in to two. This is called *Binary Fission*

In order to grow and multiply germs need:

- Time
- Moisture
- food
- Warmth




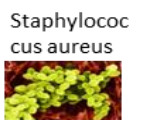



Food poisoning is more likely to affect people with lowered resistance to disease than healthy people who might show mild symptoms or none at all.

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## Vulnerable people

The following are particularly vulnerable to food poisoning: -

- Elderly or sick people
- Babies
- Young children
- Pregnant women

Pathogenic Bacteria	Source	Symptoms	Average Onset Time
Salmonella 	Raw meat Poultry and eggs Pests and pets Human and animal intestines Dirt and refuse	Vomiting Nausea Diarrhoea Abdominal pain	12 - 36 hours after eating
Staphylococcus aureus 	Human nose, throat, ears, skin Septic wounds Animals and raw milk	Vomiting Abdominal pain Low temperature	1 – 7 hours after eating
Clostridium perfringens 	Raw meat and poultry Soil, dirt and refuse Raw vegetables Pests and pets Human and animal intestines	Diarrhoea Abdominal pain	12 - 18 hours after eating
Clostridium botulinum 	Soil Marine sediment Raw fish and meat Animal intestines	Paralysis Breathing and swallowing difficulty Diarrhoea followed by constipation	12 – 36 hours after eating
Bacillus cereus 	Dust and soil Cereal, rice and pasta	Nausea Vomiting Abdominal pain Diarrhoea	1 - 5 hours or 8 –16 hours depending on the form of the food poisoning

## High risk foods

These foods tend to be high in protein and are moisture. They can include food like: raw and cooked **meat**, including **poultry** such as chicken and turkey, and foods containing these, such as **casseroles**, curries and lasagne. **dairy products**, such as custard and dairy-based desserts like custard tarts and cheesecake. eggs and egg products, such as quiche. smallgoods such as hams and salamis.

## The 4C's for Good Food Safety

- Cooking
- Cleaning
- Chilling
- Cross contamination



## Core temperatures:

# Food Hygiene and Safety:



## Before Cooking:

1. Put your apron on
2. Roll your sleeves up
3. If you have long hair tie it back with a bobble
4. Wash your hands with warm and soapy water
5. Dry your hands – moisture harbours bacteria

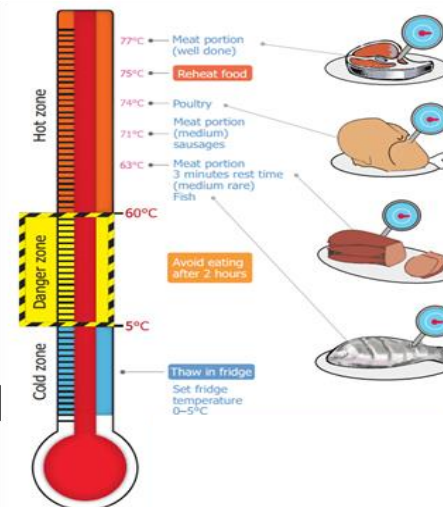
## When Using The Cooker:

1. Turn pan handles in away from edge of cooker
2. Always turn hob off when not in use
3. Never leave food cooking on the hob unattended
4. Be careful not to let food boil dry
5. Never touch an electric hob when turned off, it may still be hot
6. Don't leave metal spoons in pans when cooking as they can become very hot.
7. Always use oven gloves when removing food from the oven

## The Tidy Tick List:

You should work as a team to make the food room clean and sparkling!

- ✓ Clean and dry dishes
- ✓ No streaks and residue left on the glass bowls
- ✓ Clean dry work surfaces
- ✓ Clean sparkling hobs
- ✓ Clean cupboard doors and drawers
- ✓ Clean and dry sinks with no suds or residue food


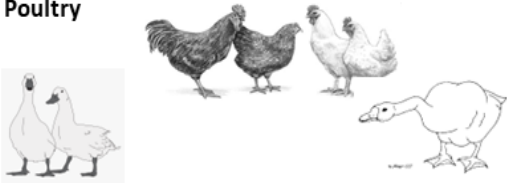





## 2. Commodities - Meat, Poultry,

**MEAT** Meat is an important food commodity which provides nutrients essential for health. It is the muscle tissues of dead animals and birds are classified as meat and poultry, whereas the edible internal organs are called Offal. Game refers to wild animals

<b>Beef</b>	British reared breeds such as Aberdeen Angus, Longhorn and Hereford have traditionally been considered to provide the best beef in the world.	
<b>Organic Beef</b>	Organic beef and beef from rare breeds, is the most expensive to buy as the highest farming standards will have been needed at all stages of the animal's life.	
<b>Wagu Beef</b>	Wagu meat comes from a group of Japanese breeds whose meat is renowned for its high level of fat marbling.	
<b>Veal</b>	Veal meat comes from the male calves of cows bred for dairy, slaughtered when they are a few months old.	
<b>Meat from sheep</b>	Lamb is sheep under one-year-old. Hogget is a lamb older than one year. Mutton is the meat of older sheep.	
<b>Meat from Pigs</b>	<b>Pork</b>	This is all the meat that comes from pigs. To add extra choice pork can be cured and smoked.
	<b>Ham</b>	This is a specific cut of the thigh part of the pig which has been cured and or salted.
	<b>Bacon</b>	This is produced by curing pork with salt or in brine solution. After maturing it is sold as unsmoked bacon. It can be smoked to add extra flavour to the bacon. The meat is usually darker in colour and has a distinctive flavour.
	<b>Gammon</b>	This is cured whole leg of pork. It is cut into slices and eaten hot as gammon steaks. It could be eaten cold as ham. Some hams may be cured and smoked such as 'honey roast'. This adds a distinctive flavour and extends the shelf-life of the product.

### Other sources of meat can include:

<b>Horsemeat</b>		<b>Poultry</b> 
<b>Goat</b>		
<b>Rabbit</b>		
<b>Venison</b>		
<b>Offal:</b> Meat is the edible internal organs are called Offal.		

### Know your fish cuts






Suprême Délice



Paupiette Gougons

## 3. Commodities Fish

Classification	Type	Examples
<b>White</b>	White fish have less than 5 per cent fat (oil) in their flesh, which is why their flesh appears white. Instead, they have oil in their liver. Examples of white fish are: cod, haddock, halibut, whiting, coley, plaice and Dover sole. White fish are round (e.g. cod, haddock and whiting) or flat (e.g. plaice and sole).	
<b>Oily</b>	have between 10 and 20 per cent fat (oil) in their flesh, which makes their flesh quite dark. Examples of oily fish are mackerel, herring, pilchard, sprat, sardines and salmon.	
<b>Shell</b>	<b>Shell fish</b> are found in the sea. Shellfish are divided into: <b>Crustaceans</b> – these have a shell and legs. Examples include prawns, scampi, lobster, and crab. <b>Molluscs</b> – these have a shell but no legs and they often fix themselves to rocks. Examples include cockles, mussels, winkles and oysters. <b>Squid</b> and <b>Octopus</b> - are also classed as molluscs—even though their shell is inside! Fish produced in fresh water include trout and carp	

**Ways of preserving fish. Salting** - If enough salt is used, then the fish may keep for up to a year.

**Smoking** - Fish can be smoked using different techniques. Hot smoked fish are moist, lightly salted and fully cooked. They can be eaten without further cooking. Cold smoked fish are generally saltier in flavour and have less moisture. Cold smoking does not cook the fish. It merely adds a smoked flavour. Smoked fish and salted fish such as kippers and bloaters should have a firm flesh, shiny skin and a good 'smoky' smell. **Pickling** - Pickling fish was originally conceived as a way to preserve it. It is a common technique in Scandinavia.

Pickling is now used widely to

add flavour and sharpness. **Canning** - Produces a moist, flaky product and makes the bones edible. Oily fish and shellfish such as tuna, salmon, and prawns can be canned in brine, tomato sauce or oil which adds flavour to the fish.

**Drying** - Fish are laid out to be dried.

**Freezing** - Packaged in blocks or freeze in water brushing glaze on top.

### Cuts of fish:

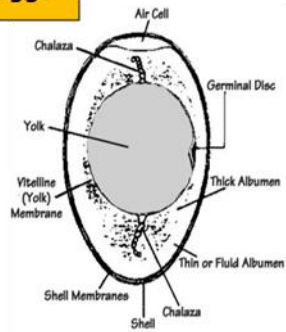
**Large fish** (e.g. cod, coley, haddock) are cut into fillets, steaks or cutlets.

**Small and medium fish** (e.g. herrings, mackerel, rainbow trout) are usually sold whole and can be filleted by removing the backbone, tail, head and fins

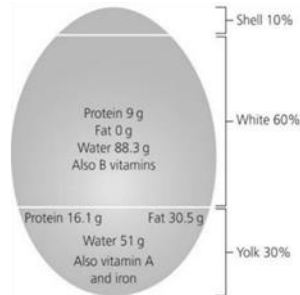
**Very small fish** (e.g. sprats and whitebait) can be fried and eaten whole.

## 4. Commodities Eggs

Eggs are an important food commodity which provides nutrients essential for health. Eggs provide a variety of different textures, colours and flavours to dishes. Eggs can be used in a variety of different ways.



### Nutrients in an egg



<b>Organic</b>	These are more expensive as hens have to have access to organic land and eat an organic diet.
<b>Free Range:</b>	The hens are reared in large barns with daytime access to outside runs. There are no feeding guidelines (by products and GM foods to increase productivity and profit margins)
<b>Barn:</b>	The hens are reared in barns with no outside access. They are provided with perches, platforms, nest boxes and litter areas. Areas can be quite crowded with up to 16,000 hens in a barn—depends on the keeper.
<b>Caged;</b>	This makes up approximately 78% of the market. Hens are crammed into a cage so small they can't stretch their wings. The space they have is about the size of an A4 (this page) piece of paper. They cannot follow their natural behavior patterns. Their bodies suffer through lack of exercise. Birds can lay dead for days before they are taken out of the cage. Debeaking, brittle bones, tumors and pecking are common.

### How to grade Eggs

All eggs sold at grocery stores must meet strict standards. Only those of high quality reach the consumer. Eggs must be checked for interior quality by candling, a process where eggs are passed over a strong light to show the shell and interior.

**Grade A:** Thick white Round, well centered yolk Small air cell (less than 5mm deep) Clean, un-cracked shell with normal shape

**Grade B:** Mostly used for commercial baking or go to hospitals, restaurants, etc. very few are sold at retail stores. Yolk is slightly flattened; white is thinner Shell is un-cracked and may have a rough texture; and/or be slightly soiled and stained.

**Grade C:** The lowest egg grade, these are used in the production of processed egg products only. They are not sold in retail stores Yolk is flattened and may be oblong in shape; white is thin and watery. Shell may be cracked and/or stained

### Storing eggs

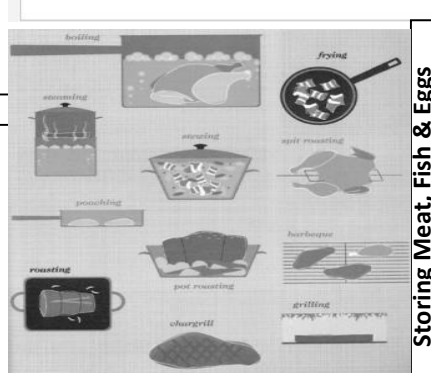
Eggs should be stored in the fridge or a cool place away from strong smelling foods. Eggs should be stored blunt end upwards. They should be removed an hour or so before use, because cold eggs do not whisk well.

Eggs stay in good condition if stored correctly for two to three weeks. Eggs cannot be frozen whole but the whites and yolks can be frozen separately in containers. Always use eggs by the best before date. Eggs can be preserved by pickling.

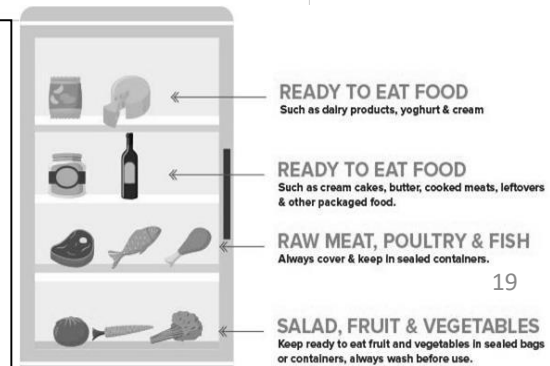
### Labelling Eggs



### Cooking methods for Meat, Fish & Eggs



### Storing Meat, Fish & Eggs



### The structure of a hen's egg

**The shell:** consists of an outer cuticle (a transparent, protective coating, a true shell and inner membranes. The shell is porous (pores are tiny holes), and therefore allows the developing chick to obtain oxygen. At one end of the egg, the membranes separate into an air space, to supply the chick with oxygen.

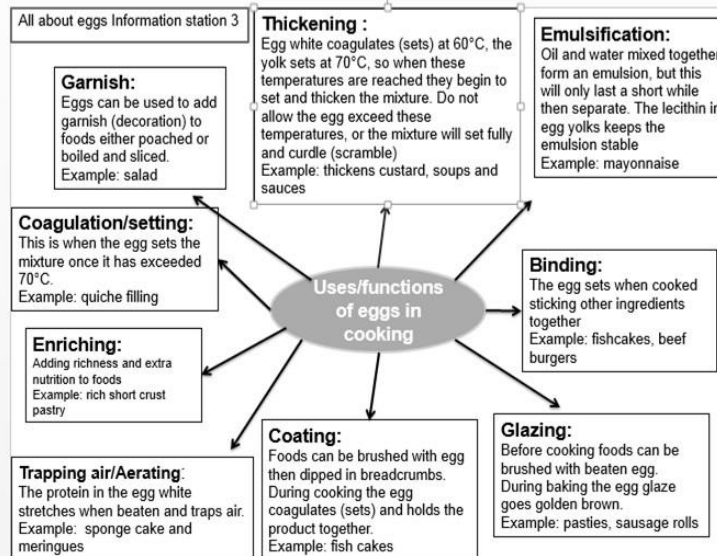
The air space: increases in size as an egg gets older, because water is lost from the egg and air is drawn in. The fresher the egg, the smaller the air space. This is why fresh eggs sink in water and rotten eggs float.

**The yolk:** full of goodness (vitamins A, D, E & K) and has a higher concentration of protein than the white.

**The white:** contains riboflavin and other B vitamins and a small trace of fat

The anchors/chalazae: white strands attached to the thick albumen which anchor the yolk in the middle of the egg.

### Functions of eggs



### Sizing Eggs

Size	Weight
SMALL	53g + under
MEDIUM	53-63g
LARGE	63-73g
EXTRA LARGE	73g+ over

## EU Law

Under EU law, all meat and poultry for human consumption has to show traceability. Under the law, traceability means the ability to track any food, feed, food-producing animal or substance that will be used for consumption through all stages of production, processing and distribution.

## Red Tractor

The Red Tractor logo gives information on where the food has been farmed, processed and packed. Food given to animals on farms displaying the Red Tractor logo is safe from them to eat with no risk of contamination to the meat or milk produced. The animals' health and welfare is regularly checked. Farmers under this scheme must also use responsible farming methods not to pollute land and minimise the impact of their farming methods on wildlife, fauna and flowers.



## RSPCA Assured

Previously *Freedom Food*, this is the RSPCA's ethical food label dedicated to animal welfare. The RSPCA Assured label makes it easy to recognise products from animals that have had a better life. It is found on the packaging of meat and dairy products which have met animal welfare



## Animal Welfare

There are symbols on packaging to show that meat and poultry have met welfare standards. Animal welfare refers to the well-being of animals and covers areas such as the animals' access to fresh water and a diet to maintain full health. It also gives assurance that animals are reared free of any discomfort, pain, injury or disease, and are provided with adequate shelter and a comfortable resting area.

## 5. Commodities – Milk

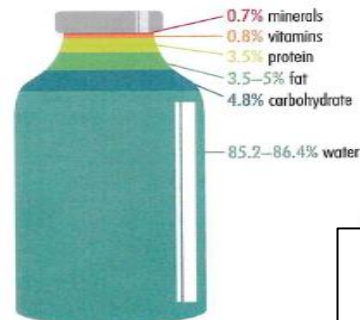
Milk is an important food commodity which provides nutrients essential for health. Milk is considered nature's most perfect food. A variety of different foods can be made from milk. Milk is a pale liquid produced by the mammary glands of mammals. It is the primary source of nutrition for infant mammals (including humans who breastfeed)

### How milk is used:

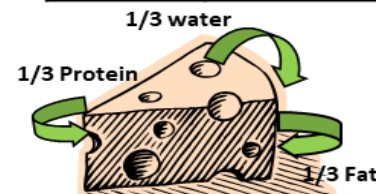
As a drink on its own or flavoured – for its nutritional content.  
Added to cereal to improve the nutritional content, it changes the texture  
As an essential ingredient in batter, sauces and custards—it allows Gelatinisation., combining with egg to coagulate into a soft product.  
In baked products such as cakes, biscuits and bread, providing moisture to help them rise and produces a soft texture as it stops starch and fat clumping together.  
The fat is separated from the rest of the milk to make cream  
When acid is added it curdles and becomes solid or semi-solid, making cheese  
Cream is churned (moved around quickly—beaten) to make butter  
Yoghurt is fermented milk. A bacteria culture is added.  
This breaks down the protein and makes it coagulate

### Where does Milk come from?

Milk can come from, a cow, a goat, a sheep and even a horse. Milk can also be made from soya beans, rice and wheat.



