

KNOWLEDGE ORGANISER YEAR 8 2024/2025

Name:

Student Number:

C2



Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

Contents

Spellings	3
English	7
Maths	9
Science	11
Geography	14
History	18
RE	21
Spanish	23
Urdu	26
Art	28
Design Technology	30
Hospitality & Catering	31
Textiles	32
Music	33
ICT	34

CYCLE 2 SPELLINGS

WEEK 2	
1. hyperbole	Over exaggeration .
2. comedy	A lighthearted and humorous play with a happy ending.
3. usurp	To take control of a position or power.
4. government	The group of people in charge of running the country .
5. merchants	People who trade goods and products for profit.
6. atheism	The belief that there is no God .
7. dictatorship	A country ruled by a single person with ultimate control .
8. biodiversity	The variety of plant and animal life.
9. concentration	Number of particles in a given volume .
10. erosion	The wearing away and removal of rock.

WEEK 3	
1. personification	Giving a human quality to something non-human
2. corruption	Dishonest or fraudulent behaviour from those in power .
3. dual nature	Having two sides.
4. organism	Different organ systems working together.
5. revolution	A forceful overthrow of the government.
6. immanence	God acts within the world .
7. adaptation	A feature of an animal that allows it to survive .
8. colony	An area of land that is under control of another country .
9. separatism	A movement where one group tries to leave a country .
10. condensing	Gas to liquid .

WEEK 4	
1. connotations	Words/thoughts/feelings associated with another word.
2. colonialism	When one country establishes itself in another country.
3. treason	A crime that harms your country or government.
4. architecture	The style in which buildings are built .
5. abolitionists	People who campaign to put an end to slavery .
6. transcendent	God is beyond space and time .
7. infrastructure	The basic structures that keep a society running.
8. imperfection	A fault , blemish or undesirable feature.
9. chlorophyll	Green chemical which absorbs light energy.
10. evaporating	Liquid to gas .

WEEK 5	
1. tempest	A violent storm .
2. semantic field	When a group of words relate to the same topic /theme.
3. callous	When someone is cruel and doesn't care about others.
4. bureaucratic	A larger government that uses written laws to make decisions.
5. auctions	Methods of selling slaves to the highest bidder.
6. miracles	Impossible events coming true .
7. biome	Large scale eco-system .
8. terrorism	Violent acts with the aim of causing fear .
9. capitalism	Property and business owned by private individuals.
10. subliming	Solid to gas .

WEEK 6	
1. morality	Principles concerning the distinction between right and wrong .
2. villain	A bad person who harms other people or breaks the law.
3. pathos	A situation that makes us feel sympathy or sorrow .
4. compassion	To treat others like you want to be treated.
5. transportation	The movement of rock .
6. impersonal	God beyond understanding .
7. treaty	An agreement between countries and groups.
8. improvisation	Music that is made up on the spot by the performer.
9. glacier	Large masses of ice that move slowly downhill.
10. carbohydrate	Main source of energy .

WEEK 8	
1. hyperbole	Over exaggeration .
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WEEK 7	
1. conscience	The part of you that makes you feel guilty when behaving badly.
2. vengeance	Punishing someone for their actions.
3. dialogue	The exchange of spoken words between two or more characters.
4. indigenous	People who are local to their biome, unique culture.
5. deposition	Dropping off of rock.
6. omniscience	All-knowing .
7. threat	A potential to cause danger .
8. syncopation	An emphasis on the weak beats or ' off beats '.
9. galaxy	A collection of billions of stars .
10. oesophagus	Connects the mouth to the stomach .

WEEK 9	
1. personification	Giving a human quality to something non-human
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10. evaporating	Liquid to gas .

WEEK 12	
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WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 12	WEEK 13	NOTES
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

Context	
Patriarchal society	In Elizabethan England, society was dominated by men. Men were considered strong and violence was considered masculine.
Women	Women had no rights in Elizabethan England. They were regarded as property of their fathers until they were passed on to their husband's and then became property of them. It was up to a woman's father to decide who she would marry. There marriages would often be for wealth or status and not for love. They were not allowed to own possessions, property or even seen out in public if they were from a wealthy family.
The Theatre:	The theatre was the main form of entertainment in Elizabethan England. People of all social classes would attend. They enjoyed watching violent scenes that featured betrayal, jealousy, love and death. It was common for plays in this era to feature a prologue that tells the audience what is going to happen in the play before it really begins. This allows the audience to maintain their interest in the play and ensured people of all classes and levels of intelligence could enjoy the performance.
Catholicism	Religion was very important at this time and set in Italy, the Catholic church had great influence. Marriage was sacred and could not be undone. There was a strong belief in 'damnation' for mortal sin. Suicide was considered a mortal sin.
Honour:	Maintaining family honour was seen as of great importance. If you were challenged to a duel and refused, your family would be seen as cowardly and this would dishonour their status and power. This strong regard for honour could often lead to violence and unrest.
Courtly love	Courtly love was all about behaviour and was supposed to be polite, restrained and courteous. Often gifts were exchanged but there was little contact. The notion of 'courtly love' strongly opposes the passion and emotion we associated with 'real love'

Key characters	
Romeo Montague	Handsome, romantic sixteen year old.
Lord and Lady Montague	Romeo's Mother and Father and bitter enemies of the Capulet family.
Mercutio	Romeo's friend. A hot-headed and witty character.
Benvolio	Romeo's cousin. He tries to defuse any conflicts.
Friar Lawrence	A Friar who is a friend to both Romeo and Juliet. He wants to bring peace to Verona.
Juliet Capulet	A beautiful thirteen year old girl who grows up quickly during the play.
Lord and Lady Capulet	Juliet's father and mother. Enemies of the Montagues.
Tybalt	Juliet's cousin. He loathes the Montagues.
The Nurse	Juliet's nanny who Juliet confides in.
Paris	Suitor of Juliet

Plot	
Act 1	Set in Verona, we find two warring families – the Montagues and the Capulets. There is a ball and two young people meet and fall in love – Romeo Montague and Juliet Capulet. Their families will never allow this.
Act 2	Romeo and Juliet continue to see each other secretly. Romeo wishes he was not a Montague and they decide that they will secretly marry.
Act 3	Tybalt (Juliet's cousin) tries to argue with Romeo, who refuses. Mercutio (Romeo's friend) goads Tybalt into a fight and is killed by Tybalt when Romeo attempts to stop them. Romeo then murders Tybalt in his anger.
Act 4	Juliet asks for help from Friar Lawrence. He gives her a sleeping potion that will make her appear dead so that on her supposed wedding day to Paris she will be carried to the family vault, where Romeo will find her and whisk her away.
Act 5	Romeo doesn't receive the letter about the plan. He hears Juliet has died and obtains a poison for himself. Romeo sees Juliet (assuming she is dead) and poisons himself. Juliet awakes and realising what has happened kills herself. The two families reconcile in the wake of the tragedy.



Key words		Key themes		Dramatic devices		Methods	
Conflict	A serious disagreement or argument	Love	<ul style="list-style-type: none"> Passionate, chaotic love is pitched against the 'order' of courtly love. Love often leads to violence 	Dramatic irony	<ul style="list-style-type: none"> A situation that is understood by the audience but not by the characters in the play. Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. 	Simile	A phrase comparing one thing to another, using as or like.
Fate	Development of events outside a person's control	Individuals v society	<ul style="list-style-type: none"> Forbidden love forces Romeo and Juliet to turn against the conformity of the society their live in 	Soliloquy	<ul style="list-style-type: none"> Refers to the act of speaking one's thoughts aloud when by oneself. Juliet's opening speech in A3 S2 in which she pours her heart out over her love for Romeo. 	Imagery	Words or phrases that create visual images.
Inevitable	Certain to happen	Violence and conflict	<ul style="list-style-type: none"> Driving force in the play. Occurs between several characters. Opens the play and concludes it with the deaths of Romeo and Juliet. 	Aside	<ul style="list-style-type: none"> An dialogue not meant to be heard by someone. Juliet secretly hopes for the 'villain' Romeo: Villain and he be many miles asunder God pardon him! A3 S5. 	Emotive language	Words that create feeling and emotion.
Tragedy	A play with a sad ending, usually the death of the main character	Fate	<ul style="list-style-type: none"> No matter what they do, the characters cannot escape their fate. It is the determination of Romeo and Juliet in the face of fate that conveys how fiery the love between them is. 	Features of a tragedy		Semantic field	A group of words that follow the same theme.
Grudge	An ongoing argument	Death	<ul style="list-style-type: none"> Society was much more comfortable with the idea of death than we are now. Death is mentioned and referenced throughout the play. 	Tragic hero	<ul style="list-style-type: none"> A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet) 	Oxymoron	A phrase using contradictory words.
Fatal	Leads to death			Hamartia	<ul style="list-style-type: none"> The fatal character flaw of the tragic hero (his passion and impulsiveness). 	Symbolism	The representation of ideas in images or motifs.
Unrequited	A feeling that is not returned			Catharsis	<ul style="list-style-type: none"> The release of the audience's emotions through empathy with the characters. 	Repetition	A word or phrase that is repeated.
Deception	The act of deceiving or tricking someone			Internal conflict	<ul style="list-style-type: none"> The struggle the hero engages in with his/her fatal flaw. 	Foreshadowing	A hint or a warning of something in the future.
Fickle	Changing frequently					Juxtaposition	– Two concepts, themes, ideas or characters that are contrasting or opposite.
Control	The power to influence or direct people's behaviour					Sibilance	Words close together that begin with an 's' sound.
Patriarchy	A society dominated by men						

Section 1 - Inequalities

INEQUALITIES	
where two expressions are not equal in value	
strict	< less than > greater than
non-strict	≤ less than or equal to ≥ greater than or equal to

Section 2 - Notation

ALGEBRAIC NOTATION	
like terms	terms which are the same apart from their numerical coefficients: they are the same variable and have the same power
collect like terms	you can add or subtract like terms using the coefficients
simplifying algebraic fractions	factorise the numerator and denominator and cancel common factors , sometimes requires factorisation

Section 4 - Factorising

FACTORISING	
factorise	finding the factors of an expression the reverse of expand , it is when we write an expression using brackets , use reverse grid
factor	a quantity which divides equally into a number, e.g. factors of 8 are 1, 2, 4 and 8
factorising a general quadratic	quadratic: $x^2 + bx + c$, factorised form: $(x + ?)(x + ?)$ '?' are two numbers whose product is 'c' and sum is 'b', split the middle term and put into a reverse grid to find the brackets
difference of two squares	quadratic: $a^2 - b^2$ factorised form: $(a - b)(a + b)$ square root each number from the original expression

Section 3 - Equations

INSTRUCTIONS: EQUATIONS	
solve	find the value of an unknown or variable , use inverse operations and the balancing method
rearrange	changing the subject of a formula sometimes called transposing use inverse operations and the balancing method , like when we solve an equation
inverse	the opposite
balance an equation	do the same to both sides of the "=" use to solve an equation, or rearrange a formula
subject of an equation	a single unknown or variable that everything else is equal to
solution of an equation	a value we can put in place of a variable that makes the equation true
order of operations	the laws regarding the order in which to calculate , used in algebra too brackets, other, multiply and divide, add and subtract

Section 5 - Indices

Links to: LAWS OF INDICES	
When the base is the same , we use the following rules:	
multiplying	add the powers e.g. $x^a \times x^b = x^{a+b}$
dividing	subtract the powers e.g. $x^a \div x^b = x^{a-b}$
raising indices to other indices	multiply the powers. e.g. $(x^a)^b = x^{a \times b}$

Section 6 - Sequences

SEQUENCES	
linear sequences	a sequence where the difference between terms increases or decreases by the same amount each time also known as an arithmetic sequence use DINO to find the nth term to generate a sequence substitute values of 'n' in, e.g. 2nd term, n=2 <i>algebraically: $x_n = an + b$</i>
common difference	the amount we add or subtract each time in a linear sequence
quadratic sequences	a sequence of numbers with an n² in the position to term rule (nth term) the second difference between consecutive terms is constant <i>algebraically: $x_n = an^2 + bn + c$</i>
geometric sequences	a sequence of numbers where each term is found by multiplying the previous one by a number called the common ratio 'r' <i>algebraically: $x_n = ar^{n-1}$</i> increasing: the ratio is an integer , decreasing: the ratio is a fraction
common ratio (r)	the amount we multiply by each time in a geometric sequence , can be a fraction

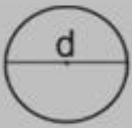

Section 7 – y=mx+c

LINEAR SEQUENCES inks to: LINEAR GRAPHS	
$y = mx + c$	the general equation of a linear graph m is the gradient c is the y-intercept




Section 8 – Construction terminology

CONSTRUCTIONS VOCABULARY		
point	a defined location in space	
line segment	a part of a line (mathematical language for 'line')	
parallel lines	lines with the same gradient they never meet they are always the same distance apart	
perpendicular lines	lines are perpendicular when they meet or intersect at a right angle (90°)	
bisect	cut exactly in half	
CONSTRUCTIONS		
construct	to build or make an accurate drawing using a ruler and protractor or compass	
angle bisector	cut an angle exactly in half	
perpendicular bisector of a line segment	cut a line exactly in half , making a right angle	

Section 9 – Circle area/circumference

CIRCLE CALCULATIONS		
circumference of a circle	circumference = pi x diameter $C = \pi d$ OR $C = 2\pi r$	
circle area	area = pi x radius ² $A = \pi r^2$	

Section 10 – Constructing triangles

CONSTRUCTING TRIANGLES		
there are three ways to be able to construct a triangle		
side, angle, side	use a ruler and protractor, draw one side , then measure the angle and mark it , measure second side and join them	
angle, side, angle	use a ruler and protractor, draw one side , the measure both angles from each end and mark them , draw lines through the marks until they meet	
side, side, side	use a ruler and compass, draw one side , open compass to length of the second side and draw an arc , open compass to length of third side and draw an arc , join where they meet	

Section 11 – Angles in parallel lines

ANGLES IN PARALLEL LINES	
alternate angles	are equal a pair of angles on opposite sides of the transversal , inside the parallel lines
corresponding angles	are equal a pair of angles on the same side of the transversal in the same position of the intersection
co-interior angles	add to 180° a pair of angles on the same side of the transversal , inside the parallel lines

Section 12 - Conversions

UNITS		
unit	a standard amount used to measure something	
metric units	an international system of units based on 10s, 100s and 1000s	
metric length/area conversions	1cm = 10mm 1m = 100cm 1km = 1000m	1cm ² = 100mm² 1m ² = 100,00cm² 1km ² = 1,000,000m²
metric capacity conversions	1 litre = 1000ml	
metric mass conversions	1kg = 1000g 1 tonne = 1000kg	


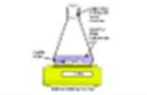
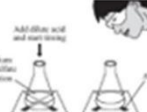
Section 13 – Composite shapes

AREA		
area of a trapezium	$A = \frac{1}{2}(a + b)h$ area = half the sum of the parallel sides , multiplied by the distance between them	
COMPOUND SHAPES		
compound shape	a shape made up of a combination of other known shapes put together	
area of a compound shape	split it up into known shapes calculate the area of each shape add together	
perimeter of a compound shape	find all the lengths around the outside of the shape and add them up	

4.1 – Chemical Equations

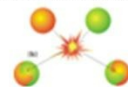
Reactants	Substances which react together . Found on left side of equation.
Products	Substances produced in a reaction. Found on right side of equation.
Word Equation	Uses names of substances . <u>e.g.</u> iron + oxygen → iron oxide
Symbol Equation	Uses chemical formulas of substances . <u>e.g.</u> $4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$
Balancing Symbol Equations	Must be the same number of atoms of each element on each side of the equation . Balance equations by putting large numbers in front of formulas.
Conservation of Mass	Mass is conserved (stays the same) in a reaction. No atoms are lost or made . Total mass of reactants = total mass of products.

4.2 – Measuring Rate of Reaction

Rate of Reaction	How quickly a reaction happens. Measure how quickly the reactants are used up or the products are formed.
Gas Syringe Method 	Use if a gas is produced. Add reactants to a conical flask. Connect rubber bung and gas syringe . Start stopwatch . Measure volume of gas produced at regular time intervals .
Mass Loss Method 	Use if a gas is produced. Add reactants to a conical flask on a mass balance . Start stopwatch . Measure loss of mass at regular time intervals .
Disappearing Cross Method 	Use if a solid precipitate is produced which turns mixture from transparent to opaque . Add reactants to a conical flask on paper with a black cross . Start stopwatch . Time how long it takes for cross to disappear .

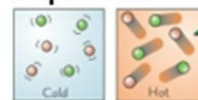
4.3 – Factors Affecting Rate of Reaction

Collision Theory



For two particles to react, they must **collide** and must have **sufficient energy** to make the collision **successful**.
More frequent collisions = faster rate of reaction.

Temperature



Higher temperature = faster rate of reaction.

Particles have **more energy** so move **faster** and **collide more frequently**.

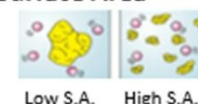
Concentration



Higher concentration = faster rate of reaction.

More particles in the same volume so **more frequent collisions**.

Surface Area



Smaller pieces of solid = larger surface area = faster rate of reaction.

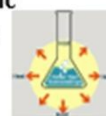
More solid particles are exposed so **more frequent collisions**.

Catalysts

A substance which **increases the rate of a reaction** but does **not get used up** in the reaction.

4.4 – Exothermic and Endothermic Reactions

Exothermic Reactions

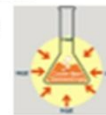


Transfers energy to the surroundings.

Causes an **increase in temperature**.

Examples – **combustion, respiration and neutralisation**.

Endothermic Reactions

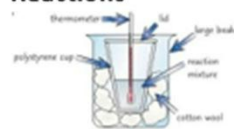


Takes in energy from the surroundings.

Causes a **decrease in temperature**.

Examples – **thermal decomposition, photosynthesis and ice packs**.

Investigating Reactions










Add reactants to an **insulated container** to reduce **heat loss** to the surroundings.

Use a **thermometer** to measure **temperature** at the **start and end** of the reaction.



Temperature increase = exothermic

Temperature decrease = endothermic

3.1 – Circuit Components

Cell		Energy source for the circuit. Store of chemical energy.
Battery		Two or more cells connected together.
Bulb		Current heats the filament so it gives out light.
Switch		Allows circuit to be switched on (closed) and off (open).
Resistor		Reduces the flow of current by increasing resistance in circuit.
Ammeter		Measures current in a circuit. Connect in series with components.
Voltmeter		Measures potential difference of a component. Connect in parallel around the component.


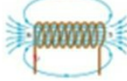
3.2 – Electrical Circuits

How do circuits work?	There must be an energy source and a complete circuit for current to flow. Electrons move through wires and transfer energy.
Series circuits	Have one loop. If one component breaks, others switch off. Adding more bulbs makes them dimmer.
	