Types of Milk	Description
Whole milk	Milk with nothing added or removed. Fat content: 3.9%.
Semi-skimmed milk	The most popular type of milk in the UK. Fat content: 1.5%
Skimmed milk	Milk that has had most of the fat removed. Fat content: 0–0.5% (average 0.1%)
1% fat milk	Offered to consumers who like the taste of semi-skimmed, but want milk with a lower fat content.
Organic milk	Milk from cowsthathave been grazed on pasture that has no chemical fertilisers, pesticides or agrochemicals used on it.
UHT milk	Milk that has been heat treated to give it a longer shelflife. Once opened it must be treated in the same way as fresh milk.
Lacto-free milk	Milk that has had the milk sugar (lactose) removed, making it suitable for those who have an intolerance to lactose.
Soya milk	Made from the liquid of cooked soya beans. It is suitable for vegans and substitute milk for those who are allergic to dairy food.
Goat's milk	Another substitute milk for people allergic to cow's milk.
Evaporated milk	A concentrated, sterilised milk product. It has a concentration twice that of standard milk. Evaporated milk is heat treated and then evaporated under reduced pressure, at temperatures between 60°C and 65°C The evaporated milk is poured into cans, which are then sealed. At this point the cans are moved to a steriliser where they are held for 10 minutes.
Condensed milk	Concentrated in the same way as evaporated milk, but with the addition of sugar.
Dried milk powder	Produced by evaporating the water content of milk using heat.
Almond and coconut milk	An alternative for vegans or people with allergies



## 6. Commodities – Dairy Produce

**Cheese** can be described as a solid or semi-solid form of milk. It is sometimes referred to as a fermented dairy food. It is made from cows', ewes', goats' or buffalo milk.

**Ways to preserve milk - Heat treatments Pasteurised** A mild heat treatment. It only kills pathogenic bacteria to make it safe to drink. It extends the shelf life. It needs to be kept chilled. There is no change in flavour or nutritional value. The fat (cream) rises to the top.

**UHT or Long life** Milk is sterilised—heated to 100°C for 20 minutes to kill all bacteria. It also destroys the B vitamins. Milk is homogenised. Milk is packaged using aseptic packaging.

**Evaporated Milk** Evaporated milk is a concentrated, sterilised milk product. It has a concentration twice that of standard milk. The process of producing evaporated milk involves standardising, heat treating and evaporating the milk under reduced pressure, at temperatures between 60°C and 65°C. It is then homogenised and cooled. The evaporated milk is poured into cans, which are then sealed. At this point the cans are moved to a steriliser where they are held for 10 minutes. A cooling stage follows and the cans are then labelled and packed.

**Condensed Milk** Condensed milk is concentrated in the same way as evaporated milk, but with the addition of sugar. It is not sterilised but is preserved by the high concentration of sugar. It can be made from whole milk, semi skimmed or skimmed milk. The heat treatment used consists of holding standardised milk at a temperature of 110- 115°C for one to two minutes. The milk is then homogenised, the sugar added and the sweetened milk is then evaporated at low temperatures (between 55-60°C). The concentration of the condensed milk is now up to 3 times that of the original milk. The milk is then cooled rapidly to 30°C and packaged. Sweetened condensed milk is commonly used in the sugar

**Dried Milk Powder** Milk powder is produced by evaporating the water from the milk using heat. The milk is homogenised, heat treated. Skimmed milk powder can be mixed easily with water; however whole milk isn't easily reconstituted due to its

### Uses of Cheese

Cheese can:

- provide flavour (e.g. when making a white sauce adding cheese gives improved flavour)
- be used to make both sweet and savory dishes.
- provide colour (e.g. when sprinkled on top of dishes and grilled or baked it will turn an attractive brown colour)
- provide texture (e.g. when melted in can provide a soft, moist and stringy texture)
- increase the nutritional value of a dish

### Soft cheeses have the most moisture

- Some soft cheeses are left to ripen such as Brie and Camembert
- Cottage cheese has a bacteria added to it that makes it clump together in lumps
- Ricotta is a soft whey cheese - low in fat
- Moulds grow on the outside and help to soften the curds inside

### Semi- hard cheeses are 'pressed' cheeses - but not pressed as much as hard cheeses! are examples

- Lancashire, Wensleydale, Caerphilly, Edam, Gouda Port Salut, St Paulin
- Feta cheese is preserved in a brine solution
- Mozzarella is a cheese that is cooked during its process. This gives it its stringy texture

### Hard cheeses have the least moisture. Examples are:

Cheddar, Leicester, Double Gloucester, Cheshire Gruyère, Emmental, Parmesan, Parmesan is the hardest cheese of all!

**Cream** is derived from the fat found in all fresh milk. Cream is the concentrated fat, which has been skimmed from the top of milk.

**Types of cream:** Single cream, Double cream, Whipping cream, Clotted cream, Ultra heat treated (UHT) cream. Cream is used to add a creamy texture and flavour to dishes. The correct cream must be used for specific tasks because different types of cream have different properties—for instance single and clotted creams cannot be whisked for pipping whereas whipping and double cream will aerate when whisked.

### How should cream be stored:

All fresh cream must be stored in a refrigerator at 5°C. sterilised/long life/ UHT cream has a long shelf life and can be stored, unopened, in a kitchen cupboard. However once opened this cream must be treated the same as fresh cream.

## 6. Commodities – Dairy Produce

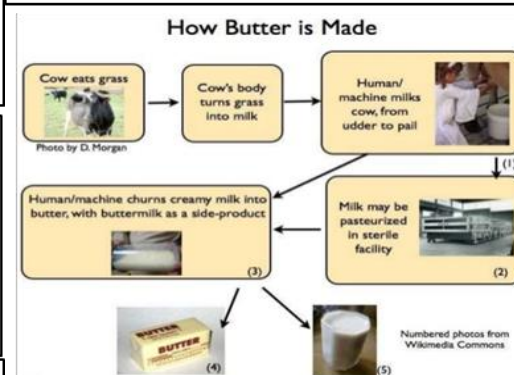
**Grade boost**  
Learn these key words and use them in your written work as this will show you understand the question:  
Curds  
Mould spores  
Whey

### HOW IS CHEESE MADE?

- 1 A starter culture is added to pasteurised milk to ferment the lactose into lactic acid.
- 2 The lactic acid is what forms the flavour.
- 3 Rennet is then added to coagulate the milk and form curds and whey.
- 4 The whey is drained.
- 5 The curds are cut to release more whey.
- 6 The curds are put under pressure, removing even more whey, to form the cheese.
- 7 The more whey that is removed the 'harder' the cheese becomes.
- 8 The cheese is wrapped and left to mature for up to 24 months.

The final cheese made depends on the type of milk used, the makers' recipes, how much whey is removed and additional ingredients added, for example salt, herbs, colourings, fruit and mould.

**Butter** is made from the fat found in the cream.



### How is CREAM produced?

The production process involves separation of the fat from the milk, which is done through centrifugation. Centrifugation involves spinning the milk at high speed, the force of this process causes the milk fat globules to separate from the watery liquid to produce single cream. This process is continued to produce double cream. All cream is then pasteurised to destroy any harmful bacteria.

#### Clotted cream

- Fresh cows' milk is placed in a shallow pan and left for 4-14 hours
- Cream floats to the surface of the milk
- This mixture is then heated over a water bath at a temperature of 80-90°C for 40-50 minutes
- Cooled for 24 hours and 'clots' of cream with a firm yellow crust are formed. This cream is removed, 'potted' up and sold as clotted cream.
- The liquid left over is skimmed milk.
- Clotted cream has a rich, buttery flavour, and thick, creamy consistency.

#### Whipping cream

- Made by mixing cream with air.
- Volume doubles.
- Air bubbles are captured in fat droplets.

#### Long-Life cream

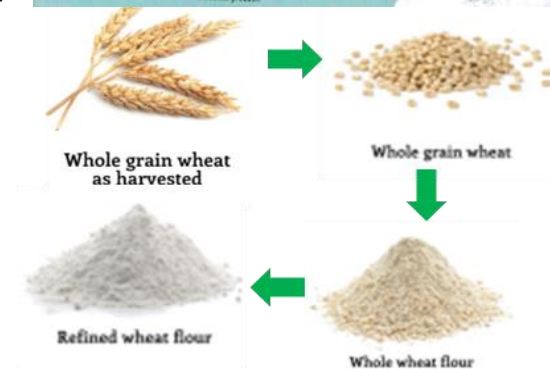
- Produced from UHT milk.
- High temperatures during UHT processing give a slightly caramelised flavour.
- Unopened cream can be stored at ambient temperatures for several months.
- Once opened must be stored in a refrigerator.

#### Soured cream

- Cream with a bacterial culture added.
- Produces lactic acid.
- This soured and thickens the product.

#### Crème fraîche

- Made by adding bacterial culture to cream.
- A soured product.



**Yoghurt** is made from milk. It is made by adding harmless edible bacteria to the milk, which causes it to ferment. This means the carbohydrate (sugar) in the milk, which is lactose, is converted into lactic acid by the bacteria. The lactic acid will set the milk's protein, which will thicken it. The lactic acid will also give the yoghurt its characteristically tangy flavour. **Different yoghurts** can be made from different types of milk. Some yoghurt will include additional ingredients such as sugar, which is used to sweeten it (e.g. fruit and other flavours such as honey or vanilla). **Examples of types of yoghurt:** **Set yoghurt:** is set in the pot in which it is sold. Has a firmer texture than other yoghurts. **Live yoghurt:** this has been fermented with live culture bacteria that are still living. **Greek (strained) yoghurt:** made from cows' or ewes' milk. It can be quite a thick yoghurt and is higher in fat. **Nutritive value of yoghurt:** Yoghurt will provide the following nutrients: Protein, Fat Calcium, Carbohydrates, Vitamins, Water **Storage of yoghurt** - Store in the refrigerator between 1 and 5°C. Use before the use-by date.

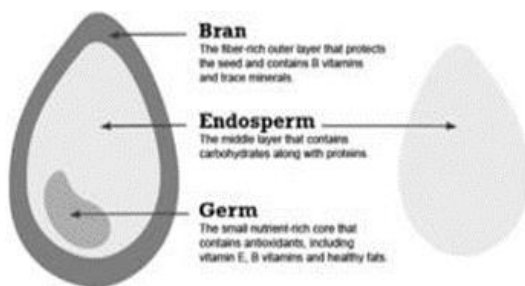
Bread is a staple food in much of the world. It is made from strong flour, yeast, salt and water. Fat is often added to extend the shelf life of bread. Sugar is added for sweetness and to add colour.

## 7. Commodities: Cereals

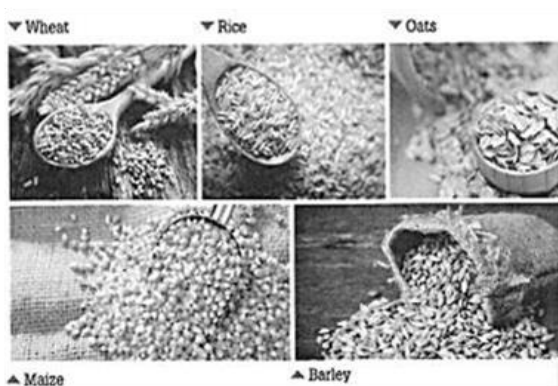
A 'wholegrain' is made up of three elements:

- a fibre-rich outer layer – the bran
- a nutrient-packed inner part – the germ
- a central starchy part – the endosperm.

### Whole Grain vs. "White" Grain



Cereals provide a valuable source on energy in the diet, as well as other nutrients if the wholegrain is used. These include: Fibre, Protein, Carbohydrates, Vitamin E, B vitamins, Fat, Iron.



### How cereals are processed:

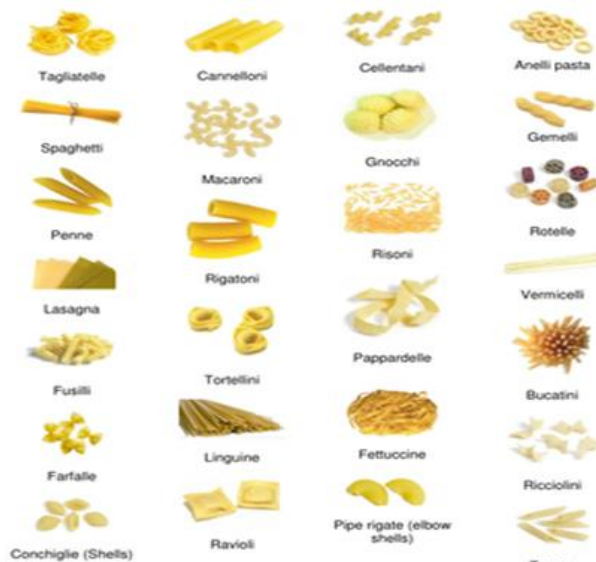
#### Processing the flour after milling

After the milling process, different grades of flour are produced by sifting, separating and regrinding the flour several times. These grades are combined as needed to produce different types of flour.

Small amounts of bleaching agents (to make the flour white) and oxidizing agents (to enhance the baking quality of the flour) are usually added to the flour after milling.

Nutrients calcium, iron and B group vitamins are added to. This is called fortification. Baking powder will be added to make self-raising flour. **Flour:** Flour comes from different types of cereals,

e.g. rye and wheat. **Wheat flour** is one of the main flours produced. There are different strengths of wheat flour depending on its uses: **Strong flour** is used in bread making and comes from winter wheat, which is a hard **Wholemeal flour** is made from the whole wheat grain, nothing is added or taken away. It is referred to as having 100% extraction rate. It is a good source of dietary fibre. **Brown flour** usually contains about 85% of the original grain. Some bran and germ have been removed. **White flour** usually contains around 70-72% of the wheat grain. Most of the bran and wheat germ have been removed during the milling process. **Granary flour** is made by adding malted wheat (which has been toasted and flaked), to any type of flour but usually it is added to wholemeal or brown flour. **Stoneground flour** is wholemeal flour ground in a traditional way between two stones. **Organic flour** is made from grain that has



**Pasta** is made from strong wheat known as durum wheat. This type of wheat contains more protein than common wheat. During the milling process the wheat produces semolina. This is the coarsest grade of the starchy endosperm. To make pasta, water is added to form a dough, which can be shaped or extruded (forced through an opening in a shaped plate and then cut to a specific size) to produce the type of pasta required. Other ingredients that can be added during the making of the pasta dough include eggs, oil, salt and various flavourings. Different shapes, sizes and styles of pasta are widely available to buy in shops. Various colours of pasta are also sold: Green pasta is made using spinach, which provides the colour as well as some flavour. Red pasta is made using tomato paste. Squid ink pasta or black pasta is dark grey, almost black in colour and is made using, as the name suggests, squid ink. This can sometimes give the pasta a mild seafood flavour. Dried pasta is popular due to its long shelf life and versatility. It can be combined with many other ingredients. Fresh pasta must be stored in a refrigerator. Fresh and homemade pasta can be frozen. Homemade pasta must be allowed to dry in an airtight container in the refrigerator. Cooked pasta should be stored in an airtight container in the refrigerator. Rinsing with cold water after cooking will stop it sticking together.

**Rice** is one of the most popular staple foods eaten by the world's population.

- It is a very versatile commodity because it can be used to make both sweet and savour dishes
- Rice is served as part of a meal to provide bulk and a feeling of fullness.
- It is quick to cook
- It is a good store cupboard ingredient as it has a long shelf life and is easy to store.
- Rice can be quite bland in flavour. This can be improved by cooking it with flavoursome ingredients such as garlic and herbs, or by cooking the rice in stock instead of water.

#### Varieties of rice:

There are many different varieties of rice available in supermarkets and it is sold in a variety of different forms, for example boil-in-the-bag, easy cook and pre-cooked. Rice can be short grain or long grain and most types are available as brown or white rice.

# Year 8 Half-Term 3 French Knowledge Organiser

## Unit 3: À loisir

### Point de départ

Ma célébrité préférée est ...  
 Il/Elle est / n'est pas ...  
 arrogant(e).  
 intelligent(e).  
 laid(e).  
 méchant(e).  
 bête.  
 drôle.  
 égoïste.  
 modeste.  
 sérieux/sérieuse.  
 généreux/généreuse.  
 paresseux/paresseuse.  
 travailleur/travailleuse.  
 beau/belle.  
 gentil/gentille.  
 Il/Elle a beaucoup de talent.  
 Il/Elle fait beaucoup de choses  
 les bonnes causes.  
 C'est mon chanteur / ma  
 préféré(e).  
 C'est un(e) de mes acteurs /  
 préféré(e)s.  
 J'aime / Je n'aime pas ...  
 les comédies  
 les dessins animés  
 les documentaires  
 les feuilletons  
 les infos  
 les jeux (télévisés)  
 les séries (policières)  
 les émissions de ...  
 cuisine/musique/sport/science-  
 fiction/télé-réalité  
 parce qu'ils/elles sont ...  
 ridicules.  
 divertissant(e)s.  
 intéressant(e)s.  
 passionnant(e)s.  
 plein(e)s d'action.  
 ennuyeux/ennuyeuses.  
 nuls/nulles.  
 marrant(e)s.  
 bêtes.