Parallel circuits	Have more than one loop. If one component breaks, components in other loops stay on. Adding more bulbs in other loops has no effect on brightness.
	
Current	Rate of flow of charge. Measured in amps (A).
Potential difference (P.D.)	The energy transferred per unit charge. Measured in volts (V).
Resistance	A measure of how hard it is for current to pass through a component. Measured in ohms (Ω).
Equation	Potential Difference = Current x Resistance. $V = I \times R$.

3.3 - Magnets

Bar magnet	A permanent magnet with a north pole and a south pole. Like poles repel. Unlike poles attract.
Magnetic field around a bar magnet	Field lines go from north to south. Field is strongest at the poles. Field gets weaker further away from the magnet.
Investigating a magnetic field	Use iron filings or a plotting compass.
Magnetic materials	Iron, nickel, cobalt and steel (an alloy of iron).
Temporary magnets	Magnetic materials behave like magnets when placed in a magnetic field. Iron is soft and loses magnetism easily after. Steel is hard and keeps magnetism longer.
Compass	Contains a tiny bar magnet. Points towards Earth's north pole.
Earth's magnetic field	Created by moving iron in the Earth's core.

3.4 - Electromagnets

Solenoid 	A long coil of wire.
Electromagnet 	Created by passing a current through a solenoid. Behaves like a bar magnet but you can switch it on and off.
How to increase the strength of an electromagnet	Increase the current. Increase the number of coils. Use a soft iron core.
Uses of electromagnets	Sorting metals for recycling, moving objects in scrapyards, electric motors, levitating trains, relay circuits.

4.1 - Pathogens

Pathogens	Micro-organisms that cause infectious diseases . Four types: bacteria, viruses, fungi and protists .
Bacteria	Produce toxins which make us feel ill. E.g. salmonella, gonorrhoea, cholera .
Viruses	Reproduce inside cells -> causes them to burst -> cell damage makes us feel ill. E.g. measles, colds, flu, HIV .
Fungi	Come in different shapes . E.g. athlete's foot .
Protists	Often spread by vectors (e.g. an insect). E.g. malaria (spread by mosquitos)
Communicable Disease	Infectious disease caused by pathogens . Spread from one person to another.
How are pathogens spread?	Contaminated food and water, coughs and sneezes, vectors, direct contact, bodily fluids (e.g. blood) and sexual intercourse .

4.2 - The Body's Natural Barriers to Infection

Nose	Nose hairs trap pathogens.
Eyes	Tears contain an enzyme called lysozyme which kills pathogens.
Airways	Mucus traps pathogens. Tiny hairs on cilia cells sweep mucus out of the airways.
Stomach	Contains hydrochloric acid which kills pathogens.
Skin	Acts as a physical barrier . Scabs are formed when platelets cause blood clotting .

4.3 - Fighting Disease

Immune System	Body system that destroys pathogens . Made up of white blood cells .
How do white blood cells (WBCs) fight disease?	<ol style="list-style-type: none"> 1. Phagocytosis – WBCs engulf and digest pathogens. 2. WBCs produce antitoxins to neutralise toxins. 3. WBCs produce specific antibodies which lock onto the antigens on the surface of the pathogen.
Antibiotics	Cure infections caused by bacteria . Kill bacteria but cannot kill viruses .
Painkillers	Treat the symptoms of disease but cannot kill pathogens .
Vaccinations	Inject a weakened form of pathogen (dead or inactive). White blood cells produce specific antibodies . If same pathogen re-enters, white blood cells can rapidly produce antibodies before they get ill. Person becomes immune to the disease.

4.4 - Healthy Lifestyle

Smoking	Nicotine	Causes addiction .
	Tar	Is carcinogenic (causes cancer).
	Carbon monoxide	Reduces the amount of oxygen that red blood cells can carry.
Drugs	A chemical substance that affects the way your body works. Can be medicinal or recreational .	
Alcohol	Contains the drug ethanol . Can cause liver cirrhosis .	
Healthy Diet	Eat the right amount of each nutrient . Avoid food containing high amounts of fat, sugar and salt .	
Overweight Problems	Type 2 diabetes, stroke, heart disease, some cancers .	
Underweight Problems	Lack of energy, weakened immune system, risk of deficiency disease .	

1 Density of Materials

Density	Mass of a substance <u>in a given volume</u>
Volume of a cube/cuboid	Length x width x height
Density equation (kg/m ³)	Density = mass ÷ volume (kg) (m ³)

2 Density of a Regular Object

Mass	<ol style="list-style-type: none"> 1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume	<ol style="list-style-type: none"> 1. Use a ruler to measure the length, width and height 2. Multiply the 3 numbers together (length x width x height)

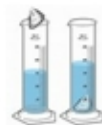
3 Density of an Irregular Object (method 1)

Mass	<ol style="list-style-type: none"> 1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume	<ol style="list-style-type: none"> 1. Fill displacement can with water to the spout. 2. Place the can at the end of a table holding a measuring cylinder under the spout. 3. Carefully place object into can and wait for the water to pour out into the spout 4. Measure the water collected in the measuring cylinder - Volume



4 Density of an Irregular Object (method 2)

Mass	<ol style="list-style-type: none"> 1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume	<ol style="list-style-type: none"> 1. Half fill a measuring cylinder with water 2. Place object into measuring cylinder 3. Measure the rise in water. 4. Minus the rise in water from the initial volume.



5 Gas Pressure

Pressure	the amount of force that is put onto a certain area
Pressure equation	Pressure (N/m ²) = $\frac{\text{FORCE(N)}}{\text{AREA (m}^2\text{)}}$
Unit of pressure	Another unit for pressure is the Pascal (Pa) 1Pa = 1N/m ²
Temperature of gas	Is related to the average kinetic energy of the molecules
Increasing temperature	Increases the pressure (if the volume is kept the same) Increases the volume (if the pressure is kept the same)

6 Moments

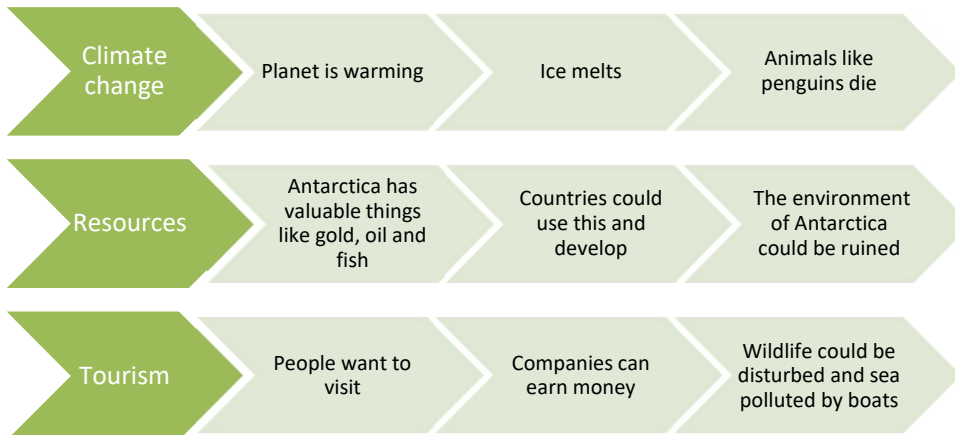
Moment (Nm)	Force that causes objects to turn around a pivot
Moment equation	Moment = force X perpendicular distance (N) (m)

Density, Pressure, and moments

1. Key terms

Adaptation	A special feature of an animal which allows it to survive in an environment.
Biome	Large scale ecosystem where plants, animals and the environment all depend on each other.
Precipitation	Any form of moisture falling from the sky: rain, snow, hail
Desert	
Researcher	A person who's job involves investigating an issue, e.g. global warming.
Treaty	An agreement between countries or groups.
Threat	Something that has the potential to cause danger or destruction.
Indigenous	People who are local to their biome, have a unique culture connected to the land around them
Glacier	Large masses of ice that move slowly downhill.
Erosion	Wearing away and removal of rock
Transportation	Movement of rock
Deposition	Dropping off of rock

3. Threats to Antarctica



2. What is the human and physical geography of Antarctica?

Physical geography

- **Location:** frozen continent at the South Pole
- **Climate:** extremely cold, very low precipitation – technically a desert
- **Plants:** only a few small plants near the sea (e.g. moss)
- **Animals:** krill (tiny fish), whales, seals, penguins

Human geography

- **Population:** no indigenous people
- **Antarctic Treaty:** No-one owns Antarctica: countries work together
- **Scientists and researchers:** live part time in Antarctica
- **Tourists:** a limited number visit each year

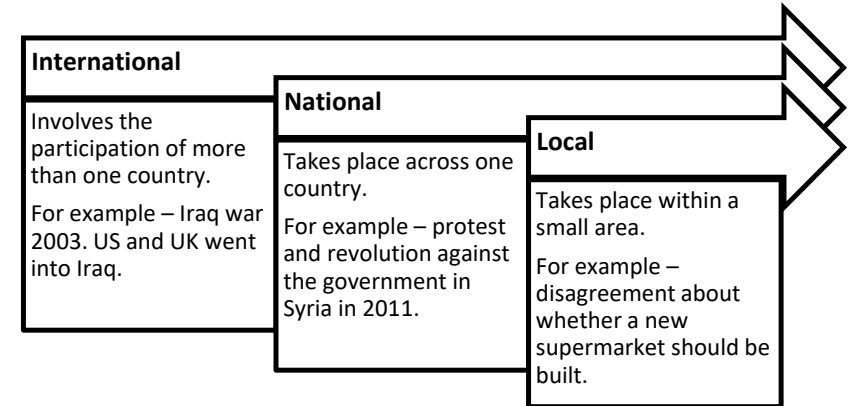
4. How do glaciers shape the land?

<p>Erosion</p>	Wearing away and removal of rock	<p>Plucking: surrounding rocks freeze onto the glacier and get pulled away</p> <p>Abrasion: rocks in the glacier scrape away the land</p>
<p>Transportation</p>	Movement of rock	<p>Eroded material is carried either:</p> <ul style="list-style-type: none"> • In the glacier • On top of the glacier
<p>Deposition</p>	Dropping off of rock	<p>Ice melts and drops what it was carrying:</p> <ul style="list-style-type: none"> • Heavy boulders • Sediment: sand or mud

1. Key terms

Conflict	A serious disagreement or struggle.
War	Violent conflict between countries.
Civil war	A war that takes place between two or more groups within one country.
Peace	Freedom from conflict or war.
Resources	Materials or things essential for human survival; for example food, water, energy, land.
Government	The group of people or person in charge of running a country.
Revolution	A forceful overthrow of the government.
Separatism	A movement where one group tries to leave a country.
Poverty	The state of being extremely poor.
Inequality	The state of one group having more of a resource compared to another group.
Identity	Beliefs, history and personality that defines a person or group.
Treaty	An agreement between countries to end conflict.

2. Examples of conflict



3. Causes of conflict

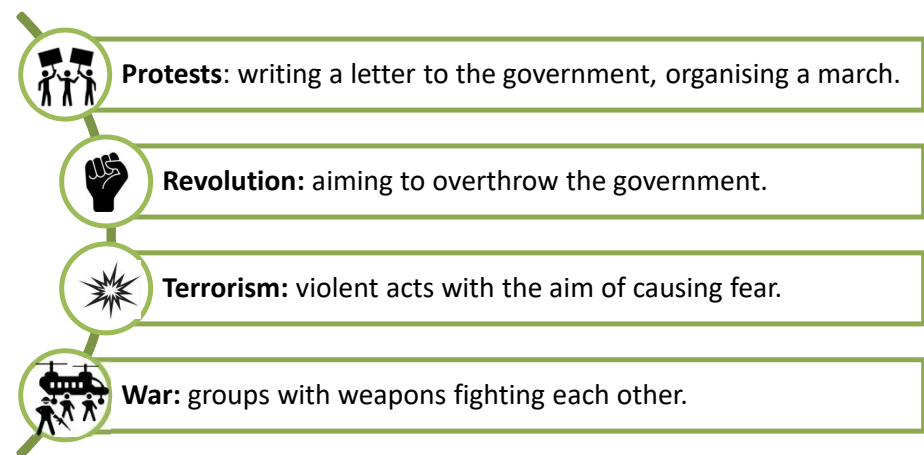
• **Identity:** Conflict can happen because of how a group views itself as separate or in opposition to another group.

• **Resources:** Multiple groups want to use the same resource, e.g. a water source. Climate change means there are less resources. Population growth means there are more people to use the same resources.

• **Poverty:** Poverty means people have less resources. When people are extremely poor they often do not have time or energy to fight. However, when groups feel like they are unequal, frustration and anger can build, leading to conflict.

Conflict

4. How is conflict shown?





Across the world there are:

7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America

5 oceans: Arctic, Southern, Pacific, Indian, Atlantic



Europe	A continent made up of 44 countries, the UK is part of this continent.
United Kingdom	Made up of England, Wales, Scotland, Northern Ireland.
Great Britain	Made up of England, Wales, and Scotland.
British Isles	A group of islands, the largest is Great Britain. Made up of England, Wales, Scotland, Northern Ireland, and the Republic of Ireland.
Capital cities	The main city in a country, where the government is based.

Egypt	Greece	Rome
<ul style="list-style-type: none"> Indentured slavery Captured from wars Worked in palaces, fields, and building 	<ul style="list-style-type: none"> Allowed to practice religion Had no rights and could not vote Described as property 	<ul style="list-style-type: none"> Would work difficult jobs Many would be treated badly Captured from military conquest

1. Origins of Sugar Economic

500BCE	First sugar grown in Northern India and China
350CE	First use of sugar as a food additive
750CE	First trading of sugar to Europe through Islamic Empires
800CE	First cultivation of sugar in Spain and North Africa

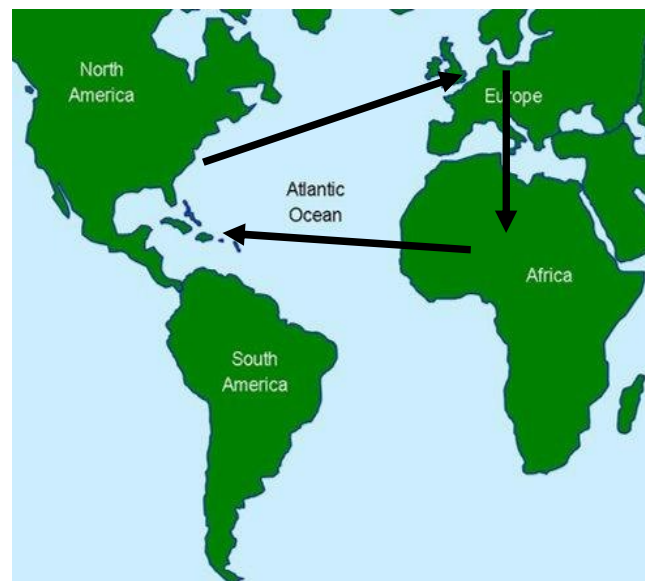
2. Expansion of Sugar Political

1500CE	Spanish and Portuguese colonise islands for sugar plantations
1550CE	Britain seized control of Caribbean islands for sugar plantations
1625CE	Transatlantic Slave Trade begins
1800CE	Britain imports 150,000 tonnes of sugar, generating tax

3. The Triangle Trade Economic

Europe to Africa	Traded manufactured goods such as weapons, pots, metalwork, alcohol, jewellery
Africa to Americas	Traded enslaved Africans across Middle Passage
Americas to Europe	Trade valuable cash crops such as sugar, cotton, and tobacco for high profits

Key Term	Definition
Enslaved person	Someone who is the legal property of someone else
Merchant	A person or company that is involved in trade, particularly between countries and overseas
Plantation	An estate farm on which sugar, coffee, or cotton are grown
Colony	An area of land that is under the control of another country
Indigenous	People who inhabited an area of land before colonists arrived there, native people
Indenture	To officially agree that someone will work for someone else for a fixed number of years without being free to leave
Industrialisation	The process of developing factory-based industries in a country



4. British Abolitionists Political	
Sons of Africa	Led by Olaudah Equiano and Ottobah Cugoano. Wrote about their experiences and fought legal battles
The Abolition Society	Set up in 1787 by William Wilburforce who campaigned for gradual abolition through meetings and petitions
Elizabeth Heydrick	Abolitionist who made speeches at anti-slavery women's societies demanding slaves be freed immediately, boycotted sugar

5. Uprisings of Enslaved Peoples Political

Maroon Wars	Uprising in Jamaica against British slavers. Held off attack from British army and gained peace against the oppressors
Haitian Revolution	Toussaint L'Ouverture led a rebellion against French ownership. Defeated the British and French Empires

6. Abolition of Slavery Social

Positives	Negatives
Complete emancipation came 1838	Had to work off their slavery through apprentice system
No longer considered property of others	Little space for freedmen to live
Had a right to earn money	Descendants of enslaved people faced prejudice and inequality

Key Term	Definition
Abolish	To put an end to an established system or way of doing things
Apprenticeship	A system where previously enslaved people had to work on the plantations of their ex-masters, unpaid, for up to six years
Legacy	Something that is handed down from one period of time to another period of time
Civil War	A war between citizens of the same country
Memorial	A statue or structure, built to remind people of a person or an event
Compensation	Money awarded to someone for loss or damage they suffered as a result of your actions

1. Industrial Revolution Economic

Cause	Consequence
Britain was abundant with natural resources like coal and iron	Britain could industrialise and power factories easily
Farming was more efficient so required less workers	People began migrating to cities for work
Britain was capitalist	People wanted to make as much profit as possible

4. Key Terms

Key Term	Definition
Laissez-Faire	Policy of not allowing governments to interfere with businesses
MPs	Member of Parliament, elected to govern by the people
Capitalism	Economic and political system in which property and business is owned by private individuals
Industrial Revolution	Period between 1750-1900 that saw increase in number of factories
Slums	An area of a city in which living conditions and housing are very poor
TB	Tuberculosis, a disease that impacts someone's lungs
Cottage Industry	Industry based in the household

8. Impact on People Social

Social Group	Standard of living
Men	Had better paid jobs. Working conditions were very difficult. Gained reliable, year-round work
Women	Could work in mills for lower wages than men. Often worked in cottage industries selling home-made products
Children	Could work in mills from an early age. Would receive very low wages. Extremely dangerous work

2. Living Conditions Social

Location	Conditions
Inner cities such as Manchester or Bradford	Back-to-Back housing. Diseases like cholera and TB common. Smog impacted public health
Model villages such as Saltaire	More spacious houses, libraries and schools for residents
Rural Britain	Conditions were less polluted but they were far poorer