*My favourite celebrity is ...*  
*He/She is / is not ...*  
*arrogant.*  
*intelligent.*  
*ugly.*  
*nasty.*  
*stupid.*  
*funny.*  
*selfish.*  
*modest.*  
*serious.*  
*generous.*  
*lazy.*  
*hard-working.*  
*good-looking.*  
*kind.*

*He/She has lots of talent.*  
*He/She does a lot for charity.*  
*He/She is my favourite singer.*

*He/She is one of my favourite  
 actors/actresses.*  
*I like / I don't like*  
*comedies*  
*cartoons*  
*documentaries*  
*soaps*  
*the news*  
*gameshows*  
*(police) series*

*cookery/music/sport/science-  
 fiction/reality... programmes*  
*because they are ...*  
*ridiculous.*  
*entertaining.*  
*interesting.*  
*exciting.*  
*full of action.*  
*boring.*  
*rubbish.*  
*funny.*  
*stupid.*

### Normalement, hier et demain

Normalement, ... *Normally, ...*  
 j'écoute de la musique. *I listen to music.*  
 je lis des BD. *I read comics.*  
 nous jouons en ligne. *we play online.*  
 Le weekend dernier, ... *Last weekend, ...*  
 je suis allé(e) ... *I went...*  
 j'ai choisi ... *I chose ...*  
 Le weekend prochain, ... *Next weekend, ...*  
 je vais visiter ... *I am going to visit ...*  
 on va prendre ... *we are going to take ...*



### Ma vie numérique

Je regarde la télé ...  
 avant les cours.  
 tous les soirs.  
 le weekend.  
 dans le salon.  
 dans le bus.  
 dans ma chambre.  
 avec ma famille.  
 seul(e).  
 Je regarde ...  
 des chaînes sur YouTube  
 à la demande, sur Netflix  
 sur mon smartphone  
 sur mon ordinateur  
 sur ma tablette  
 C'est facile.  
 C'est varié.  
 Ce n'est pas cher.  
 J'écoute de la musique en  
 streaming.  
 Je télécharge des chansons.  
 Je crée des playlists.  
 Je joue sur ma Xbox.  
 J'achète des jeux et je joue  
 en ligne.

*I watch TV ...*  
*before lessons.*  
*every evening.*  
*at the weekend.*  
*in the living room.*  
*on the bus.*  
*in my bedroom.*  
*with my family.*  
*alone.*  
*I watch ...*  
*YouTube channels*  
*on demand, on Netflix*  
*on my smartphone*  
*on my computer*  
*on my tablet*  
*It's easy.*  
*It's varied.*  
*It's not expensive.*  
*I stream music.*  
*I download songs.*  
*I create playlists.*  
*I play on my Xbox.*  
*I buy games and play*  
*online.*



### Quels sont tes loisirs?

Je bavarde / Je parle avec mes  
 copains. *I chat / I talk to my friends.*  
 Je fais du cyclisme. *I go cycling.*  
 Je fais du vélo. *I go cycling.*  
 Je lis. *I read.*  
 Je fais de la lecture. *I read.*  
 Je nage. *I swim. / I go swimming.*  
 Je fais de la natation. *I swim. / I go swimming.*  
 Je ne lis pas beaucoup. *I don't read much.*  
 Je ne joue jamais à des jeux vidéos. *I never play video games.*  
 Je ne fais rien. *I don't do anything.*



### On va au ciné?

Je vais au cinéma.  
 Tu viens?  
 Ça dépend. Qu'est-ce que tu  
 vas voir?  
 Je vais regarder ...  
 une comédie  
 un film d'animation  
 un film romantique  
 un film d'action  
 un film d'horreur  
 un film de science-fiction  
 un film de super-héros  
 Il y a une séance à 14h.  
 Bonne idée! Je veux bien.  
 Tu rigoles!  
 Je n'ai pas envie.  
 Désolé(e). Je ne peux pas ce  
 Rendez-vous où et à quelle  
 Chez moi. / Chez toi.  
 À 19h.  
 À plus.  
 À demain.  
 À samedi.  
 Je peux vous aider?  
 Je voudrais trois billets pour  
 Deux adultes et un enfant.  
 Ça fait combien?  
 C'est quelle salle?

*I'm going to the cinema.*  
*Are you coming?*  
*It depends. What are you*  
*going to see?*  
*I'm going to see ...*  
*a comedy*  
*an animated film*  
*a romantic film*  
*an action film*  
*a horror film*  
*a sci-fi film*  
*a superhero film*  
*There's a screening at 2 pm.*  
*Good idea! I'd like to.*  
*You're kidding!*  
*I don't want to.*  
*Sorry. I can't this evening.*  
*Where and when shall we*  
*At my house. / At your*  
*At 7 pm.*  
*See you later.*  
*See you tomorrow.*  
*See you on Saturday.*  
*Can I help you?*  
*I'd like three tickets for ...*  
*Two adults and one child.*  
*How much is it?*  
*Which screen?*

### Tu as fait des achats?

Je suis allé(e) au centre commercial. *I went to the shopping centre.*  
 J'ai fait les magasins. *I went shopping.*  
 J'ai fait des achats. *I went shopping.*  
 J'ai lu une annonce pour les soldes. *I read an advert for the sales.*  
 J'ai fait une balade. *I went for a walk.*  
 J'ai fait une promenade. *I went for a walk.*  
 J'ai attendu une demi-heure. *I waited half an hour.*  
 J'ai dépensé trop d'argent. *I spent too much money.*  
 J'ai découvert un café. *I discovered a café.*  
 J'ai essayé plein de vêtements. *I tried on lots of clothes.*

# Year 8 Half-Term 3 French Knowledge Organiser

## Unit 3: À loisir

### Point de départ

Ma célébrité préférée est – My favourite singer is Il/ elle est / n'est pas - he she is / in't	arrogant(e). intelligent(e). laid(e). méchant(e).	<i>arrogant.</i> <i>intelligent.</i> <i>ugly.</i> <i>nasty.</i>	C'est mon chanteur / ma préférée(e). C'est un(e) de mes acteurs / préférés(e)s.	<i>He/She is my favourite singer.</i> <i>He/She is one of my favourite actors/actresses.</i>	car	Il/Elle a beaucoup de talent. Il/Elle fait beaucoup de choses les bonnes causes.	<i>He/She has lots of talent.</i> <i>He/She does a lot for charity.</i>
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### Normalement / hier/ demain

Normalement - normally	J'écoute de la musique Je lis des BD Nous jouons en ligne	mais	le weekend dernier	Je suis allé(e) au cinéma I went to the cinema	et	le weekend prochain next weekend	je vais visiter le musée I am going to visit the museum je vais aller à la plage I'm going to go to the beach
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### Ma vie numérique

Je regarde la télé	avant les cours. tous les soirs. le weekend. dans le salon. dans le bus. dans ma chambre. avec ma famille. seul(e).	<i>before lessons.</i> <i>every evening.</i> <i>at the weekend.</i> <i>in the living room.</i> <i>on the bus.</i> <i>in my bedroom.</i> <i>with my family.</i> <i>alone.</i>	Je regarde la télé	des chaînes sur YouTube à la demande, sur Netflix	<i>YouTube channels</i> <i>on demand, on Netflix</i>	et	Je télécharge des chansons. Je crée des playlists. Je joue sur ma Xbox. J'achète des jeux et je joue en ligne.	<i>I download songs.</i> <i>I create playlists.</i> <i>I play on my Xbox.</i> <i>I buy games and play online.</i>
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### On va au cinéma?

Je vais au cinéma – I'm going to the cinema	et je vais regarder	une comédie un film d'animation un film romantique un film d'action un film d'horreur	<i>a comedy</i> <i>an animated film</i> <i>a romantic film</i> <i>an action film</i> <i>a horror film</i>	à 19 heures – at 7pm à dix heures – at 10am à midi – at midday	Je voudrais trois billets, deux adultes et un enfant – I would like 3 tickets, 2 adults and one child
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### Quels sont tes loisirs?

Normalment	Je bavarde / Je parle avec mes copains.	<i>I chat / I talk to my friends.</i>	Je fais du vélo. Je lis. Je fais de la lecture. Je nage.	<i>I go cycling.</i> <i>I read.</i> <i>I read.</i> <i>I swim. / I go swimming.</i>	mais	Je ne lis pas beaucoup. Je ne joue jamais à des jeux vidéo.	<i>I don't read much.</i> <i>I never play video games.</i>
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### Tu as fait des achats?

Je suis allé(e) au centre commercial – I went to the shopping centre	et	J'ai fait les magasins. J'ai fait des achats.	} <i>I went shopping.</i> <i>I went shopping.</i>	et aussi and also	J'ai dépensé trop d'argent. J'ai découvert un café. J'ai essayé plein de vêtements.	<i>I spent too much money.</i> <i>I discovered a café.</i> <i>I tried on lots of clothes.</i>
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# Year 8 Half-Term 4 French Knowledge Organiser

## Unit 4: Le monde est petit

### Unit 1 Elle est comment ta région?

Dans ma région, il y a *In my region, there is / are ...*

un appartement	<i>a flat</i>
un bâtiment	<i>a building</i>
un champ	<i>a field</i>
un jardin public	<i>a park</i>
un lac	<i>a lake</i>
un magasin	<i>a shop</i>
une forêt	<i>a forest</i>
une montagne	<i>a mountain</i>
une plage	<i>a beach</i>
une rivière	<i>a river</i>
un(e) touriste	<i>a tourist</i>
beaucoup de	<i>lots of</i>
plein de	<i>plenty of</i>
peu de	<i>little, not many</i>
trop de	<i>too much / too many</i>
On peut ...	<i>You / People can ...</i>
manger des crêpes.	<i>eat pancakes.</i>
visiter les monuments historiques.	<i>visit historic monuments.</i>
visiter des grottes.	<i>visit caves.</i>
aller au cinéma.	<i>go to the cinema.</i>
aller à la plage.	<i>go to the beach.</i>
aller en ville.	<i>go to town.</i>
faire les magasins.	<i>go shopping.</i>
faire du canoë-kayak.	<i>go canoeing.</i>
faire des randonnées.	<i>go for walks.</i>
faire du ski.	<i>go skiing.</i>
cultiver le coton	<i>to grow cotton</i>
travailler dans les champs.	<i>to work in the fields</i>
acheter des animaux	<i>to buy animals</i>
aller à l'école	<i>to go to school</i>
vendre des légumes	<i>to sell vegetables</i>



### Unit 2 Qu'est-ce qu'on doit faire pour aider à la maison?

On doit ...	<i>We / People must ...</i>	laver la voiture.	<i>wash the car.</i>
Je dois ...	<i>I must ...</i>	faire la cuisine.	<i>do the cooking.</i>
Ma sœur / Mon frère doit ...	<i>My sister / My brother must ...</i>	faire la vaisselle.	<i>do the washing-up.</i>
garder ma sœur.	<i>look after my sister.</i>	faire la lessive.	<i>do the washing.</i>
garder mon frère.	<i>look after my brother.</i>	nourrir les animaux.	<i>feed the animals.</i>
ranger ma chambre.	<i>tidy my room.</i>	son frère / sa sœur	<i>his/her brother / his/her sister</i>
rapporter l'eau.	<i>collect the water.</i>	On ne doit pas ...	<i>We / People must not ...</i>
		polluer l'eau.	<i>pollute the water.</i>

### Unit 4 J'ai déménagé!

j'ai déménagé	<i>I moved house</i>
beau / belle / bel	<i>beautiful</i>
nouveau / nouvelle / nouvel	<i>new</i>
vieux / vieille / vieil	<i>old</i>
un appartement	<i>a flat</i>
une maison	<i>a house</i>
un salon	<i>a living-room</i>
un bureau	<i>an office</i>
une cuisine	<i>a kitchen</i>
une chambre	<i>a bedroom</i>
un collège	<i>a school</i>
un gymnase	<i>a gym</i>
une cantine	<i>a canteen</i>
un copain / une copine	<i>a friend</i>
un(e) voisin(e)	<i>a neighbour</i>
un(e) petit(e) ami(e)	<i>a boyfriend/girlfriend</i>
vivre sans toi	<i>to live without you</i>

### Unit 3 Ma routine, ta routine

Je m'habille.	<i>I get dressed.</i>
Je me lave les dents.	<i>I clean my teeth.</i>
Je quitte la maison.	<i>I leave the house.</i>
Je me lave.	<i>I have a wash.</i>
Je me couche.	<i>I go to bed.</i>
Je me lève.	<i>I get up.</i>
Je me douche.	<i>I have a shower.</i>
Je me coiffe.	<i>I do my hair.</i>

Je prends le petit déjeuner. *I have breakfast.*

### Unit 5 À la découverte d'une nouvelle région

Où est-ce que tu es en vacances?	<i>Where are you on holiday?</i>
Je suis en Corse.	<i>I'm in Corsica.</i>
C'est comment?	<i>What is it like?</i>
C'est très joli.	<i>It's very pretty.</i>
À quelle heure est-ce que tu te lèves?	<i>What time do you get up?</i>
Je me lève à ...	<i>I get up at ...</i>
Où est-ce que tu prends le petit déjeuner?	<i>Where do you have your breakfast?</i>
Je prends le petit déjeuner dans le jardin.	<i>I have breakfast in the garden.</i>
Qu'est-ce qu'on peut faire ici?	<i>What can you do here?</i>
On peut faire des randonnées.	<i>You can go for walks.</i>
Qu'est-ce que tu fais pendant la journée?	<i>What do you do during the day?</i>
Je vais à la plage.	<i>I go to the beach.</i>
Qu'est-ce qu'on doit faire l'après-midi?	<i>What must you do in the afternoon?</i>
On doit faire la sieste.	<i>You must take a siesta.</i>
Quel temps fait-il?	<i>What's the weather like?</i>
Il fait chaud.	<i>It is hot.</i>
Qu'est-ce que tu vas faire le weekend prochain?	<i>What are you going to do next weekend?</i>
Je vais faire un pique-nique.	<i>I am going to have a picnic.</i>
Qu'est-ce que tu as fait le weekend dernier?	<i>What did you do last weekend?</i>
Je suis allé(e) ...	<i>I went ...</i>
C'était comment?	<i>How was it?</i>
C'était intéressant.	<i>It was interesting.</i>



# Year 8 Half-Term 4 French Knowledge Organiser

## Unit 4: Le monde est petit

### Elle est comment ta région?

Noel Paques Le 14 juillet Le nouvel an La Toussaint La Saint-valentin Eid mon anniversaire La chandeleur	car c'est	marrant trop militaire ennuyeux bête trop commercial amusant Sympa nul	...	Le matin L'après-midi Le soir Chaque année	Je porte un masque Je retrouve mes copains Je regarde la parade Je choisis des vêtements Je rends visite à..... J'entends la musique Je mange des œufs en chocolat Je reçois/choisis des cadeaux	J'adore J'aime Je n'aime pas Je déteste Je préfère	danser manger du chocolat acheter des cadeaux aller chez ma mère/mes cousins faire une soirée pyjama
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### Qu'est-ce qu'on doit faire pour aider à la maison?

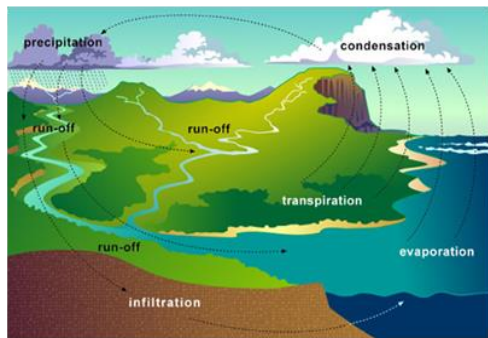
Un kilo Un demi-kilo Une tranche de (‘de’ shortens to d’ before a vowel or a silent ‘h’)	tomates oignons haricots-vert bananes pommes pommes de terre jambon fromage	S'il vous plaît	<u>Et avec</u> <u>ca?/c'est</u> <u>tout?</u>	Oui c'est tout merci <b>OR</b>	C'est combien?	<u>ça fait</u> <u>Euros s'il</u> <u>vous plaît</u>	voilà	<u>Merci,</u> <u>bonne</u> <u>journee</u>	Au revoir monsieur/madame
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### Ma routine, ta routine – que fais-tu normalement?

Je suis allé(e) à	+ name of town/city	j'ai mangé on a mangé nous avons mangé J'ai bu On a bu	une crêpe des moules-frites une quiche lorraine de la bouillabaisse un jus d'orange un coca	une spécialité un plat typique	du nord du sud de l'est de l'ouest du nord-est du sud-ouest	de la France de la Guadeloupe	C'était	vraiment un peu trop	délicieux léger sucré salé savoureux	car	J'adore le chocolat J'aime les fruits de mer
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### A la découverte d'une nouvelle région?

en train en voiture en car en avion	Je vais	goûter	aussi	je vais acheter	des cadeaux des souvenirs une boule de Noel du chocolat
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Water Cycle Key Terms	
<b>Precipitation</b>	Moisture falling from clouds as rain, snow sleet or hail.
<b>Interception</b>	Vegetation prevents water reaching the ground.
<b>Surface Runoff</b>	Water flowing over the surface of the land into rivers
<b>Infiltration</b>	Water absorbed into the soil from the ground.
<b>Transpiration</b>	Water lost through leaves of plants.