5. Key Inventions of Industrial Revolution Economic

Date	Invention
1764	Spinning Jenny which spun thread faster than by hand
1769	Water frame used power from waterwheel to power spinning machine
1765	Steam engine used coal to power machines in mills more efficiently
1779	Spinning mule combined the water frame and spinning jenny to increase production
1803	Steam train meant transporting goods across the country was much faster

9. Public Health Social

Date	Event
1848	First Public Health Act
1853	Compulsory childhood vaccination for smallpox
1854	John Snow discovers cause of cholera
1858	The Great Stink
1865	Joseph Bazalgette starts to build London's sewer system
1875	Second Public Health Act

3. Expansion of Empire Political

Trade Good	Location
Cotton, Sugar, Tobacco	The Americas
Rubber	Africa
Tea and Opium	Asia and Middle East
Spices	India
Gold and precious metals	Africa

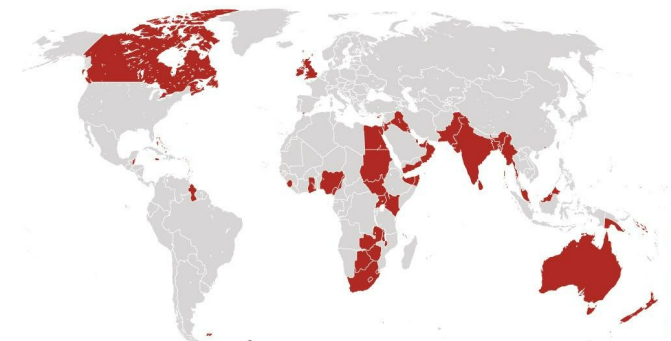
6. Imperial Benefits to Britain Political

Britain gained significant wealth from taxing trade goods from colonies
Britain had access to luxury goods like spices, tea, and gold
Britain had access to industrial goods like cotton, rubber, and metals

7. Consequences of Empire on colonies Political

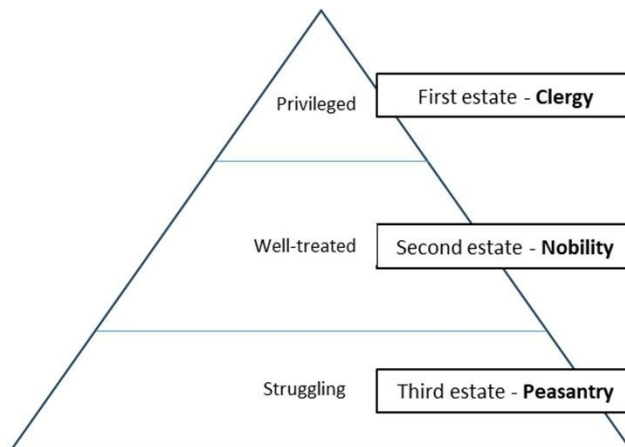
Forced to pay taxes to British Empire
Christianity was pushed onto indigenous peoples
Indigenous people lost many of their rights to self-govern

10. Map of British Empire 1900



1. Types of Government Political	
Name	Definition
Monarchy	A country ruled by a monarch
Republic	Democracy ruled by elected officials
Constitutional Monarchy	Country ruled by a monarch with elected officials such as Britain
Dictatorship	A country ruled by a single person with ultimate control

4. Ancient Regime Political/Social	
Characteristic	Impact
Monarchy	France was ruled by Louis XVI
Estate system	People were kept in strict social classes and could not change
Poverty	French people were starving and had little money
Revolutionary thought	New ideas of freedom and liberty were spreading



2. Reign of Terror Political
Led by Maximillien Robespierre
Executed anyone who stood against regime without trial or evidence
Used guillotine to decapitate prisoners
300,000 imprisoned, 17,000 executed
Would never return to monarchy

5. British Political System Political/Social
Before 1832 Reform Act
Poor representation of the people Small boroughs made it easy for MPs to "buy" votes Growing industrial towns like Manchester and Birmingham had no representation Men could only vote if they had property and a certain amount of money
After 1832 Reform Act
More men were allowed to vote as long as they were earning some form of money or paying rent Women were not allowed to vote 22 large towns were given political representation from two MPs 21 small towns were given political representation from one MP

8. Political Demonstration Social/Political	
Act	What does it look like
Rally	Large group of people come together to promote their cause
Petition	Gain signatures of all the people who support a particular movement
Riot	Groups of frustrated people attack the state or each other following a trigger event
March	Large group of people parade through a town to raise awareness for an issue

3. Write like a historian	
Sources	Applying Knowledge
Make an inference What can you learn from the source? What does the source show? Why has that detail been included?	Making a point What is the point you are making? How does this point impact the topic? Why is this point important?
Comment on context What is the source? When was the source created? Why was the source created? Why do these details matter?	Supporting your point How can you prove your point? Are there other views you could include? Which lens are you viewing this from? Have you included enough evidence?

6. Key phrases	
Because – Demonstrates explanation But – Demonstrates contrast So – Demonstrates consequence For example – Gives evidence This caused – Demonstrates causation Temporal prepositions – Chronology	The evidence suggests.... The source shows.... This is convincing because... On the other hand.... In conclusion.... This was significant because....

7. Lens	
Social	To do with people and their lives
Political	To do with government and how a country is run
Economic	To do with money, finance, and trade
Military	To do with armies, navies, and warfare
Religious	To do with religion and beliefs

9. Second Order Concepts	
Continuity and Change	What stayed the same? What changed?
Similarity and Difference	What was the same? What was different?
Cause and Consequence	Why did the event happen? What happened next?
Significance	Why was it important at the time and afterwards?
Sources and Interpretations	Why is this information valuable or convincing?

1 & 2

Atheism	The belief that there is no God	Faith	Having trust in someone
Science	Collection of knowledge through observations & tests	Omnipotence	All-powerful
Immanence	God acts within the world	Omnibenevolence	All-loving
Design Argument	God designed the world so He exists	Omniscience	All-knowing
Impersonal	God beyond understanding	Transcendent	God is beyond space & time
The Quran & Bible teaches believers to lead a good life & take care of others based on God's teachings.			

3 The Creation Story (in the Bible, Genesis)	4 This encourages responsibility by:	
<ul style="list-style-type: none"> This is how the world began. God created: Day 1- Light Day 2- <i>'God made the heavens & earth'</i> Day 3- Land & Sea Day 4- Sun, Moon & Stars Day 5- Fish & birds Day 6- Other animals, man & woman Day 7- God finished & rested 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as the designer of the world (Design argument) Treat others kindly Trust in God's plans 	<ul style="list-style-type: none"> Atheism: If God designed a beautiful world, how come there is evil & suffering? Why can't God stop people dying?

5 The Design Argument	The Quran teaches...	Atheists may argue...
<ul style="list-style-type: none"> God designed the universe Christians & Muslims believe God as the designer We have a responsibility to look after the world 	<ul style="list-style-type: none"> <i>'Contemplate the wonders of creation'</i> <i>'Do not be the aggressors'</i> 	<ul style="list-style-type: none"> People can still show irresponsibility; lying, killing, ignorance, backbiting... Some believe Big Bang Theory instead of design

6 Miracle Argument	The Bible teaches...	Atheists may argue...
<ul style="list-style-type: none"> Miracles break nature's laws The Bible; Jesus' resurrection The Quran; Moses parts sea Cured from incurable illness 	<ul style="list-style-type: none"> <i>'I am the LORD who heals you'</i> <i>'Jesus had risen'</i> 	<ul style="list-style-type: none"> Science can explain miracles 'Fake' miracles shown by people wanting fame, money, attention

7 The Quran's influence	The Quran teaches...	Some may argue...
<ul style="list-style-type: none"> Book of authority in Islam Guides diet/prayer/behavior Looking after the poor/weak Live like the Prophets 	<ul style="list-style-type: none"> <i>'Obey God & His Messenger'</i> <i>'God keeps an account of all actions'</i> 	<ul style="list-style-type: none"> We can still be responsible without holy books The Quran is not the only source of guidance in Islam

8 The Prophet's influence	The Quran teaches...	Some may argue...
<ul style="list-style-type: none"> Spread God's message Be truthful & patient Share with & care for others Do what is right even if it's hard 	<ul style="list-style-type: none"> <i>'The prophet is an excellent model'</i> <i>'He does not speak with his own desire'</i> 	<ul style="list-style-type: none"> We can be responsible by learning from other role models

9 The Bible's influence	The Bible teaches...	Some may argue...
<ul style="list-style-type: none"> The Bible is inspired by God It teaches to do good deeds 10 commandments, The Good Samaritan, Exodus, Creation Story... 	<ul style="list-style-type: none"> <i>'Serve the garden'</i> <i>'Love thy neighbour as yourself'</i> <i>'God loves a cheerful giver'</i> 	<ul style="list-style-type: none"> Responsibility is taught by family members, teachers & others We are stronger together We must be kind

10 Jesus' influence	The Bible teaches...	Many agree...
<ul style="list-style-type: none"> Jesus taught to love enemies Care for others – he healed the sick He gave himself up to clean humanity's sins through crucifixion (atonement) 	<ul style="list-style-type: none"> <i>Jesus taught the Parable of the Sheep & Goat; Jesus will divide the good & take them to heaven & the bad will go hell for being irresponsible.</i> 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as Jesus did Treat others kindly Trust in God's plans - there's a bigger picture

11	<i>Always unpack quotes</i>	Where is it from? The Bible / Quran teaches,	What does it mean? This could mean, This influences,	Why is it important? This signifies / highlights, This supports / challenges,
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1 & 2	
Biodiversity	The variety of plant & animal life
Wealth	A person's money/possessions
Pollution	Adding something toxic to the environment
Global warming	Release of greenhouse gases like CO2 heating the world
Stewardship	Look after the world & others
Climate Change	Changes in temperatures
Sustainability	Causing little or no damage to the environment
Compassion	Treat others like you want to be treated: Golden Rule

3

Sustainability is about meeting the needs of the future without damaging or compromising the future. For example, if we need more energy or fuel is chopping down trees the only answer? Some become **vegetarian** as it's good for the environment e.g., more water is used to prepare meat.