Drainage basin Key Terms	
<b>Drainage basin</b>	An area of land drained by a river and its tributaries.
<b>Watershed</b>	The area of high land forming the edge (boundary) of the drainage basin
<b>Source</b>	Where the river begins.
<b>Tributary</b>	A small river or stream that joins a larger river.
<b>Confluence</b>	The point at which two rivers meet.
<b>Mouth</b>	Where a river meets the sea.



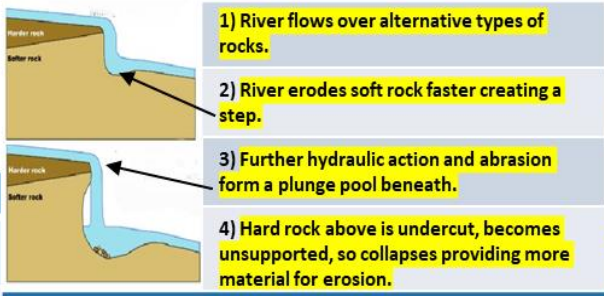
### Types of Erosion

The break down of rocks by the power of the river water	
<b>Attrition</b>	Rocks that bash together to become smooth/smaller.
<b>Solution</b>	A chemical reaction that dissolves rocks.
<b>Abrasion</b>	Rocks scrape against the banks and bed of a river.
<b>Hydraulic Action</b>	Water enters cracks in the river bank, air compresses, causing the crack to expand.

### Upper Course of a River

Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow V shaped valleys.

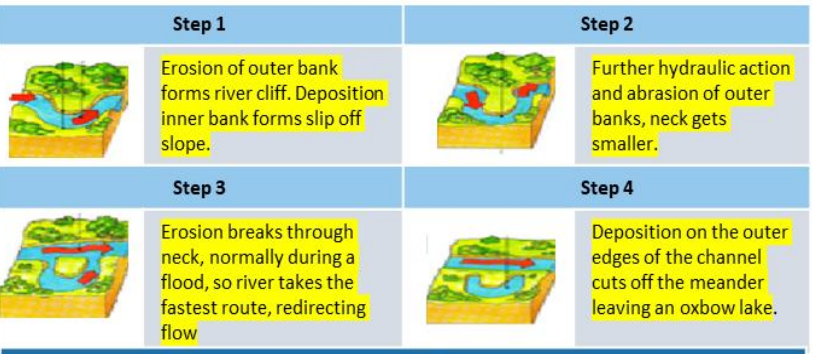
### Formation of a Waterfall



### Middle Course of a River

The gradient gets gentler. The river starts to speed up. The river erodes laterally making it wider.

### Formation of Ox-bow Lakes



### Types of Transportation

A natural process by which eroded material is carried/transported.

<b>Solution</b>	Minerals dissolve in water and are carried along.
<b>Suspension</b>	Small sediment is carried along in the flow of the water.
<b>Saltation</b>	Pebbles that bounce along the river bed.
<b>Traction</b>	Boulders that roll along a river bed by the force of the flowing water.

### River Management Schemes

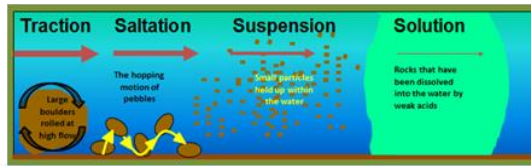
Soft Engineering	Hard Engineering
<b>Afforestation</b> – plant trees to soak up rainwater, reduces flood risk.	<b>Straightening Channel</b> – increases velocity to remove flood water.
<b>Flood Barriers</b> put in place when warning raised.	<b>Artificial Levees</b> – heightens river so flood water is contained.
<b>Managed Flooding</b> – naturally let areas flood, protect buildings	<b>Deepening or widening river to increase capacity for a flood.</b>

### Lower Course of a River

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited at the sides of the river, or when it meets the sea.

### Formation of Floodplains and levees

<b>When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees.</b>	<ul style="list-style-type: none"> <li>✓ Nutrient rich soil makes it ideal for farming.</li> <li>✓ Flat land for building houses.</li> </ul>
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### What is Deposition?

When the river loses energy, it drops the rock particles and pebbles it has been carrying. This is called deposition. Heaviest material is deposited first.

### Case Study - Boscastle flood August 16<sup>th</sup> 2004

<b>Boscastle</b> is a small village in Cornwall. It has a permanent population of under 1000. 90% of jobs in the village are linked to tourism.	<b>Effects of flood</b> - 100 homes and 25 businesses damaged. 75 cars and 8 boats washed away. 150 people had to be rescued. Damage cost £15 million.
<b>Causes of flood</b> - 5 hours of heavy rain (3 inches in 1 hour), Impermeable rock, steep valley sides, thin soils limit vegetation. Buildings narrowing river channel. Narrow bridges trapped debris.	<b>Responses to flood</b> - Scheme cost £4.6 million. Beds of rivers lowered by 6 ft. Bridges widened. Car park raised by 5m. Trees removed from near river.

### Physical and Human Causes of Flooding.

<b>Physical: Prolong &amp; heavy rainfall</b> Long periods of rain causes soil to become saturated leading runoff.	<b>Physical: Geology</b> Impermeable rocks causes surface runoff to increase river discharge.
<b>Physical: Relief</b> Steep-sided valleys channels water to flow quickly into rivers causing greater discharge.	<b>Human: Land Use</b> Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff.

# Year 8 Half-Term 3 German Knowledge Organiser

## Unit 3: Meine Hobbys

Happy New Year!	Prost <u>Neujahr!</u>
We say 'happy new year'	<u>Wir sagen 'Prost Neujahr!'</u>
We have fireworks	<u>Wir machen ein Feuerwerk</u>
We eat lentil soup and pork	<u>Wir essen Linsensuppe und Schweinefleisch</u>
We have a party	<u>Wir machen ein Party</u>
We go for a walk	<u>Wir machen eine Wanderung</u>
We celebrate at midnight	<u>Wir feiern um Mitternacht</u>
We drink champagne or lemonade	<u>Wir trinken Sekt oder Limo!</u>

Was machst du gern?	<i>What do you like doing?</i>
Was machst du gern?	<i>What do you like doing?</i>
Ich fahre Rad.	<i>I ride my bike.</i>
Ich fahre Skateboard.	<i>I go skateboarding.</i>
Ich fahre Ski.	<i>I ski.</i>
Ich fahre Snowboard.	<i>I snowboard.</i>
Ich lese.	<i>I read.</i>
Ich mache Judo.	<i>I do judo.</i>
Ich mache Karate.	<i>I do karate.</i>
Ich reite.	<i>I go horse riding.</i>
Ich schwimme.	<i>I swim.</i>
Ich sehe fern.	<i>I watch TV.</i>
Ich spiele Gitarre.	<i>I play the guitar.</i>
Ich tanze.	<i>I dance.</i>

### Ich bin online • I'm online

Was machst du am Computer?	<i>What do you do on the computer?</i>
Was machst du auf deinem Handy?	<i>What do you do on your mobile?</i>
Ich chatte mit Freunden auf Facebook.	<i>I chat with friends on Facebook.</i>
Ich lade Musik herunter.	<i>I download music.</i>
Ich mache Fotos oder Filme.	<i>I take photos or make films.</i>
Ich sehe Videos.	<i>I watch videos.</i>
Ich simse.	<i>I text.</i>
Ich spiele Computerspiele.	<i>I play computer games.</i>
Ich suche und lese Infos für die Hausaufgaben.	<i>I look for and read information for my homework.</i>
Ich surfe im Internet.	<i>I surf the internet.</i>
Ich telefoniere mit Freunden.	<i>I call my friends.</i>
Ich mache ziemlich viel auf meinem Handy.	<i>I do quite a lot of things on my mobile.</i>

Bist du sportlich?	<i>Are you sporty?</i>
Ich bin ... sportlich.	<i>I am ... sporty.</i>
sehr/ziemlich/nicht sehr	<i>very/quite/not very</i>
Was spielst du?	<i>What do you play?</i>
Ich spiele ...	<i>I play ...</i>
Ich spiele gern ...	<i>I like playing ...</i>
Ich spiele ziemlich gern ...	<i>I quite like playing ...</i>
Ich spiele nicht gern ...	<i>I don't like playing ...</i>
Badminton	<i>badminton</i>
Basketball	<i>basketball</i>
Eishockey	<i>ice hockey</i>
Fußball	<i>football</i>
Handball	<i>handball</i>
Tennis	<i>tennis</i>
Tischtennis	<i>table tennis</i>
Volleyball	<i>volleyball</i>
Wasserball	<i>water polo</i>

### Wie findest du das? • What do you think of it?

Ich finde es ...	<i>I think it's ...</i>
Es ist ...	<i>It's ...</i>
irre	<i>amazing</i>
super	<i>super</i>
toll	<i>great</i>
cool	<i>cool</i>
gut	<i>good</i>
nicht schlecht	<i>not bad</i>
okay	<i>okay</i>
langweilig	<i>boring</i>
nervig	<i>annoying</i>
stinklangweilig	<i>deadly boring</i>
furchtbar	<i>awful</i>

### Was machst du in deiner Freizeit? • What do you do in your free time?

Ich chillе.	<i>I chill out.</i>
Ich esse Pizza oder Hamburger.	<i>I eat pizza or hamburgers.</i>
Ich gehe einkaufen.	<i>I go shopping.</i>
Ich gehe ins Kino.	<i>I go to the cinema.</i>
Ich gehe in den Park.	<i>I go to the park.</i>
Ich gehe in die Stadt.	<i>I go into town.</i>
Ich höre Musik.	<i>I listen to music.</i>
Ich mache Sport.	<i>I do sport.</i>
Ich spiele Xbox oder Wii.	<i>I play Xbox or on the Wii.</i>

### Oft benutzte Wörter • High-frequency words

Wie oft?	<i>How often?</i>
(sehr/ziemlich/nicht so) oft	<i>(very/quite/not so) often</i>
einmal/zweimal/dreimal pro Woche/pro Monat	<i>once/twice/three times a week/a month</i>
jeden Tag	<i>every day</i>
jeden Morgen	<i>every morning</i>
manchmal	<i>sometimes</i>
immer	<i>always</i>
nie	<i>never</i>
Wann?	<i>When?</i>
am Wochenende	<i>at the weekend</i>
am Abend	<i>in the evening</i>
heute	<i>today</i>
morgen	<i>tomorrow</i>
am Montag	<i>on Monday</i>
nächste Woche	<i>next week</i>
in zwei Wochen	<i>in two weeks</i>

# Year 8 Half-Term 3 German Knowledge Organiser

## Unit 3: Meine Hobbys

Bist du sportlich?	Ich bin...	ziemlich / sehr / nicht / gar nicht	sportlich.	
Are you sporty?	I am...	quite / very / not / not at all	sporty.	
Was spielst du gern?	Ich spiele ...		Fußball / Tennis / Xbox.	
What do you like to play?	I play ...		football / tennis / Xbox.	
Was machst du gern?	Ich gehe...	gern / sehr gern / nicht gern	einkaufen. – shopping	
	I go..	gladly / very gladly / not gladly / not at all gladly	in den Park.	
	What do you like to do?	Ich mache..		Karate.
		I do ..		Sport.
				Judo.
Wie oft?	Jeden Tag Every day	chatte ich mit Freunden auf Snapchat. I chat with friends on Snapchat.		
		lade ich Musik herunter. I download music. lade ich Fotos hoch. I upload photos.		
	Manchmal Sometimes	telefoniere ich	mit Freunden. mit meiner besten Freundin. (feminine) mit meinem besten Freund. (masculine)	
		mache ich	ziemlich viel (quite a lot) nicht viel (not a lot)	auf meinem Handy. auf meinem Computer.

# Year 8 Half-Term 5 German Knowledge Organiser

## Unit 4: Schule ist Klasse!

<b>Schulfächer</b>	<b>School subjects</b>	<b>Meinungen</b>	<b>Opinions</b>		<b>In der Schule</b>	<b>In school</b>
Deutsch	German	mein Lieblingsfach ist ...	my favourite subject is ...		die Lehrerin(-nen)	teacher(s) (female)
Englisch	English	ich mag ... (sehr)	I like ... (a lot)		die Deutschlehrerin(-nen)	German teacher(s) (female)
Erdkunde	geography	ich liebe	I love		der Lehrer(-)	teacher(s) (male)
Geschichte	history	ich mag ... nicht	I don't like ...		der Sportlehrer(-)	sports teacher(s) (male)
Informatik	ICT	ich hasse	I hate		Was gibt es?	What is there?
Kunst	art	gut	good	<b>Eigenschaften</b>	Es gibt einen/eine/ein ...	There is a ...
Mathe	maths	toll	great	Er/Sie ist ...	...	Es gibt viele ...
Musik	music	furchtbar	awful	alt		There are lots of ...
Naturwissenschaften	science	einfach	easy	fair		
Sport	sport/PE	schwierig	difficult	freundlich		das Klassenzimmer(-)
Technik	technology	interessant	interesting	jung		der Tisch(-e)
Theater	drama	langweilig	boring	launisch		der Stuhl(-e)
		nützlich	useful	lustig		der Computer(-)
		nutzlos	useless	nervig		das Whiteboard(-s)
		faszinierend	fascinating	streng		das Poster(-)
		nervig	irritating	unpünktlich		das Fenster(-)
		supercool	really cool			die Wand(-e)
		stinklangweilig	dead boring			die Tür(-en)
<b>Die Zeit</b>	<b>Time</b>					der Korridor(-e)
Wann?	When?	<b>Die Wochentage</b>	<b>The days of the week</b>		<b>Wo ist das?</b>	<b>Where is it?</b>
Um wie viel Uhr?	At what time?	Montag (Mo.)	Monday	Was hast du am Montag?	in der Schule	in the school
Um 8:30 Uhr (acht Uhr dreißig).	At 8.30.	Dienstag (Di.)	Tuesday		im Klassenzimmer	in the classroom
Wie viel Uhr ist es?	What time is it?	Mittwoch (Mi.)	Wednesday	Am Dienstag habe ich ...	im Korridor	in the corridor
Es ist 9:50 Uhr (neun Uhr fünfzig).	It's 9.50.	Donnerstag (Do.)	Thursday		an der Wand	on the wall
in der ersten Stunde	in the first lesson	Freitag (Fr.)	Friday	Am Sonntag haben wir keine Schule.	am Fenster	by the window
vor der Pause	before break	Samstag (Sa.)	Saturday		am Tisch	at the table
nach der Mittagspause	after the lunch break	Sonntag (So.)	Sunday		auf dem Tisch neben der Tür	on the table near/next to the door

# Year 8 Half-Term 5 German Knowledge Organiser

## Unit 4: Schule ist klasse!

Mein Lieblingsfach ist (My favourite subject is) Ich liebe (I love) Ich hasse (I hate) Ich mag (nicht) (I like / don't like)	Englisch / Mathe / Kunst / Deutsch / Sport (English / Maths / Art / German / PE)	weil es...ist (because it is...)	interessant (interesting) langweilig (boring) nützlich (useful) nutzlos (useless) Faszinierend (fascinating) Cool (cool)
Am Montag (on Mondays) In der ersten Stunde (in the first lesson) In der zweiten Stunde (in the second lesson) Nachmittags (In the afternoon) Um 8 Uhr 15 (At 8.15)	habe ich (I have) haben wir (we have)	Mathe (Maths) Naturwissenschaften (Science)	Ich finde es (I find it) Es ist (it is) okay cool toll (great) nervig (annoying)
Mein Englischlehrer heist (My English teacher is called) Er ist (he is) Sie ist (she is)	Herr... / Frau.... (Mr / Mrs)	sehr (very) ziemlich (quite) wirklich (really) nicht (not)	lustig (funny) freundlich (friendly) intelligent (clever) streng (strict) launisch (moody) nett (kind)
Es gibt (There is / are)	einen Tisch (a table) ein Whiteboard ein Fenster (a window) Posters	in dem Klassenzimmer	
Mein Traumschule hat (My dream school has)	keine Hausaufgaben (no homework) viele Computer (lots of computers) viele Sportsfelder (lots of sports fields)	Es ist (it is)	fantastisch (fantastic) toll (great) super perfekt (perfect)

## Key topics



**The origins of the British Empire:** More than one-quarter of all countries in today's world were once ruled by Britain. By the mid-16<sup>th</sup> century, Spain controlled a large territory in the Americas, making Spain very rich. **English monarchs saw this success** and wanted to imitate it. **Sir Walter Raleigh** established a colony on the Atlantic coast of America, he named it **Virginia**, after Elizabeth I, the 'Virgin Queen'. In many ways this was the **beginning of the British Empire**. The Empire can be described as having many advantages and disadvantages. For example the British helped many colonies **develop education, technology and democracy**, but they often ruled using force and ideologies that suggested Europeans were superior to other cultures, **repressing languages and traditions**.
























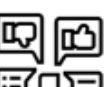
**English colonies in America:** During the Stuart period (1603-1714) **exploration of the 'New World' had begun**, which meant the expansion of Britain in North America. America was 'discovered' by Christopher Columbus, but there were already people living in America. Upon 'discovery' of the 'New World' France, Spain and Britain contended for the land. **The first successful English colony was 'Jamestown', founded in 1607**, set up by members of the Virginia Company, they discovered tobacco grew very well there. A number of groups became colonists for varying reasons. The Virginia company were **motivated by trade**, indentured labourers moved to **gain jobs and land**, and The Pilgrim Fathers wanted to **practise their Puritan faith more freely**.