4	Reasons to be sustainable	Scripture teaches...	Some may argue...
	<ul style="list-style-type: none"> Slows climate change Reduces global warming & pollution & protects biodiversity Save resources for future generations 	<ul style="list-style-type: none"> '<i>Serve the garden</i>' (Bible) '<i>Do not cause corruption on earth</i>' (Quran) 	<ul style="list-style-type: none"> We need to do more to protect our biodiversity & climate e.g., planting, use renewable energy...

5	Christianity & Sustainability	The Bible teaches...	Some may argue...
	<ul style="list-style-type: none"> Must be good stewards God created the world & provides all (Creation Story) The world benefits us all; food, resources, animals We must give back too 	<ul style="list-style-type: none"> '<i>Love thy neighbour as yourself</i>' '<i>God loves a cheerful giver</i>' '<i>Jesus feeds 5000 (5 loafs & 2 fish)</i>' 	<ul style="list-style-type: none"> We are stronger together Jesus' taught to live simple lives – reduce excess

6	Islam & Sustainability	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Duty to respect biodiversity To pollute is to be reckless To care for the world is to set aside your ego & greed Respect natural world to survive 	<ul style="list-style-type: none"> '<i>Enjoin good & forbid evil</i>' '<i>Do no cause corruption on earth</i>' '<i>Don't walk arrogantly on earth</i>' 	<ul style="list-style-type: none"> The Prophet taught to live simple lives – reduce excess

Vegetarianism	7 & 8	Scripture teaches...	9	Some may argue...
<ul style="list-style-type: none"> Good for the environment as meat waste can pollute waters & damage biodiversity God hasn't made animal sacrifice compulsory (Islam) Muslims eat anything halal (permitted) so they can be vegetarians too Some Christians are as they believe all of creation must be saved. 	<ul style="list-style-type: none"> '<i>Thou shall not kill</i>' (Bible) '<i>Do not destroy the work of God</i>' (Bible) '<i>Don't let your stomachs become graveyards</i>' (Hadith) '<i>God taught the honey bee... their drink heals men</i>' (Quran) '<i>Contemplate the wonders of creation</i>' (Quran) 	<ul style="list-style-type: none"> Being vegetarian is a way of respecting biodiversity. Religion can inspire us to act in good, healthy ways Bees pollinate & support biodiversity 		

10	Is only sustainability important?	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Religions inspire us to solve other issues in the world Poverty, poor health, oppression, no education. Use wealth sensibly; no waste 	<ul style="list-style-type: none"> '<i>Hold the rope of God together</i>' '<i>Humanity is one community</i>' 	<ul style="list-style-type: none"> Sustainability is not the most important issue today due to poverty, wars & oppression. We must show compassion

11	Solutions to global warming	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Use clean energy; no coal/oil/gas Use wind, solar & water energy as they're sustainable (don't run out) Protect natural habitats with laws Protect oceans against plastics / chemicals 	<ul style="list-style-type: none"> '<i>Do not exceed limits</i>' '<i>Establish prayer & zakat</i>' 	<ul style="list-style-type: none"> Religious or non-religious people alone cannot bring change, we must work together

12	Always unpack quotes	Where is it from? The Bible / Quran teaches,	What does it mean? This could mean, This influences,	Why is it important? This signifies / highlights, This supports / challenges,

1 ¿Qué te gusta comer? – What do you like to eat?

Me gusta (mucho) comer ...	I (really) like eating ...
No me gusta (nada) comer ...	I don't like eating ... (at all).
A veces como ...	I sometimes eat ...
Nunca como ...	I never eat ...
Me gusta beber ...	I like drinking ...
Nunca bebo ...	I never drink ...
Normalmente como ...	Normally I eat ...
El fin de semana pasado comí ...	Last weekend I ate ...
Mañana voy a comer ...	Tomorrow I'm going to eat ...
el agua	water
El arroz	rice
La carne	meat
Los caramelos	sweets
El pescado	fish
El queso	cheese
El marisco	seafood
Los huevos	Eggs
Las hamburguesas	Hamburgers
¡Qué asco!	How disgusting
¡Qué rico!	How delicious!
Prefiero comer..	I prefer to eat...
Es asqueroso/a	It is disgusting
Es rico/a	It is delicious
Son asquerosos/as	They are disgusting
Son ricos/as	They are delicious

2. Las comidas- different meals

¿Qué desayunas?	What do you eat for breakfast?
¿Qué comes?	What do you eat for lunch?
¿Qué meriendas?	What do you eat for tea?
¿Qué cenas?	What do you eat for supper/dinner?
Desayuno ...	For breakfast I eat ...
Como ...	For lunch I eat ...
Meriendo ...	For tea I eat ...
Ceno ...	For supper/dinner I eat ...
carne con verduras	meat with vegetables
cereales	cereal
fruta	fruit
galletas	biscuits
magdalenas	fairy cakes
pasta	pasta
patatas fritas	chips
pescado con ensalada	fish with salad
pizza	pizza
pollo	chicken
tostadas	toast
un bocadillo	a sandwich

3. Las comidas- different meals - continued

¿Qué bebes?	What do you drink?
Bebo ...	I drink ...
Cola Cao	Cola Cao (drinking chocolate)
té	Tea
zumo de naranja	orange juice
No meriendo	I don't have tea.
No desayuno nada	I don't have anything for breakfast.
Nunca como	I never have lunch.
¿A qué hora desayunas/cenas?	At what time do you have breakfast/ dinner?
Desayuno a las ocho	I have breakfast at eight o'clock.
Como a mediodía	I have lunch at midday.
Ceno después de las nueve	I have dinner after nine o'clock.

4. En el restaurante - In the restaurant

¿Qué vas/va a tomar?	What are you (familiar/polite) going to have?	una paella (de mariscos)	a (seafood) paella
De primer plato ...	As a starter ...	una sopa	a soup
De segundo plato ...	As a main course ...	unas gambas	some prawns
De postre ...	As a dessert ...	¿Para beber?	And to drink?
quiero ...	I'd like ...	(Quiero) ..., por favor	(I want/I'd like) ..., please.
fruta	fruit	Agua	water
pescado	fish	una Coca-Cola	a Coca-Cola
pollo	chicken	una limonada	a lemonade
un flan	a crème caramel	Tengo hambre	I'm hungry.
un helado (de chocolate)	a (chocolate) ice-cream	No tengo hambre	I'm not hungry.
una ensalada	a salad	Tengo sed	I'm thirsty.

5. ¿Qué vamos a comprar?

¿Qué vas a traer/comprar?	What are you going to bring/buy?
Voy a traer/comprar	I am going to bring/buy
guacamole	guacamole
quesadillas	quesadillas
un kilo de ...	a kilo of ...
dos kilos de ...	two kilos of ...
medio kilo de ...	half a kilo of ...
Un paquete de	A packet of..
Una botella de..	A bottle of..
Aguacetes	Avocados
Limonada	Lemonade
Queso	cheese

6. La fiesta- the party

normalmente	normally
generalmente	generally
Los viernes	On Fridays
El fin de semana pasado	Last weekend
El año pasado	Last year
La semana pasada	Last week
El fin de semana que viene	The coming weekend
El año que viene	The coming year
El próximo viernes	Nesxt Friday
siempre	Always
Nunca	Never
A veces	Sometimes
De vez en cuando	From time to time
Una vez a la semana	Once a week
Los fines de semana	At weekends
Los lunes	On Mondays

7. La fiesta- the party

Llevo	Present tense	I wear
Vivo	Present tense	I live
Es	Present tense	It is
Me gusta	Present tense	I like
Se puede	Present tense	You can
Me gustaría + infinitive	Conditional Tense	I would like to...
Quisiera + infinitive	Subjunctive mood	I would like to...
Bailé	Preterite tense	I danced
Llevé	Preterite tense	I wore
Fui	Preterite tense	I went
Hablé	Preterite tense	I spoke
Hice	Preterite tense	I did
Monté	Preterite tense	I rode
Jugué	Preterite tense	I played
Comí	Preterite tense	I ate
Salí	Preterite tense	I went out
Nadé	Preterite tense	I swam
Leí	Preterite tense	I read
Escuché	Preterite tense	I listened
Saqué fotos	Preterite tense	I took photos
Mandé	Preterite tense	I sent
Voy a llevar	Future tense	I am going to wear
Va a llevar	Future tense	S/he is going to wear
Voy a ir	Future tense	I am going to go
Voy a ver	Future tense	I am going to see
Voy a hacer	Future tense	I am going to do / make
Va a jugar	Future tense	He / she is going to play
Me gustaría hacer	Conditional Tense	I would like to do
Me gustaría montar	Conditional Tense	I would like to ride
Me gustaría jugar	Conditional Tense	I would like to play
Ahora	Present tense	Now
Normalmente	Present tense	Normally
A veces	Present tense	Sometimes
Nunca	Present tense	Never
Ayer	Past tense	Yesterday
En el futuro	Future tense	In the future

8. Te gustaría- would you like....

¿Te gustaría ...?	Would you like ...?
ir al parque	to go to the park
ir a la bolera	to go to the bowling alley
ir de compras	to go shopping
Ir al cine	To go to the cinema
Ir al centro comercial	To go to the shopping centre
Ir al museo	To go to the museum
Ir a la pista de hielo	To go to the ice rink
ir al polideportivo	To go to the sports centre
Venir a mi casa	To come to my house

9. ¿Dónde quedamos?- where shall we meet?