## Key terms

<b>Annexed</b> 	Territory taken over without the owner's permission
<b>Cash crop</b> 	Crops grown and sold for profit rather than grown as food for local people
<b>Colony</b> 	A country or area under the full or partial control of another country
<b>Commonwealth</b> 	A group of countries that were previously part of the British Empire e.g. New Zealand and Australia
<b>Empire</b> 	An extensive group of states or countries ruled over by a single monarch, or a 'sovereign' state – <b>NOT</b> cultural/racial superiority
<b>Garrison</b> 	A base for soldiers
<b>Governor</b> 	A person responsible for ruling a British colony on behalf of the monarchy
<b>Industry</b> 	Economic activity, processing raw materials and manufacturing goods in factories
<b>Monopolies</b> 	The exclusive possession or control of supply or trade
<b>Mutiny</b> 	A revolt by the military
<b>New World</b> 	A name given to the Americas during colonisation
<b>Piracy</b> 	The practice of attacking and robbing ships at sea
<b>Plunder</b> 	To steal goods by force
<b>Privateer</b> 	A naval captain who has permission from their government to attack and rob the ships of another country
<b>Puppet ruler</b> 	An official ruler who has little political power because they are controlled by someone else
<b>Raj</b> 	Indian word meaning 'ruler', often used to describe when the British government ruled India
<b>Rebellion</b> 	Resisting authority or control, often armed resistance to a government or leader
<b>Sepoy</b> 	An Indian soldier serving under British orders
<b>Smuggler</b> 	Someone who trades goods illegally
<b>Tariff</b> 	A tax paid on goods that are imported



   	<p><b>Pirates and the Caribbean:</b> Spain controlled much of the Caribbean, their ships carrying riches from the Americas to Spain would pass through the Caribbean. <b>The British government and British pirates wanted a share in these riches</b>, so they used Jamaica as a base to seize Spanish ships. The Royal Navy did not have enough ships, so <b>Pirate Henry Morgan was recruited to help</b>. British governor of Jamaica, Thomas Modyford gave Morgan a license to attack, making him a Privateer. Morgan became very wealthy and was knighted in 1674 by Charles II for his services. <b>Sugar and tobacco was in high demand in Europe</b>. Britain increased its Navy and introduced <b>Monopolies and Navigation Acts</b>, ensuring colonies could only trade with Britain, this helped control of profits. The act led to an <b>increase in smugglers</b>. Pirates began to be a problem in the 18<sup>th</sup>C due to smuggling and disrupting trade.</p>	    <p><b>Causes of the Indian Rebellion:</b> From the mid 18<sup>th</sup> C, <b>British power in India grew enormously, led by the East India Company</b>. Robert Clive (1725-74) and Lord Richard Wellesley (1760-1842) <b>led military campaigns</b> to expand British rule in India. By the 1850s the EIC ruled 2million squared kilometres of India. Large numbers of <b>sepoys</b> were employed. <b>In 1857, they mutinied, and this turned into full scale rebellion</b>. Resentment of British rule had been caused by <b>unfair pay, disrespect of culture, tax, food shortages and domination of trade</b>.</p>
   	<p><b>Eighteenth-century gains and losses:</b> Between 1652 and 1674, Britain fought three wars against the Dutch, this ended in 1688 with the Glorious Revolution when William of Orange became king in England. <b>By 1756 the 'Seven Years War' began</b>, against the Spanish and the French, it resulted in a huge expansion of the British Empire. <b>The Empire grew due to military and economic success</b>. Increased trade and growth of industry in Britain led to larger trade companies and a bigger military. <b>Due to the cost of the Seven Years War, Britain introduced new taxes in the Americas, Americans began protests, by 1775, there was conflict</b>. The 13 colonies joined together to form the United States of America and in 1783, they won independence. <b>The loss of the 13 colonies was a major blow to the British, they started to turn their attention East</b>.</p>	  <p><b>Consequences of the Indian Rebellion:</b> British forces fought against the rebels, storming Delhi. It took months to regain control. <b>The British used significant force on the rebels</b>. They sent warnings to others, <b>lining roads with hung rebels and blowing up others with cannons</b>. Some British supported these actions, but for many it caused outrage. <b>The EIC could not be trusted to rule</b>, in 1858, Parliament passed the Government of India Act, giving the <b>British crown/government control, the British Raj began</b>.</p>
  	<p><b>How and why Britain came to control India:</b> Historically 'India' was used to describe the land between the Himalayan mountains and the Indian Ocean. Today this land is <b>India, Pakistan, Bangladesh and Sri Lanka</b>, when we refer to India in this topic, <b>we are referring to all of these places</b>. In the early 1500s India was lots of little states in the 1520s The Mughal Empire expanded. The Mughals were Muslim rulers from Afghanistan. <b>Mughal power grew along with strong culture, art, architecture, literature, mosques and imposing forts</b>. At its height it ruled almost all modern India. Mughal rulers encouraged trade with Europe, the <b>Dutch, French and British began to arrive, keen to get Indian spices and textiles</b>. The Mughal Empire began to decline under the rule of Emperor Aurangzeb (1618-1707). India became divided again. <b>British expansion in India began with control of law, taxes and industry by the East India Company in 1600</b>.</p>	   <p><b>Impact of British rule in India:</b> The impact of British rule was significant in many parts of society. <b>1/4 of British exports were sent to India</b>. Britain destroyed India's textile industry, <b>imported coal and precious stones from India</b>. Britain also built 24,000 miles of railway and <b>introduced tariffs on non-British goods</b>. Dams were built and irrigation provided, many cash-crops were grown and <b>between 1770 and 1900, 25 million are estimated to have died from famine</b>. No Indian had the right to vote and few helped govern their own country. The British needed a large army to govern India and they often <b>favoured higher castes when it came to jobs in the army and government</b>. English became the official language in government. <b>Many British saw Indian culture inferior</b>. Houses and schools were modelled on British ones and sports such as cricket were introduced.</p>
	<p><b>Interpretations of the British Empire:</b> There has been great <b>debate about whether the British Empire was a good or bad thing</b>. Many factors influence people's opinions of empire.</p>	

## What makes a good user interface?

The user interface (or the human computer interface) is what the user sees, and includes:

- The physical controls (button)
- How the system accepts inputs from the user
- How the system responds to the user input
- How the system outputs the results of processing



## Key Vocabulary

<b>Interface</b>	The term interface can refer to either a hardware connection or a user interface. It can also be used as a verb describing how two devices connect to each other.
<b>Techniques</b>	Technique is the method, procedure or way something is done. Any method or manner of accomplishing something
<b>Designs</b>	Design is the creation or plan of an object or system
<b>Planning</b>	Is the management of tasks. Deciding what needs to be achieved, when it needs to be achieved by and who is going to do it. It is a process that lays down an organisations objectives and develops actions that can meet those objectives
<b>Mind map</b>	A diagram in which information is represented visually; usually with a central idea placed in the middle and other associated ideas arranged around it
<b>Mood board</b>	There is no set structure to a mood board. A mood board gives a feel for a project. They can be physical or digital and they typically include images, colour and text; these are often arranged in a random order across the page
<b>Gantt chart</b>	A chart that shows a timeline of a project. It shows the tasks that need to be completed with the length of time given to each task. It is mapped out on a grid and shows the workflow.
<b>Visualisation diagram</b>	A visualisation diagram is a more detailed drawing of an interface. It shows the layout and style of the different elements needed. It is annotated to explain the design choices made

## Y8 GUI



### Key Facts

<b>What is the purpose of a dashboard?</b>	A dashboard is a user interface that organises and present information in a way that is clear and easy to read. It helps a user navigate around a system.
<b>What does SMART stand for?</b>	<b>S – Specific</b> <b>M – Measurable</b> <b>A – Achievable</b> <b>R – Realistic</b> <b>T - Time-based</b>
<b>What is computational thinking?</b>	Computational thinking allows us to take a complex problem and develop possible solutions. We can then present these solutions in a way that a computer, human or both can understand.
<b>Why is it important to plan a project</b>	<ul style="list-style-type: none"> <li>• Setting project goals</li> <li>• Identifying project deliverables</li> <li>• Cresting project Schedules</li> <li>• Creating support plans</li> </ul>
<b>Careers</b>	<ul style="list-style-type: none"> <li>• Programmer / Coder</li> <li>• UX (user experience) Designer</li> <li>• Software Developer</li> <li>• IT project manager</li> </ul>

### Design Principles

- Colours
- Fonts
- Language
- User Perception
- Layout consistency
- Amount of Information
- Layout



## Planning Documents

### Gantt Chart

What needs to be included:

- Tasks
- Workflow
- Durations
- Contingencies



### Mind Map

What needs to be included:

- Main Tasks (nodes)
- Subtasks (sub nodes)



### Mood Board

What needs to be included:

- Typography
- Colours
- Images
- Text



### Visualisation Diagram

What needs to be included:

- Images / photos / graphics
- Layout and positioning of elements
- Annotation about colours to be used
- Information about typography (All caps, font size)



## Types of Screen



**Command line** – DOS or SQL

**Menu Driven** – Cash Machine

**Forms and dialogue boxes** – Windows e.g., print

**Graphical User Interface (GUI)** – Touch Screen Menu at McDonalds

**Sensor Based Interface** – Sensors that read physical data (Heating)

**Speech Interface** – Commands taken verbally

## What makes a good user interface?

**Safe** - Not Ambiguous or confusing

**Effective** - Do what they are supposed to do

**Efficient** - Clear and Easy to use

**User Friendly** – Intuitive and easy to learn



	Used at the start or end point of a flow diagram.
	Used to represent the input or output of data in a process.
	Used when a decision or choice must be made.
	A process symbol, used to indicate a process or computational task being carried out.
	Used to represent a sub-routine that can be called at various points of an algorithm.

# COMPUTER SCIENCE

## COMPUTATIONAL THINKING

### COMPUTATIONAL THINKING

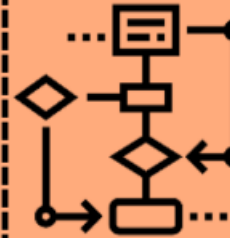
"The process of approaching problems systematically and creating solutions that can be carried out by a computer" ✓

**ABSTRACTION** – taking only the important and relevant data about the problem and discarding the unnecessary data.



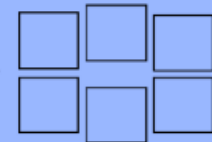
### ALGORITHMIC THINKING

An algorithm is a series of steps necessary to complete a task or solve a problem. Once an algorithm has been planned, code can be written so that the problem can be solved using a computer.

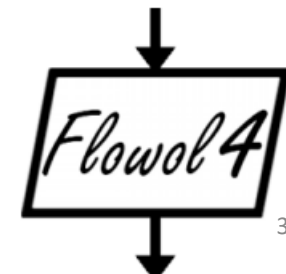


**DECOMPOSITION** – taking a large problem and breaking it down into smaller, simpler problems. These can be tackled more easily

BIG problem



	Key term	Definition
1	<b>Application</b>	A device or program enabling a user to communicate with a computer.
2	<b>Mimic</b>	Controllable pictures which respond visually and realistically to commands the user has inputted.
3	<b>Control</b>	Computer control means that a computer is part of the control system. The computer is normally used to run the control program.
4	<b>Monitoring</b>	The process of being aware of what is happening around you, in this case the computer system monitors the control system to check it is working correctly.
5	<b>Sensor</b>	A sensor is a device which is designed to measure some physical quantity in its environment, an example is a heat sensor that measures the room temperature.
6	<b>Subroutine</b>	In computer programming, a subroutine is a sequence of program instructions that perform a specific task, packaged as a unit.
7	<b>Actuator</b>	A hardware device that moves or controls a mechanism. A motor is an actuator.
8	<b>Sequence</b>	Sequencing is the specific order in which instructions are performed in an algorithm.
9	<b>Selection</b>	A decision within a computer program when the program decides to move on based on the results of an event.
10	<b>Iteration</b>	In computer programming, this is a single pass through a set of instructions.
11	<b>Flowchart</b>	A diagram that shows a process, made up of boxes representing steps, decision, inputs and outputs.
12	<b>Algorithm</b>	A sequence of logical instructions for carrying out a task. In computing, algorithms are needed to design computer programs.



### AND/OR Rules

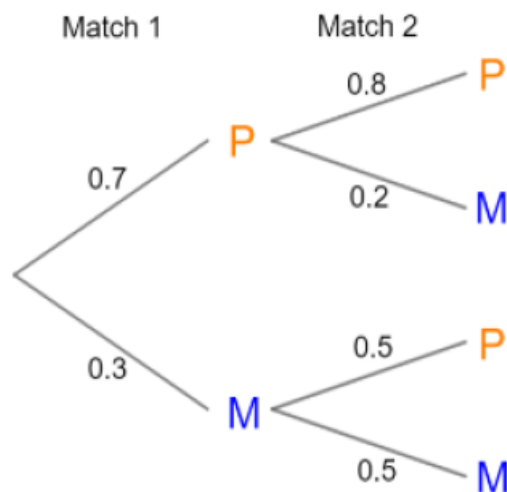
Independent: 2 events that do not affect each outcome

Mutually Exclusive: 2 events that cannot happen at the same time.

For Independent Events:  $P(A \text{ and } B) = P(A) \times P(B)$

For Mutually Exclusive Events:  $P(A \text{ or } B) = P(A) + P(B)$

### Tree Diagrams



$$P(\text{Peter wins both Games}) = 0.7 \times 0.8 = 0.56$$

$$P(\text{Martin wins both Games}) = 0.3 \times 0.5 = 0.15$$

$$P(\text{Peter wins exactly 1 game}) = PM \text{ or } MP \\ = (0.7 \times 0.2) + (0.3 \times 0.5) = 0.14 + 0.15 = 0.29$$

$$P(\text{Peter wins at least 1 game}) = 1 - P(\text{Peter wins no games}) \\ = 1 - (0.3 \times 0.5) = 1 - 0.15 = 0.85$$

### Solving Linear Inequalities:

Inequalities give use a **RANGE OF SOLUTIONS**. To solve we use the balancing method!

$$18 - 7x < 6x - 8$$

Add  $7x$  from both sides as it is the smallest

$$(+7x) \quad (+7x)$$

$$18 < 13x - 8$$

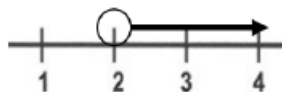
$$(+8) \quad (+8)$$

$$26 < 13x$$

$$(\div 13) \quad (\div 13)$$

$$\text{Solution: } x > 2$$

We can represent our solutions on a number line



$$2 < \frac{x}{3} + 1 \leq 3$$

$$(-1) \quad (-1) \quad (-1)$$

$$1 < \frac{x}{3} \leq 2$$

$$(\times 3) \quad (\times 3) \quad (\times 3)$$

$$\text{Solution: } 3 < x \leq 6$$



**Integers** that satisfy this inequality are: 4, 5, 6

### Solving Linear Equations:

Linear Equations can have fractional and negative solutions!

$$18 - 7x = 3(2x - 8)$$

Expand the brackets

$$18 - 7x = 6x - 24$$

Add  $7x$  from both sides as

it is the smallest

$$(+7x) \quad (+7x)$$

$$18 = 13x - 24$$

$$(+24) \quad (+24)$$

$$42 = 13x$$

$$(\div 13) \quad (\div 13)$$

$$\text{Solution: } x = \frac{42}{13}$$

$$\frac{3x + 8}{2} = 1$$

$$(\times 2) \quad (\times 2)$$

$$3x + 8 = 2$$

$$(-8) \quad (-8)$$

$$3x = -6$$

$$(\div 3) \quad (\div 3)$$

$$\text{Solution: } x = -2$$

### Inverse Proportion

3 Pipes take 60mins to water a field. 1 Pipe will take 180mins to water the same field. Therefore, 10pipes will take 18mins

$$\frac{5x - 3}{4} = \frac{2x + 9}{3}$$

Multiply both sides by 12 as it is the LCM of 4 and 3

$$\frac{12(5x - 3)}{4} = \frac{12(2x + 9)}{3}$$

$$12 \div 4 = 3 \text{ and } 12 \div 3 = 4$$

$$3(5x - 3) = 4(2x + 9)$$

Expand the brackets

$$15x - 9 = 8x + 36$$

$$(-8x) \quad (-8x)$$

$$7x - 9 = 36$$

$$(+9) \quad (+9)$$

$$7x = 45$$

$$(\div 7) \quad (\div 7)$$

$$\text{Solution: } x = \frac{45}{7}$$

Remember to simplify your fractions if you can!

# 8A

## Half-term 3

## Averages and Range

**Mode:** The most common item

**Median:** The middle item after the data has been ordered.

**Mean:** Add up and divide by how many pieces of data

**Range:** Largest Value – Smallest

The range is not an average. It is a **MEASURE OF SPREAD**

## Ratio:

Tom has 24 Xbox games and 38 PS4 games. The ratio of PS4 games to Xbox games is:

$$\begin{array}{c} \text{PS4: Xbox} \\ 38:24 \\ \div 2 \quad \curvearrowright \quad \div 2 \\ \hline 19:12 \end{array}$$

There are 62 games altogether so,  
 $\frac{38}{62} = \frac{19}{31}$  of the games are PS4 games.

## Ratio

Billy and James have some sweets in the ratio **9:2**. Billy has **35 more** sweets than James. How many sweets are there altogether?

Billy has 7 more parts than James.

$$1 \text{ Part} = 35 \div 7 = 5.$$

$$2 \text{ Parts} = 2 \times 5 = 10$$

$$9 \text{ Parts} = 9 \times 5 = 45$$

$$\begin{aligned} \text{Total Number of sweets} \\ = 10 + 45 = 55 \end{aligned}$$

## Dividing into a Ratio:

Share £480 in the ratio 3:5:4  
 $3 + 5 + 4 = 12$

$$1 \text{ Part} = £480 \div 12 = £40$$

$$3 \text{ Parts} = £40 \times 3 = £120$$

$$5 \text{ Parts} = £40 \times 5 = £200$$

$$4 \text{ Parts} = £40 \times 4 = £160$$

$$£120:£200:£160$$

## Recipes and Proportion:

### 8 People:

400g Pasta

2 Tins Chopped Tomatoes

1 Onion

4tbsp Tomato Puree

To find the recipe for 6 people, divide each amount by 8 and then multiply by 6:

### 6 People:

$$(400 \div 8) \times 6 = 300g \text{ Pasta}$$

$$(2 \div 8) \times 6 = 1.5 \text{ Tins Tomato}$$

$$(1 \div 8) \times 6 = \frac{3}{4} \text{ Onion}$$

$$(4 \div 8) \times 6 = 3tbsp \text{ Puree}$$

# 8B

# Half-term 3

## Sample Space Diagrams

We use sample space diagrams to list all outcomes when carrying out two probability experiments at the same time

		Player 2		
		Rock	Paper	Scissors
Player 1	Rock	RR	RP	RS
	Paper	PR	PP	PS
	Scissors	SR	SP	SS

+	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10
5	6	7	8	9	10	11
6	7	8	9	10	11	12

$$P(\text{Scissors}) = \frac{3}{9} = \frac{1}{3}$$

$$P(\text{Prime}) = \frac{15}{36} = \frac{5}{12}$$

## Solving Linear Equations

To solve Linear Equations, use the **balancing method**

$$4(2x - 1) = 36$$

Expand the brackets

$$8x - 4 = 36$$

$$(+4) \qquad \qquad (+4)$$

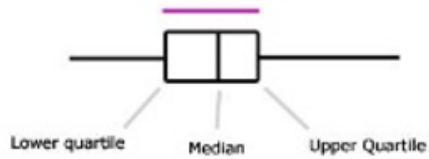
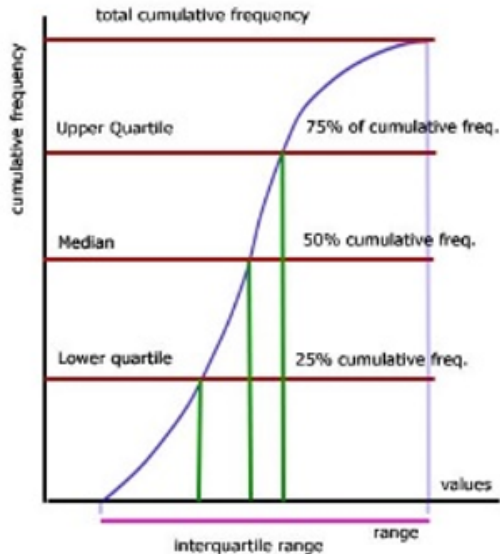
$$8x = 40$$

$$(\div 8) \qquad \qquad (\div 8)$$

$$x = 5$$

The solution is  $x = 5$

## Cumulative Frequency and Box Plots



Plot the cumulative frequency against the **upper limit of each class and join to make a smooth S-shaped curve**

## Index Laws:

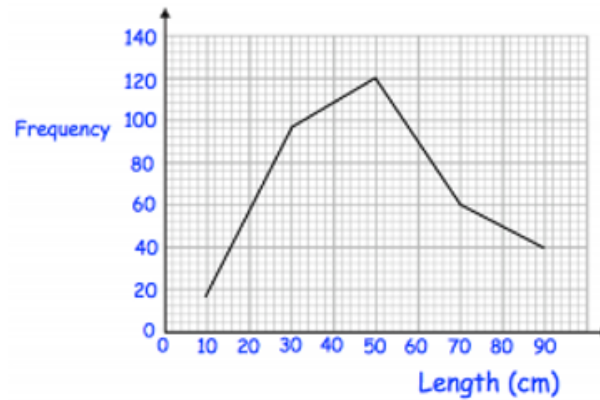
$$m^a \times m^b = m^{a+b}, \quad x^a \div x^b = x^{a-b}, \\ (t^a)^b = t^{ab}, \quad b^0 = 1$$

## Negative and Fractional Indices

$$x^{-n} = \frac{1}{x^n} \\ x^{\frac{1}{n}} = \sqrt[n]{x}$$

## Frequency Polygons

The frequency polygon shows the length of 330 river eels.



**Plot the frequency against the midpoints of each class**

## Surface Area Formulae

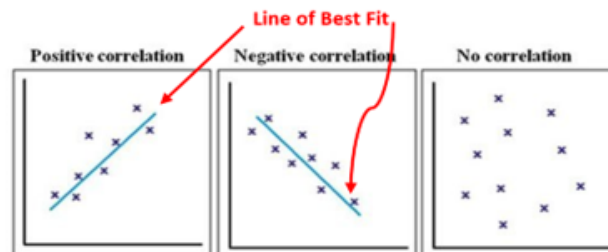
$$\text{Surface Area of Cylinder} = 2\pi r^2 + 2\pi rh$$

$$\text{Surface Area of Sphere} = 4\pi r^2$$

$$\text{Surface Area of Cone} = \pi r^2 + \pi rl$$

Where  $l$  is the sloped height of the Cone.

## Scatter Graphs and Correlation



The points lie close to a straight line, which has a positive gradient.

This shows that as one variable **increases** the other **increases**.

The points lie close to a straight line, which has a negative gradient.

This shows that as one variable **increases**, the other **decreases**.

There is no pattern to the points.

This shows that there is **no connection** between the two variables.

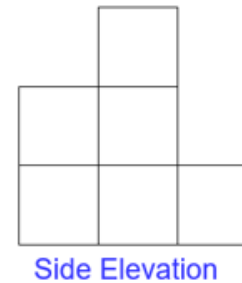
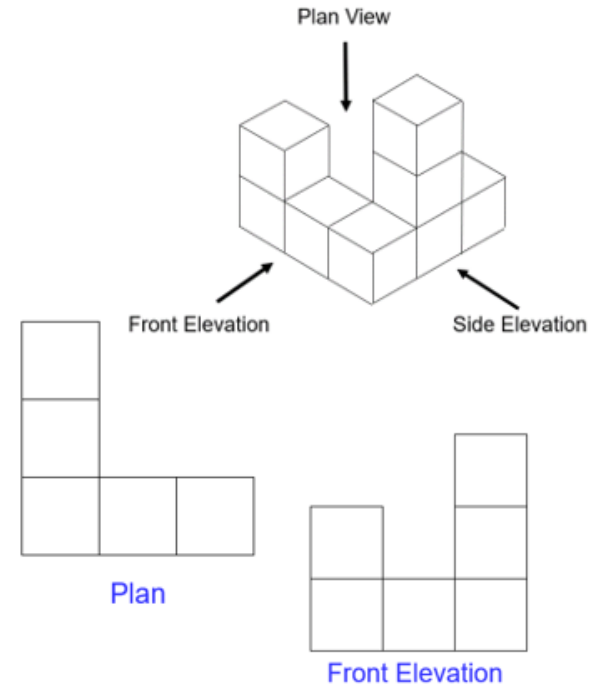
## Multiplying and Dividing in Standard Form:

$$(4.2 \times 10^3) \times (3 \times 10^4) = (4.2 \times 3) \times (10^3 \times 10^4) \\ = 12.6 \times 10^7$$

But our answer is not in Standard Form. We need to write it as:  **$1.26 \times 10^8$**

$$(7.5 \times 10^9) \div (2.5 \times 10^6) = (7.5 \div 2.5) \times (10^9 \div 10^6) \\ = 3 \times 10^3$$

## Plans and Elevations



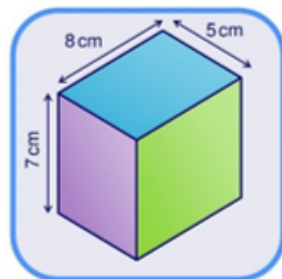
8A

Half-term 4

### Surface Area:

The surface area of a 3D shape is the

### TOTAL AREA OF ALL FACES.



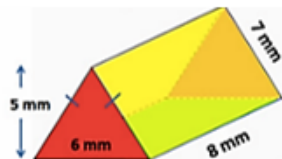
So the total surface area =

$2 \times 40\text{cm}^2$  Top and bottom

$+ 2 \times 35\text{cm}^2$  Front and back

$+ 2 \times 56\text{cm}^2$  Left and right side

$= 80 + 70 + 112 = 262\text{cm}^2$

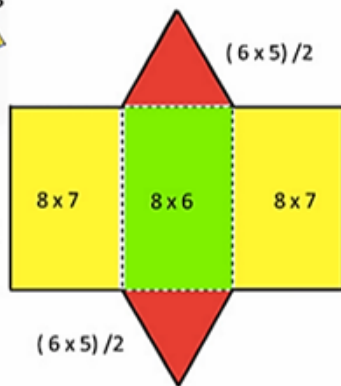


The "Total Surface Area" =

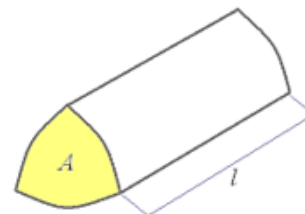
$2 \times (6 \times 5) / 2$  : Two Reds  
 $+ 2 \times (8 \times 7)$  : Two Yellows  
 $+ 1 \times (8 \times 6)$  : One Green

$= 2 \times 15 + 2 \times 56 + 1 \times 48$

$= 190\text{mm}^2$  ✓



### Volume of Prisms:



$\text{Volume} = \text{Cross Sectional Area} \times \text{Length}$

### Area Formulae:

$\text{Area of Rectangle} = b \times h$

$\text{Area of Triangle} = \frac{b \times h}{2}$

$\text{Area of Parallelogram} = b \times h$

$\text{Area of Trapezium} = \frac{(a + b) \times h}{2}$

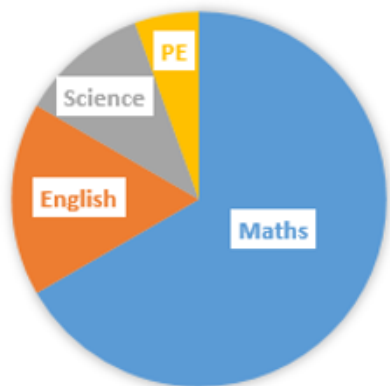
$\text{Area of Circle} = \pi r^2$

### Pie Charts:

Subject	Frequency	Angle = Magic Number $\times$ Freq.
Maths	12	$18 \times 12 = 216^\circ$
English	3	$18 \times 3 = 54^\circ$
Science	2	$18 \times 2 = 36^\circ$
PE	1	$18 \times 1 = 18^\circ$
Total = 20		

$\text{Degrees Per Person} = 360 \div \text{Total Frequency}$

$= 360 \div 20 = 18$



# 8B

## Half-term 4

### Standard Index Form:

Must be written in the form:  $A \times 10^n$ , where

$1 \leq A < 10$  and  $n$  is an integer

$2835000 = 2.835 \times 10^6$

$0.00065 = 6.5 \times 10^{-4}$

### Types of Data

Qualitative Data (Categorical Data): Eye Colour, Favourite Colour etc.

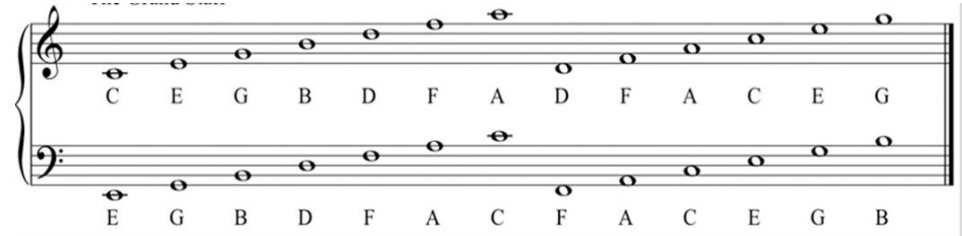
Quantitative Data (Numerical Data) can be split into Discrete and Continuous

Discrete Data: Data can only take specific values (Number of bedrooms in house etc.)

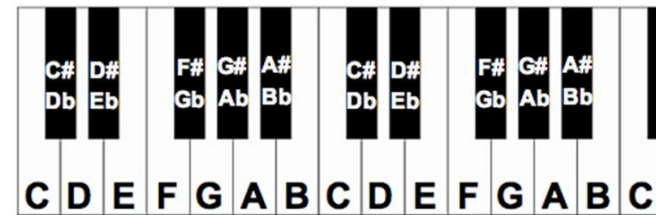
Continuous Data: data that can take any value (Height, Weight etc.)

## Y8 Music HT3&4 – The Blues Harmony/Tonality and Structure

## Y8 Music HT3&4 – The Blues Harmony/Tonality and Structure



Piano keyboard diagram



**Harmony** – the chords that sit underneath a melody

**Tonality** - The type of harmony in a piece of music. Can be major or minor

**Major** – sounds bright

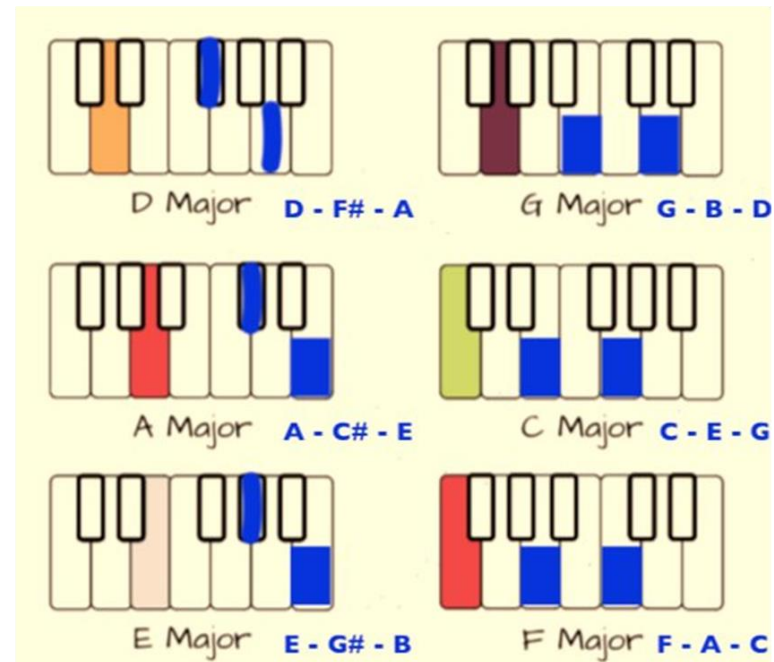
**Minor** – Sounds dark

**Chord** – Notes played together on a piano or a guitar

**Triad** – A chord made up of three notes

**Structure** a description of the sections of a piece of music:

- **Verse:** A repeated section of a song that usually features a new set of lyrics on each repetition.
- **Chorus:** A repeated section that contains the main musical or lyrical ideas of the song.
- **Instrumental:** A part of the song with no singing, such as a guitar solo.
- **Intro:** Short for introduction, this is a short instrumental passage at the start of the song.
- **Bridge** Connects different sections eg verse and chorus
- **Middle 8** A section that has a different melody to the verse and chorus
- **Outro** short ending section, usually instrumental





## What does justice look like?

Year 8 Topic 3 - Religion, Philosophy & Ethics

Key Terms	Definition
Justice	is the upholding of what is fair and right
Capital Punishment	the death penalty for a crime or offence
Shari'ah Law	Sharia means 'straight path'. This is the law of Islam which sets out a code for how to live. It is based on the Qur'an and Prophet Mohammad's practice (recorded in the Sunnah)
Stewardship	is caring for the environment for the benefit of future generations
Quality of Life	is the standard of health, comfort and happiness a person has
Zakat	is the Islamic (Muslim) duty to give a minimum of 2.5% of their wealth each year, to charity. This is the second pillar of Islam
Less Economically Developed Country	are countries where people are paid a low-income and don't have the opportunities or infrastructure wealthier countries have

*"An eye for an eye"*  
Exodus (Bible)

*"Forgive seventy times seven"*  
Mathew 18 (Bible)

*"whoever believes in Allah and the last day should not hurt his neighbor"* (Qur'an)

*"I believe in justice and truth, without which there would be no basis for human hope"* 14<sup>th</sup>  
Dalai Lama (Buddhist)



### Stewardship

**Stewardship** is caring for the environment for future generations.

People can look after the environment by; recycling to reduce waste, using public transport to reduce CO2 emissions that pollute our air, campaign for more renewable energy use (e.g., wind energy) to prevent global warming from worsening. This is important because 50% of all natural disasters between 1970 and 2019 have been caused by climate change, so preventing global warming will save lives.