¿Dónde quedamos?	Where shall we meet?
delante de la discoteca	in front of the disco
detrás del centro comercial	behind the shopping centre
en el parque	in the park
en la bolera	in the bowling alley
en la calle	in the street
en tu casa	at your house
De acuerdo.	OK.
Vale.	OK.

10. Excusas- excuses

Lo siento, no puedo.	I'm sorry, I can't.
No puedo salir.	I can't go out.
¿Por qué?	Why?
Porque ...	Because ...
no quiero	I don't want to
no tengo dinero	I don't have any money
no tengo tiempo	I don't have any time
Tengo que ...	I have to ...
hacer mis deberes	do my homework
lavarme el pelo	wash my hair
ordenar mi dormitorio	tidy my room
pasear al perro	walk the dog

11. La rutina diaria- daily routine

¿Qué haces por la mañana?	What do you do in the morning?
Por la mañana ...	In the morning ...
me despierto	I wake up
me levanto	I get up
me ducho	I shower
me peino	I comb/brush my hair
me visto	I get dressed
desayuno	I have breakfast
voy al instituto	I go to school
¿Qué haces por la tarde?	What do you do in the evening?
Por la tarde ...	In the evening ...
hago mis deberes	I do my homework
ceno	I have dinner/supper
veo la televisión	I watch TV
me lavo los dientes	I brush my teeth
me acuesto	I go to bed
Por la noche....	At nighttime...
Duermo	I sleep

12. La ropa - clothes

¿Qué llevas normalmente los fines de semana	What do you normally wear at the weekends?
Normalmente los fines de semana llevo..	Normally at the weekends I wear
Si pudiera me gustaría llevar	If I could I would like to wear
un jersey	A jumper
Un vestido	A dress/ a suit
Una camisa	A shirt
Una camiseta	A t-shirt
Una falda	A skirt
Una gorra	A hat
Una sudadera	A sweatshirt
Unos pantalones	trousers
Unos vaqueros	Jeans
Unos zapatos	Shoes
Unas botas	Boots
Unas zapatillas de deporte	trainers

13. Los colores - colours

	masc	fem	masc pl.	fem pl.
red	rojo	roja	rojos	rojas
white	blanco	blanca	blancos	blancas
black	negro	negra	negros	negras
yellow	amarillo	amarilla	amarillos	amarillas
purple	morado	morada	morados	moradas
blue	azúl	azúl	azules	azules
brown	marrón	marrón	marrones	marrones
grey	gris	gris	grises	grises
green	verde	verde	verdes	verdes
pink	rosa	rosa	rosa	rosa
orange	naranja	naranja	naranja	naranja

Year 8 Urdu: Cycle 2

8.1 Holiday Activities

Urdu	Roman Urdu (pronunciation)	English
چھٹیاں	chuTTiyaan	holidays
سرگرمی	sarrgharmee	activity
کھیلنا	khaylnaa	to play
دیکھنا	daykhnaa	to see
خریدنا	khreednaa	to buy
جانا	jaanaa	to go
سفر کرنا	saffar karrna	to travel
خوبصورت نظارے	khoobsoorat nzaaray	beautiful scenery
قلعہ	qilaa	castle
محل	mahell	palace
تحفے	tuhfay	presents
باہر کا ملک	baahir kaa mulk	foreign country
کشتی چلانا	kashtee chlaanaa	ride a boat
سمندر کے کنارے	samandar kay kinaaray	seaside

8.2 Describing a Holiday

میں گیا / گئی	mai gyaa/ee	I went (m/f)
میں ٹھہرا / ٹھہری	mai Tehraa/ee	I stayed (m/f)
میں نے کھیلا	mai nay khaylaa	I played
میں نے دیکھا	mai nay daykhaa	I saw
میں نے خریدا	mai nay khreedaa	I bought
میں نے تیراکی کی	mai nay tairaaki kee	I went swimming
ہم پہنچے	ham pahonchay	We arrived
رات کو	raat ko	at night
دن کو	din ko	during the day
کتنی دیر کے لیے؟	kitnee dayr kay liyay?	For how long?
ایک ہفتہ	ayk hafta	a week
تین دن	teen din	three days
ہوائی اڈا	hwaai aDDaa	airport

8.4 Transport – zaraaae aamd-o-raft

میں نے _____ سے سفر کیا۔	mai nay _____ say saffar kiyyaa	I travelled by _____
بس	bus	bus
گاڑی	gaaRee	car
سائیکل	cycle	cycle
ریل گاڑی	rayl ghaaRee	train
ہوائی جہاز	hwaai jahaaz	aeroplane
بحری جہاز	behri jahaaz	ferry, ship
کشتی	kashtee	boat
پیدل	paidal	on foot

8.5 Fruits – phal

Urdu	Roman Urdu (pronunciation)	English
کیلا	kaylaa	banana
سیب	sayb	apple
مانا	maalTa	orange
ناشپاتی	naashpaati	pear
انگور	angoor	grapes
خربوزہ	kharrbooz	melon
تربوز	tarrbooz	watermelon
آم	aam	mango
کھجور	khajoor	dates
انار	anaar	pomegranate
انناس	ananaas	pineapple
امرود	amrood	guava
آڑو	aaRoo	peach
لیموں	laymoo	lemon

8.6 Vegetables – sabzi

آلو	aaloo	potato
پیاز	pyaaz	onion
لہسن	lehsan	garlic
پالک	paalak	spinach
لوبیا	lobiyaa	beans
مٹر	maTar	peas
مولی	mooli	raddish
گاجر	gaajar	carrot
کھیرا	kheeraa	cucumber
کدو	kaddoo	pumpkin
پھول گو بھی	phool ghobi	cauliflower
بیٹنگ	baingan	aubergine

8.7 Likes & Dislikes – pasand & naapasand

مجھے ناپسند ہے۔	mujhay _____ naapasand hai	I dislike _____
مجھے اتنا پسند نہیں ہے۔	mujhay _____ itnaa pasand nehi	I don't like _____ that much
مجھے _____ سے نفرت ہے۔	mujhay _____ say naffrat hai	I hate _____
مجھے _____ دلچسپ لگتا ہے۔	mujhay _____ dillchasp lagtaa hai.	I find _____ interesting.

8.8 Food & Drink – khaana peena

ناشتہ	naashta	breakfast
دوپہر کا کھانا	dopehr kaa khaana	lunch
رات کا کھانا	raat kaa khaana	evening meal
دودھ	doodh	milk
ڈبل روٹی	Dabal roTi	bread
انڈا	anDaa	egg
چائے	chaa-ay	tea
دلیہ	dalya	porridge/ cereal
پھلوں کا رس	phalo ka rass	fruit juice
پانی	paanee	water
دہی	dahee	yoghurt
چھچھلی	machhlee	fish
تلے ہوئے آلو	talay huway aaloo	chips
سالن	saan	curry
روٹی	roTi	chapatti
شہد	shehd	honey
گوشت	goasht	meat
دال	daal	lentils

8.9 Shops – dukaanay		
خریداری کرنا	khreedaaaree karrnaa	to shop
کپڑوں کی دکان	kapRo kee dukaan	clothes shop
ڈاک خانہ	Daak khaana	post office
کتابوں کی دکان	kitaabo ki dukaan	bookshop
بجلی کے سامان کی دکان	bijjlee kay samaan kee dukaan	electrical store
قصاب	qassaab	butchers
سنار کی دکان	sunaar kee dukaan	jewellers

8.10 Pocket money - jayb kharch		
میں خرچ کرتا/تی ہوں۔	mai __ kharch karrtaa/ee hoon.	I spend __.
پانچ پونڈ	paanch pound	five pounds
میں پیسے بچاتا/تی ہوں۔	mai paisay bachata/ee hoo	I save money
آپ کو کتنے پیسے ملتے ہیں؟	aap ko kitnay paisay milltay hain?	How much money do you get?
مجھے ملتا ہے۔	mujhay __ milltay hain.	I get __.
میں خریدتا/تی ہوں۔	mai khreedtaa/ee hoon	I buy __.

8.11 Going shopping – khreedaaari karrna		
رعایت	riaayat	sale
خریداری کرنا	khreedaaaree karrnaa	to shop
کپڑے پہن کر دیکھنا	kapRay pehn kar daykhnaa	to try on clothes
خریداری کی ٹوکری	khreedaaari kee Tokri	shopping basket
زیورات	zaywraat	jewellery
قیمت	qeemat	price
تظار	qitaar	queue

8.12 Technology & Mobile Phones		
ٹیکنالوجی	teknaalaji	technology
موبائل فون	mobile phone	mobile phone
لیپ ٹاپ	laip Taap	laptop
آئی پیڈ	l-pad	l-pad
ٹیبلیٹ	Tablet	Tablet
میڈیا	media	media
گھنٹی کی آواز	ghanTee ki aawaaz	ringtone
پیغام	paighaam	message
معلومات	maaloomaat	information
حفاظت	hifaazat	protection
احتیاط	ihtiyaat	precaution

8.13 Using Technology		
پرنٹ کرنا	print karrna	to print
فون کرنا	phone karrna	to call
استعمال کرنا	isstimaal karrna	to use
وصول کرنا	wsool karrna	to receive
بھیجنا	bhayjna	to send
اپ لوڈ کرنا	upload karrna	to upload
مٹانا	miTaana	to delete
ڈھونڈنا	DhooNDh-na	to search
ڈاؤن لوڈ کرنا	Download karrna	to download
آگے بھیجنا	aagay bhayjna	to forward
شیئر کرنا	share karrna	to share

Masculine and Feminine

In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair (*kurrsee*) is considered to be a feminine word whereas the Urdu word for door (*darrwaaza*) is considered to be masculine. Adjectives used to describe nouns will agree with them e.g. peelee kurrsee (yellow chair) and peela darrwaaza (yellow door).