**Jews, Muslims and Christians** all believe God created the earth and gave it to humans as a gift to look after ("have dominion over the land" as written in Genesis). They believe it is therefore their duty to look after it and doing so is a way of showing love and respect to God as well as their neighbor.

**Humanists do not believe in God but** believe stewardship is important...

- Quality of life and happiness are important, and we can improve them by protecting our environment
- It makes sense, for the protection of the human race, to preserve our environment and not waste resources
- We may use methods such as population control to stop people having too many babies in a world that already has too many lives destroying the planet

**Some atheists** may believe it isn't our duty to look after the environment but instead the government and large organisations who do the most damage.

### Wealth and Poverty

Causes of poverty are more common in less economically developed countries (LEDCs = countries where people are paid a low-income and don't have the opportunities we do). **9.2% of the world (almost 700 million people) live in extreme poverty, on less than £1.50 a day, without enough to eat. 1 in 3 people in the world don't have access to safe drinking water.**

#### Causes...

- **Wars** – common in LEDCs & they destroy crops, hospitals, homes & schools leading to poverty
- **Unfair trade** – people not paid enough in poorer countries so rich countries make all the profits
- **Illness** – common in LEDCs, people too ill to work so no money to live off or get healthcare
- **Lack of Education** – in LEDCs fewer children are educated so less chance of getting out of poverty



**CAFOD**  
Catholic Agency for  
Overseas Development

**Religious charities** such as CAFOD (Catholic Agency for Overseas Development) are trying to reduce poverty through...

**Long-term plans** to help people become self-supporting e.g., CAFOD has set up a scheme in Brazil to help homeless children get an education & skills to earn a living.

**Disaster & Emergency aid** includes sending food, water, shelter & medicine e.g. to refugees fleeing Ukraine

**Raising Awareness**, 5% of CAFOD budget spent on educating people in Churches & school etc., about ending poverty

**Speaking out** for people too poor to fight for their rights



# What does justice look like?

## Year 8 Topic 3 - Religion, Philosophy & Ethics

### Why is justice important to Buddhists?

- Buddhist believe in karma which means their actions impact if their future life or lives will be happy or full of suffering.
- Buddhists believe that we should be compassionate and help someone reform their life when they have misused their freewill and causes dukkha (suffering).



### Why is justice important to Christians?

- The Bible says “hold fast to love and justice” Hosea 12
- Christians believe they will have eternal judgement based on their actions (Parable of the Rich Man & Lazarus / Sheep & Goats).



### Why is justice important in Islam?

- The Qur’an says, “be persistently standing firm in justice” Surah 4
- Muslims believe they will be judged in the afterlife based on their actions as it is written in the Qur’an.



### Why is justice important to Humanists?

- Humanists do not believe in God, judgement or karma. However, the UK Humanist Association believes we can find happiness in this life by helping others do the same – one way to do this is base our decisions on empathy and to seek justice for all.



### Law & Punishment

In the UK, law is made by parliament and crimes are judged in courts of law. Punishments are given to those who fail to follow the law. Although the UK laws were once based on Christian teachings, parliament doesn’t base decisions on religion anymore. However, in other countries laws and punishments may be based on religious instructions.

In Islamic countries punishments are based on Shari’ah Law (from the Qur’an). These laws are often considered too strict by modern standards e.g., the punishment for stealing is having one’s hand cut off.

### Aims of Punishment

Punishments are important for; keeping peace in society, preventing crimes and giving offenders a chance to change their behaviour and make up for their crimes. The intention behind the punishment is it’s aim....

- **Retribution** is often considered as revenge based on the belief that those who have caused suffering should suffer. It is when a punishment is in proportion to the crime e.g., “an eye for an eye” Exodus
- **Deterrence** is a punishment that puts people of future crimes. For example, Shari’ah Law regarding stealing is to have your hand cut off, this is disproportionate to the crime and will deter it from happening.
- **Reform** involves educating criminals, so they don’t want to or have to turn to crime again. Many religious people believe this is the most loving form of punishment and thus should be given.

### Death Penalty (Capital Punishment)

Abolished in the UK in 1970 but still happens across the world.

#### Argument for the Death Penalty

**Christian view...**

- The Old Testament Bible states “an eye for an eye”

**Muslim view...**

- The Qur’an states that, if clearly proven, then the DP can be used to punish murder, adultery and apostasy (someone working against Islam).
- Muhammed himself sentenced people to death.

**Secular (non-religious) view...**

- DP may be a deterrent to prevent serious crimes
- Murderers are a threat to society

#### Arguments against the Death Penalty

**Christian view...**

- Instead of “an eye for an eye” Jesus said, “turn the other cheek” and “forgive 70x7”

**Muslim view...**

- Prophet Muhammed said, “whoever believes in Allah and the last day should not hurt his neighbor” (Qur’an)

**Secular (non-religious) view...**

- Countries without DP have lower murder rates
- DP can’t be reversed, what if judge was wrong
- Executed terrorists become martyrs inspiring others to do the same

## What are Muslim beliefs and teachings?

### Year 8 Topic 4 - Religion, Philosophy & Ethics

Key Terms	Definition
Islam	The religion of Muslims
Muslims	The follows of the teachings of Islam
Allah	The Arabic word for God
Prophet Muhammed	The human founder of Islam and messenger of God
Qur'an	The sacred text of Islam
Monotheism	Belief in one God. Muslims believe in one God.
Prophets	Someone who communicates with God
Five Pillars	The five duties that Muslims of all branches of Islam must follow.

"There is no God by Allah , and Muhammed is his messenger"  
Shahadah

"Allah knows what is in every heart"  
Qur'an

"Show forgiveness, enjoy kindness, avoid ignorance"  
Qur'an

### Origins of Islam & the Qur'an

- Muhammed was born in 570AD in Makkah (Saudi Arabia) where the temple known as Ka'bah is. The land was ruled by men who believed in many Gods and persecuted (treated terribly) those who disagreed with their beliefs.
- Muhammed was an orphan who grew up to be a business man. Around the age of 40, Muhammed went to the mountains and in a cave, whilst meditating and praying to Allah for guidance, he was visited by the angel Jibril who told him "you are the messenger of God". Angel Jibil gave him a croll with the words of the Allah on and instructed him to read it. Since Muhammed couldn't read it was a miracle when he understood them. Muslims remember and celebrate this night as The Night of Power; they believe if they act as good Muslims Allah may grant them their desires just as he gave Muhammed the guidance he wanted.
- At various times, Allah sent direct messages to Muhammed. 23 years of messages were recorded by Muhammed to form the Qur'an.
- Three years later Muhammed preached monotheism (belief in only one God) in Mekkah, he also preached that people should be generous.
- Polytheists (people who believe in many Gods) were offended by Muhammed's teachings and war began between the follows of Islam and the polytheists in Mekkah. Muhammed and his followers won.
- After Muhammed died his followers couldn't agree on who should lead the religion which lead to different groups of Muslims. Sunni Muslims are the largest denomination (group) of Muslims.

### Muslim Beliefs



- Islam means "submission to God"
- Muslims believe in one God (they are monotheists),
- There are approximately 1.8 billion Muslims in the world (about 26% of the global population)
- The Prophet Muhammed was Allah's (God's) messenger who founded the religion in the 6<sup>th</sup> century. He was the last messenger of God known as Seal of the Prophets.
- Muslims believe Allah revealed his messages to Muhammed and these teachings now make up the Qur'an.
- Muhammed is so respected that it is usual for Muslims to say 'peace be upon him' when they mention his name

### Interesting Facts

- Muslims do not believe it is right to draw Allah as the Qur'an forbids the worship of false idols and throughout history people have falsely worshiped images and statues.
- Muslims believe the Qur'an should not be put on the floor as it isn't respectful
- Some women chose to wear head or body coverings such as a Hijab or Burka, in front of any male that isn't family. They do so to express their faith and remain modest. Some countries have banned the use of full coverings (burkas) e.g. France, Belgium and Austria.



# What are Muslim beliefs and teachings?

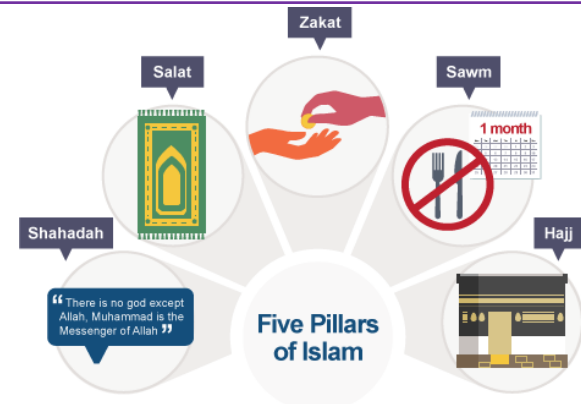
## Year 8 Topic 4 - Religion, Philosophy & Ethics

### The Five Pillars

The Five Pillars of Islam are the five acts that every Muslim must do to live a good and responsible life, and in order to be close to God. They are written in the Hadith (a book containing the sayings of Muhammed).

#### The Five Pillars are...

1. **Shahadah** - This is the declaration of faith that is spoken times a day; "there is no God but Allah, and Muhammad is his messenger".
2. **Salat** - This is to perform set prayers five times a day at specific times in order to be reminded of the importance of Allah.
3. **Zakat** - This is to give a compulsory amount of wealth to charity as a type of worship and self-purification. Often Zakat is 2.5% of one's wealth each year goes to the poor.
4. **Sawm** - This is the duty to fast (from food, drinking, smoking and sexual activity) during Ramadan for Muslims that have reached maturity and are healthy. It helps Muslims become closer to Allah and remember those less fortunate.
5. **Hajj** - This is a pilgrimage to Mekkah that all Muslims, who can afford and are physically able, must make at least once in their life.



### Hajj

- Hajj is a pilgrimage to Mekkah that Muslims have a duty to do once in their life (if able)
- Once a year, Muslims from around the world stand before the Ka'bah praising Allah – a symbol for how everyone is equal, this is a practice designed to promote bonds between Muslims.
- The Hajj makes Muslims feel real importance because in the Hajj all are truly equal.
- The Hajjis or pilgrims wear simple white clothes called Ihram.
- During the Hajj the Pilgrims perform acts of worship and they renew their sense of purpose in the world.
- Mekkah is so holy only Muslims may enter.



### Ramadan

- Ramadan is the holy month of fasting – when Muslims do not eat or drink during daylight hours – they eat before the sun comes up and after it has gone down.
- Ramadan brings Muslims closer to Allah. It also a time to focus on being a better person and spending time with friends and family.
- Muslims believe good actions will be rewards greater during Ramadan because the month is blessed by Allah.
- During Ramadan, Muslims will spend their day trying to become better people, attending mosque, helping others and giving to charity. This brings them closer to God.
- The end of Ramadan is called Eid al-Fitr, Muslims celebrate by having a big family party, sharing a meal and dressing in their best clothes.



Happy Ramadan, May Allah accept from us all,

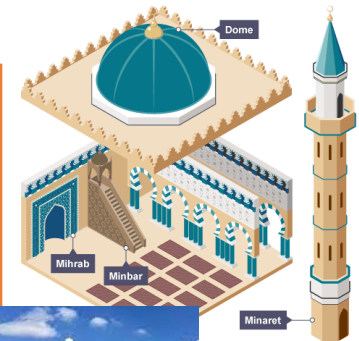
Lower your eyes  
Don't fight  
Conserve your tongue  
Help poor people  
Pray  
Read the Holy Qur'an

### Mosques

A mosque is an Islamic places of worship. Muslims attend mosque to pray, study and celebrate their faith. Often mosques are used as a school and community center too. Mosques are led by Imams (religious leader like a priest)

#### Features...

- Quibla – prayer wall, it faces Mekkah
- Imam – man chosen as leader due to knowledge of the Qur'an
- Minbar – a platform doe Immam's to deliver a sermon
- Dome – over the prayer hall, it represents Allah's power over creation
- Minaret – a tower from where the call to prayer (adhan) is performed.



The differences that occur both between different species and within the same species are called **variation**.

There are 2 types of variation:

- **Continuous:** A characteristic that changes gradually over a range of values  
e.g. Height & Weight
- **Discontinuous:** A characteristic of any species with only a limited number of possible values  
e.g. Eye Colour & Blood group

Variation can be caused by **inherited** (e.g. eye colour, blood type) and **environmental** (Hair length, accent) factors.

**Evolution** is the theory that all the kinds of living things that exist today developed from **earlier organisms**. The differences between them resulted from changes that happened over many years. Both humans and chimpanzees have evolved from a similar ancestors dating around **3.8 million years ago** from **simple life forms**.

The most recognised theory of evolution is the theory of **Natural selection** by **Charles Darwin**.

1. There is **variation** within populations
2. The **best adapted** organisms have a better chance of survival
3. These organisms then have a better chance of **reproducing**
4. The **genes** for survival are then **passed onto** the offspring
5. The process continues over many **generations**

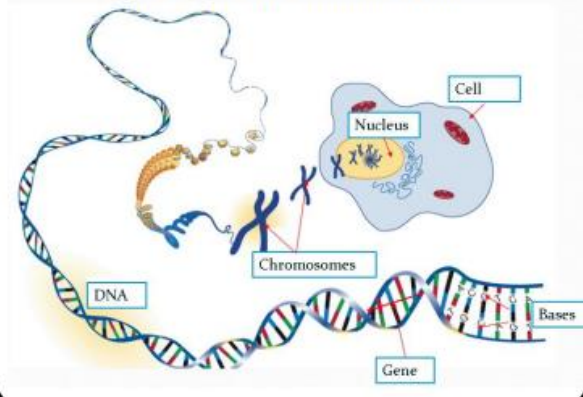
**Fossils** are the **preserved remains, impressions or traces** of animals, plants and other organisms that **lived millions of years ago**.

Fossilized remains only form in the **absence of microbes**, which need food, oxygen, water and warmth. There are **gaps in the fossil record**

DNA from different organisms can be compared. The fewer differences, the less time since they shared a common ancestor.

## Y8 Bio T2- Variation & DNA

- DNA stands for **Deoxyribose nucleic acid**
- DNA is contained within the **nucleus** of cells.
- **Chromosomes** are made up of large molecules of DNA which has a **double helix** structure
- Human cells contain **46** chromosomes.
- A small section of DNA is called a **gene**.



**Extinction** is when there are no remaining individuals of a species still alive. Causes of extinction may include:

- **Change in environment/ natural disaster**
- **New predator**
- **New competitor**
- **New disease**

**Genetic engineering** is about **changing the DNA** of a living thing to change its characteristics.

Stage	Example
1. Select the product or characteristic needed	Bioluminescence
2. Isolate/cut the genes from DNA using an enzyme	Jellyfish DNA
3. Insert the genes into target DNA using an enzyme	Mouse DNA
4. Replicate the new organism/ early stage	Mitosis

Chromosomes contain the same type of genes that code for the same characteristics, such as eye colour.

Each chromosome in the pair, however, may have a different **version** of the gene.

Each different version of a gene is called an **allele**.

**Blue eyes** is because of a **RECESSIVE** allele.  
**Brown eyes** is because of a **DOMINANT** allele.

Dad- Brown eyes (BB)  
Mum- Blue eyes (bb)

What are the chances their child will have brown eyes?

### Steps to a genetic cross

1. Set out a punnet square like this
2. Write in each parents alleles (in letters)
3. Match up the letters in each of the 4 boxes
4. Work out which eye colour each option will have
5. Work out the % of all of the options

		Parent 2	
		b	b
Parent 1	B	<b>Bb</b> Brown	<b>Bb</b> Brown
	b	<b>Bb</b> Brown	<b>Bb</b> Brown

Answer= 100% Brown  
0% Blue

**Selective breeding** is a process used to produce different breeds of animals or varieties of plants that have **useful characteristics**.

- **1. Choose parents with characteristics we are looking for from a mixed population**
- **2. Breed them together ...**
- **3. Select the offspring that have inherited the characteristics we want**
- **4. Breed the offspring together**
- **5. Repeat this over several generations**

Selective breeding can lead to **'inbreeding'** This means that some species are particularly prone to **inherited disease or inherited defects** ... 'best in show' isn't always 'best in health' !

## Year 8 chemistry term 2 - Periodic table and metals

### The periodic table

There are over 100 different elements. All the elements are shown in the **Periodic Table**. Each element has a **chemical symbol**, which is usually one or two letters.

A symbol is written with the first letter as a capital, and the second letter is small.

The arrangement of the periodic table gives us information about the structure of the atoms and the elements properties.

### Extracting metals

Metals are usually found in the ground as metal oxides (for example iron oxide or copper oxide). Metal oxides are in rocks. If there is enough metal oxide in the rock to make it worthwhile extracting we call it an ore.

Metals can be extracted from metal oxides by removing the oxygen. This is called **reduction**. A substance that is more reactive than the metal is used to remove the oxygen. This is usually carbon:

Copper oxide + carbon → copper + carbon dioxide

Carbon cannot extract aluminium from aluminium oxide as carbon is less reactive than aluminium:

Aluminium oxide + carbon → **X**

Aluminium is separated from aluminium oxide by **electrolysis**.

### Displacement reactions

Metals can also be extracted from compounds by reacting them with more reactive metals. For example:

Copper sulphate + magnesium → copper + magnesium sulphate.

Here the magnesium has displaced copper because magnesium is more reactive than copper.

### Patterns of reactivity

Metals may react with substances around them in the environment such as air, water and acids.

Some metals react very easily or quickly. They are **reactive**. Other metals do not react very easily and are described as **unreactive**. The most reactive metals are found on the left-hand side of the Periodic Table. Less reactive metals are found in the centre of the Periodic Table.

### Group 1 metals and water

The group 1 metals react readily with water. They float on the surface and move around releasing bubbles of gas. When universal indicator is added to the water, it goes purple, an alkali has been formed.

When group 1 metals react with water they form **hydrogen** gas and a metal **hydroxide**.

**metal + water → metal hydroxide + hydrogen**

For example:

sodium + water → sodium hydroxide + hydrogen  
 $\text{Na} + \text{H}_2\text{O} \rightarrow \text{NaOH} + \text{H}_2$

The group 1 metals increase in reactivity going down the group.

### Metals and acid

The reactivity of metals can be compared by observations of their reactions with acid. The more reactive the metal the faster the bubbles of gas are given off. We can also compare the change in temperature. The bigger the temperature change the more reactive the metal.

The metals that react with water also react very quickly with acids. Some metals that don't react with water do react with acids. When metals react with acids, they produce hydrogen and a **salt**.

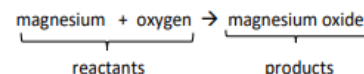
**metal + acid → salt + hydrogen**

The name of the salt formed depends on the name of the acid:

- **sulphuric** acid makes **sulphates**
- **nitric** acid makes **nitrates**
- **hydrochloric** acid makes **chlorides**.

### Writing equations

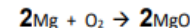
We can write **word equations** to show a chemical reaction. The chemicals that you start with are called the **reactants**. The chemicals at the end are called the **products**. For example:



We can use the symbols and formulae to write balanced symbol equations. An equation is only balanced when there are the same number of atoms of each type on both sides of the equation.

An equation can only be balanced by putting numbers in front of formulas – you cannot change the formula itself.

For example:



### The reactivity series

Metals can be arranged in a **Reactivity Series**. The most reactive metals are placed at the top of the table. The position of the metals allows us to understand how it will react.

potassium sodium lithium calcium magnesium zinc iron copper silver gold  
**most reactive** ←————→ **least reactive**

Even though carbon is a non-metal it will fit into the reactivity series. It fits between magnesium and zinc.

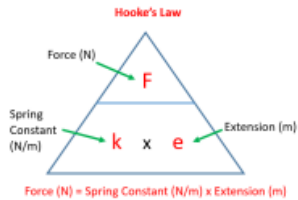
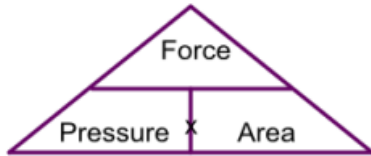
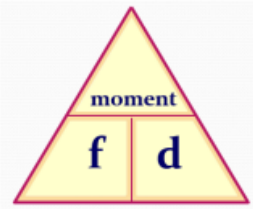
### Metals and recycling

All of the metals that we use we get from the Earth's crust. There is a limited amount of each metal available, they are a **finite** resource. We must use them carefully.

One way to make resources last longer is to recycle them.

Metals are easily recycled. They need to be separated then they can be melted and remoulded to make new objects. The energy needed to do this is less than the energy needed to obtain new metals from the raw materials. Aluminium is a valuable metal that melts at a relatively low temperature, so it is particularly attractive for recycling.

# Year 8 Term 2 Physics – Mechanics



Pressure is calculated as:

$$P = \frac{F}{A}$$

P = Pressure (Pa)  
F = Force (N)  
A = Area (m<sup>2</sup>)

If a force is spread over a larger area, it gives a smaller pressure, for example in snow shoes.

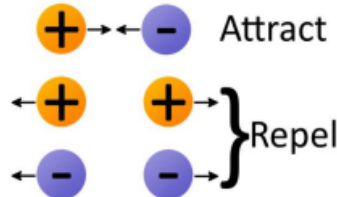
If a force is spread over a smaller area it gives a larger pressure, for example in a knife.

The three states of matter are solids liquids and gases.

In solids, the particles have little energy and the forces of attraction between them are strong. In liquids, the particles have more energy than in solids and the forces of attraction between the particles are weaker than in solids. In gases, the particles have high energy and the forces of attraction between the particles is weak.

Static electricity is the build up of charge. Friction between two materials may cause electrons to jump from one material to another. The material that gains the electrons becomes negatively charged and the material that has lost electrons is positively charged.

Opposite charges attract, same charges repel.



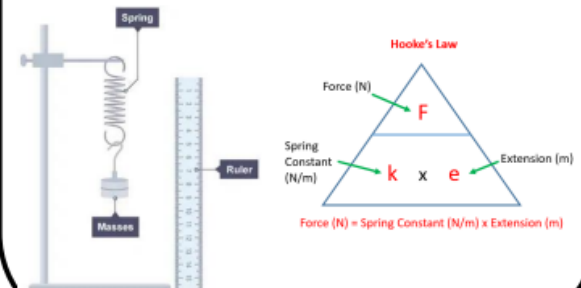
When a force is applied to an object and a turning effect is produced, we name this a moment.

$$\text{moment} = \text{force (N)} \times \text{distance from pivot (m)}$$

Where moments are generated, a force is exerted at a given distance from a pivot. A moment is therefore greater if the force applied to a system is greater, and the distance from the pivot is greater.

The principle of moments states that the sum of clockwise moments must equal the sum of anticlockwise moments in order for a system to be balanced.

When a force is applied to a spring, the spring extends. The extension of the spring is **directly proportional** to the force applied to it. For example, if we double the force on the spring, the extension of the spring will double. We can investigate this by hanging masses of a spring and measuring its extension each time (see diagram). The spring constant of a spring is a measure of how many newtons are needed to stretch a spring by 1m. A stiffer spring needs more force to stretch it, so has a higher spring constant. It can be calculated using the equation:



# Year 8 Half Term 3 Spanish Knowledge Organiser

## Unit 3: Mis Pasatiempos

### 3.1 Mi tiempo libre

los pasatiempos	hobbies
bailar salsa	to dance salsa
chatear en el móvil	to chat on the phone
descansar en casa	to relax at home
escuchar música	to listen to music
jugar a la videoconsola	to play on the games console
leer libros	to read books
navegar por Internet	to surf the Internet
practicar deportes	to do/play sports
salir con mis amigos	to go out with friends
ver la tele	to watch TV
la discoteca	nightclub
estupendo/a	wonderful
favorito/a	favourite
interesante	interesting
el programa	programme
el tipo	type



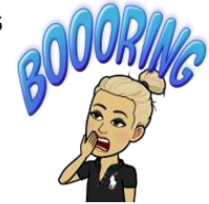
### 3.2 Soy muy deportista

los deportes	sports	boxeo	boxing
los deportes acuáticos	water sports	ciclismo	cycling
jugar al...	to play...	equitación	horse riding
bádminton	badminton	gimnasia	gymnastics
baloncesto	basketball	natación	swimming
balonmano	handball	con	with
béisbol	baseball	deportista	sporty
fútbol	football	el/la deportista	sportsperson
golf	golf	diferente	different
rugby	rugby	excelente	excellent
tenis	tennis	terrible	terrible
voleibol	volleyball	el equipo	team
hacer...	to do...	el partido	match
atletismo	athletics	la selección nacional	national team
ballet	ballet		



### 3.3 Mis gustos deportivos

aburrido/a	boring
apasionante	exciting
difícil	difficult
divertido/a	fun
emocionante	exciting
fácil	easy
lento/a	slow
rápido/a	fast
me chifla	I love
me fascina...	... fascinates me
me interesa...	... interests me
me mola	I love
en mi opinión	in my opinion
para mí	for me
porque	because



### 3.4 ¡Brrr! ¡Hace frío!

el tiempo	weather		
¿Qué tiempo hace?	What's the weather like ?		
hace (mucho) calor	it's (very) hot	el calor	heat
hace frío	it's cold	el frío	cold
hace sol	it's sunny	el invierno	winter
hace viento	it's windy	la lluvia	rain
hay niebla	it's foggy	la niebla	fog
hay tormenta	it's stormy	la nieve	snow
llueve (mucho)	it's raining (a lot)	el sol	sun
nieva	it's snowing	la tormenta	storm
el pronóstico	forecast	el viento	wind
		cuando	when
		si	if



### 3.5 ¡Somos fanátic@s de la música!

el/la actor/actriz	actor/actress
actuar	to act/perform
el/la artista	(performing) artist
la canción	song
el/la cantante	singer
estar en contacto con	to be in touch with
famoso/a	famous
el/la famoso/a	famous person
el/la fan	fan
Internet	Internet
popular	popular
el/la rapero/a	rapper
talentoso/a	talented
la visita	view (e.g. on YouTube)



### 3.6 Su foto tiene muchos 'me gusta'

el estilo	style
la foto	photo/picture
el grupo	group
influnciar	to influence
el/la jugador(a)	player
'me gusta'	like (on social network)
el miembro	member
la personalidad	personality
la red social	social network
el/la seguidor(a)	follower
usar	to use
simpático/a	kind, nice
sociable	sociable
talentoso/a	talented





# Year 8 Half Term 3 Spanish Knowledge Organiser

## Unit 3: Mis Pasatiempos

### 3.1 Mi Tiempo libre

En mi tiempo libre – in my free time	me gusta I like	descansar en casa escuchar música jugar a la videoconsola leer libros navegar por Internet	to relax at home to listen to music to play on the games console to read books to surf the Internet	y – and o - or	salir con amigos ver la televisión	go out with friends watch TV
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### 3.2 Soy muy deportista

Me gustan los deportes I like sport	y me gusta jugar al and I like to play	baloncesto balonmano béisbol fútbol	<i>basketball</i> <i>handball</i> <i>baseball</i> <i>football</i>	pero no me gusta hacer but I don't like to do	boxeo ciclismo equitación gimnasia	<i>boxing</i> <i>cycling</i> <i>horse riding</i> <i>gymnastics</i>
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### 3.3 Mis gustos deportivos

me chifla me fascina... me interesa...	<i>I love</i> ... <i>fascinates me</i> ... <i>interests me</i>	el baloncesto el balonmano el béisbol el fútbol	<i>basketball</i> <i>handball</i> <i>baseball</i> <i>football</i>	porque es because it is	difícil divertido/a emocionante	<i>difficult</i> <i>fun</i> <i>exciting</i>	y – and o - or	fácil lento/a rápido/a	<i>easy</i> <i>slow</i> <i>fast</i>
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### 3.4 Brrr.....¡Hace frío!

Quando When	hace (mucho) calor hace frío hace sol	<i>it's (very) hot</i> <i>it's cold</i> <i>it's sunny</i>	me gusta jugar al I like to play	el baloncesto el balonmano el béisbol el fútbol	<i>basketball</i> <i>handball</i> <i>baseball</i> <i>football</i>	pero cuando but when	hay tormenta llueve (mucho) nieva	<i>it's stormy</i> <i>it's raining (a lot)</i> <i>it's snowing</i>	prefiero	escuchar música leer libros	to listen to music to read books
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### 3.5 ¡Somos fantatic@s de la música!

Mi actor/actriz favorito Mi canción favorita Mi cantante favorito	<i>My favourite actor/actress</i> <i>My favourite song</i> <i>My favourite singer</i>	se llama..... is called.....	Es he is/ she is	muy bastante un poco	very quite a little	popular talentoso/a	popular talented
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### 3.6 Su foto tiene muchos 'me gusta'

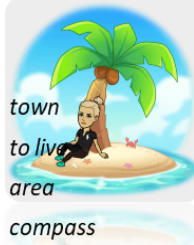
Mi famosos favorito se llama	me gusta me encanta	I like him/her I love him/her	porque es because he/ she is	súper popular y really popular and	tiene he/ she has	una buena personalidad un estilo atractivo millones de seguidores	a good personality an attractive style millions of followers
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# Year 8 Half Term 4 Spanish Knowledge Organiser

## Unit 4: Mi Casa

### 4.1 Donde vivo yo

antiguo/a	old	el pueblo	town
histórico/a	historic	vivir	to live
moderno/a	modern	la zona	area
las afueras	outskirts	la brújula	compass
la aldea	village	el este	east
el campo	countryside	el noreste	northeast
el centro	centre	el noroeste	northwest
la ciudad	city	el norte	north
la costa	coast	el oeste	west
el desierto	desert	los puntos cardinales	Compass points
la isla	island	el sur	south
el mar	sea	el sureste	southeast
la montaña	mountain(s)	el suroeste	southwest
la playa	beach		



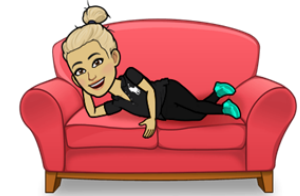
### 4.2 Mi casa es tu casa

el apartamento	apartment	espacioso/a	spacious
el área	area	lujoso/a	luxurious
el bloque	block	nuevo/a	new
la caravana	caravan	viejo/a	old
la casa	house		
la casa de campo	country house		
el castillo	castle		
el chalet	villa		
la granja	farm		
el piso	flat		
el rascacielos	skyscraper		
la región	region		
la vista	view		
bonito/a	pretty		
cómodo/a	comfortable		



### 4.3 ¡Pasa, pasa a mi casa!

las habitaciones	rooms	el pasillo	hall, corridor
abajo	downstairs	el salón	living room
afuera	outside	situarse en	to be located in
arriba	upstairs	el trastero	storage room
el aseo	toilet	vender	to sell
el ático	attic		
el balcón	balcony		
el baño	bathroom		
la cocina	kitchen		
el comedor	dining room		
el dormitorio	bedroom		
las escaleras	stairs		
el garaje	garage		
el jardín	garden		



### 4.4 Mi habitación es mi reino

los muebles	furniture		
el armario	wardrobe		
la cama	bed		
el espejo	mirror		
la estantería	shelves, bookcase		
la lámpara	lamp		
la mesa	table		
el ordenador	computer		
el póster	poster	debajo de	underneath
la silla	chair	delante de	in front of
la ventana	window	detrás de	behind
al lado de	next to	encima de	on top of
		entre	between



### 4.5 Mi casa de ensueño

enorme	enormous	habría	there would be
exótico/a	exotic	me gustaría	I would like
impresionante	impressive	sería	I/it would be
luminoso/a	bright	tendría	I/it would have
privado/a	private		
la caseta	kennel		
el cine	cinema		
el estudio	study		
la piscina	swimming pool		
el trampolín	diving board		
la ubicación	location		
estaría	I/it would be		



### 4.6 Ayudo en casa

las tareas domésticas	household tasks/chores	una vez	once
los trabajos	jobs	dos veces	twice
corto el césped	I mow the lawn	al día	per day
hago la colada	I do the washing	a la semana	per week
lavo/friego los platos	I wash the dishes	al mes	per month
ordeno mi dormitorio	I tidy my room	todos los días	every day
paso la aspiradora	I do the hoovering	fregar	to wash
pongo la mesa	I lay the table	hacer	to do
quito el polvo	I dust	limpiar	to clean
quito la mesa	I clear the table	planchar	to iron
plancho la ropa	I iron	repartir	to share
		fácil	easy
		horrible	horrible
		perezoso/a	lazy
		relajante	relaxing



# Year 8 Half Term 4 Spanish Knowledge Organiser

## Unit 4: Mi Casa

### 4.1 Donde vivo yo

Vivo en / I live in	un pueblo una aldea una ciudad	a village/town a village a city	grande pequeño/a antiguo/a moderno/a	big small old modern	que se llama.... that is called...	que está that is	en el norte en el sur en el este en el noroeste	in the north in the south in the east in the northwest
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### 4.2 Mi casa es tu casa

Vivo – I live Vive- he/she lives Vivimos we live Viven – they live	en una granja un rascacielo una casa un castillo	- on a farm - in a skyscraper - in a house - in a castle	viejo/a nuevo/a espacioso/a cómodo/a	- old - new - spacious - comfortable	con vistas de with views of	las montañas la playa la costa el campo	- the mountains - the beach - the coast - the countryside
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### 4.3 ¡Pasa, pasa a mi casa!

En mi casa in my house	arriba abajo afuera	- upstairs - downstairs - outside	hay there is/ there are	un salón una cocina un dormitorio el dormitorio de mis padres	- a living room - a kitchen - a bedroom - my parents' bedroom	y también and also	un comedor un garaje	- a dining room - a garage
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### 4.4 Mi habitación es mi reino

En mi dormitorio in my bedroom	la cama la lámpara la mesa	- the bed - the lamp - the table	está is	debajo de delante de detrás de encima de	underneath in front of behind on top of	la ventana la puerta el armario	- the window - the door - the wardrobe
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### 4.5 Mi casa de ensueño

En mi casa de ensueño in my dream house	habría me gustaría tendría	- there would be - I would like - it would have	una piscina enorme un cine privado un jardín exótico	- an enormous swimming pool - a private cine - an exotic garden	estaría en it would be in (location)	España – Spain Francia – France los Estados Unidos - USA
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### 4.6 Ayudo en casa

En mi casa tengo que in my house I have to	hacer las tareas domésticas do household chores	por ejemplo for example	una vez a la semana dos veces a la semana una vez al mes todos los días	once a week twice a week once a month every day	pongo la mesa quito el polvo quito la mesa plancho la ropa	I lay the table I dust I clear the table I iron
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