Pronouns

Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is here or there. If it is here, we use *yay*. If it is there, we use *wo*. So, the word *wo* is used for **that** and also, **he, she, they** and **it**. Similarly, *yay* is used for **this** and also for **he, she, they** and **it**.

Important Verbs		
میں گیا/گئی	mai gyaa/ee	I went (m/f)
ہم گئے	ham ga-ay	We went
میں جاتا/تی ہوں۔	mai jaataa/ee hoon	I go (m/f)
ہم جاتے ہیں۔	ham jaatay hain	We go
میں ٹھہرا/ی	mai Tehraa/ee	I stayed (m/f)
ہم ٹھہرے	ham Tehray	We stayed
میں ٹھہرتا/تی ہوں۔	mai Tehrtaa/ee hoon	I stay
ہم ٹھہرتے ہیں۔	ham Tehrtay hain	We stay
میں نے دیکھا	mai nay daykhaa	I saw
ہم نے دیکھا	ham nay daykhaa	We saw
میں دیکھتا/تی ہوں	mai daykhtaa/tee hoon	I see
ہم دیکھتے ہیں	ham daykhtay hain	We see
میں سفر کرتا/تی ہوں۔	mai saffar karrta/ee hoon	I travel (m/f)
میں نے سفر کیا۔	mai nay saffar kiyaa	I travelled

Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word *uncle* or *long*.

CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.

Observational drawing is **drawing what you see from real life in front of you**. It could be a flower, a person, a still life, a landscape. But it's drawing what you see in front of you as realistically and as true to life as possible.



1



Drawing from **imagination** is really drawing from memory—just really long-term memory, putting together bits of memories to make something new.

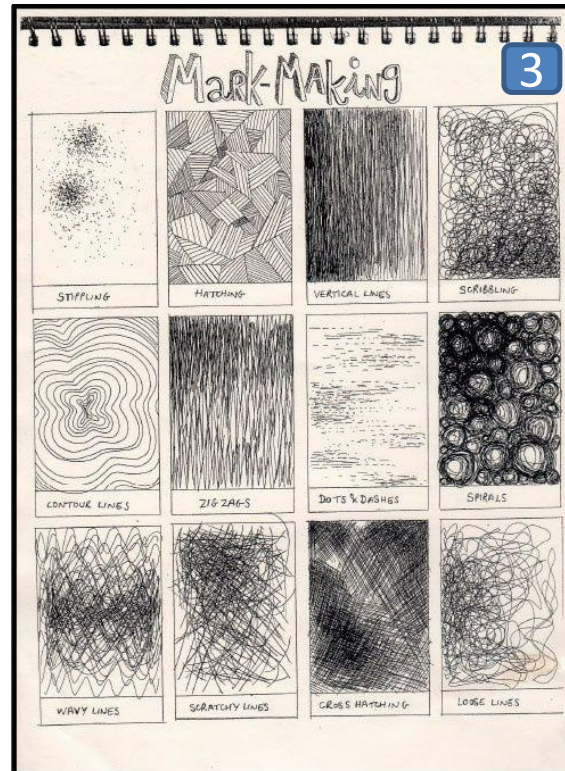
Abby Diamond

Abby Diamond is a freelance Illustrator. She creates artwork for musicians, children's books, tattoo designs and t-shirt designs.

She has always loved birds, wildlife and nature and originally went to college with the intent to become a scientific illustrator. Abby uses pen, waterproof ink, watercolour paint and dye or markers in her paintings as she finds wet media experimental to work with and likes how watercolour paint behaves differently during the painting process.



2



3

Graduated shading



5

Key Words

6

1. Texture & Mark-Making

2. **Shape** A 2D area that is enclosed by a line. E.g. square, circle, rectangle.

3. **Form** (3D) objects that have three dimensions. 3-D shape E.g. sphere or Head

Line Type of mark contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

5. **Tone** The lightness or darkness of something – how dark or light a colour appears.

6. **Pattern** shape put into repeated form

7. **Subconscious Mind** = *the part of your mind that is active when you dream – these are sometimes thoughts you don't even know you're having!*

8. **Automatism** = *Drawing, doodling or writing without really thinking*

9. **Exquisite Corpse** = *A game the Surrealist's used to play that involved folding a piece of paper and taking turns to draw body parts on each section.*

10. **Composition** = *How you combine all of the parts of a piece of art together.*

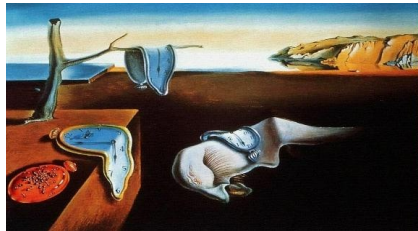
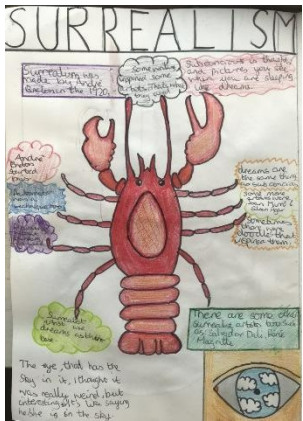
11. **Tonal Gradient** = *Tone that goes from dark to light gradually. Like a fade, blending or an ombre.*

12. **Slip and score** = *a way to attach clay together*

Key Knowledge : Surrealism

- Surrealism was started in 1920 by the writer Andre Breton
- Surrealist artists were interested in dreams and the 'subconscious mind'
- They were also inspired by a process called 'automatism'
- Some Famous Surrealist's : Salvador Dali (Spanish), Rene Magritte (French), Dorothea Tanning (American), Man Ray (American)
- Surreal art work is usually strange, scary, weird, silly or funny!

7



Watercolour Techniques

9

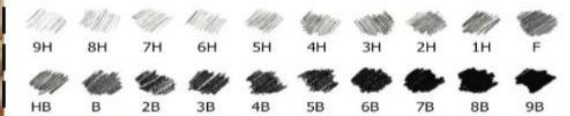


Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



10

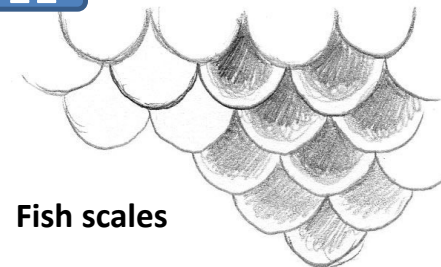


Exquisite Corpse Drawing

A style of imaginative drawing invented by the Surrealist artists to develop ideas

8

11



Fish scales



This cycle we will be designing and making our own chocolate bar this will include the brand, logo and bar itself.

1. Pictorial

(Illustrative Representation)



Apple



Merrill Lynch



Lacoste



Starbucks

2. Letterforms

(Monogram-like)



McDonald's



H & M



General Mills



Unilever

3. Emblems

(Contained in or Referencing a Shape)



Harley-Davidson



The Salvation Army



Samsung



Ups

4. Wordmarks

(Stylized Type, No Symbol)



5. Abstract

(Symbolic)



Merck



Nike



Sprint



Mercedes

6. Characters

(Brand Mascot)



Piggy Wiggly



Michelin

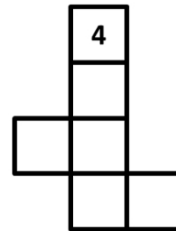
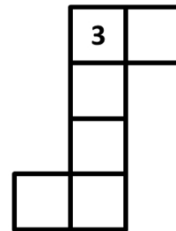
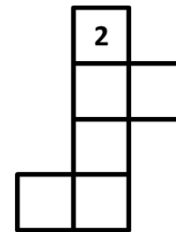
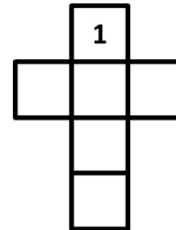


Starkist



Planter's

Box Nets:



Key Vocabulary:

Net (verb) is a flat two-dimensional shape, which contains score lines and when is folded and glued together forms a three-dimensional shape.

Marking out (verb) is the process of transferring a design or pattern to a workpiece.

Metal Rule (noun) is a basic measuring tool used to create accurate measurements.



Try-square (noun) is a tool used to check and mark right angles in construction work.



Coping saw (noun) is a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.



Imperfection (noun) a fault, blemish, or undesirable feature.

File (noun) is a *tool* to remove fine amounts of material from a workpiece.



Sandpaper (noun) with sand or another abrasive stuck to it, used for smoothing or polishing woodwork or other surfaces.



Design (noun) a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Surface (noun) the outside part or uppermost layer of something.

Decoration (noun) the process or art of decorating something.

Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.

Section 1 Top 5 tips when taking a Photograph



Lighting— Do not face the sun, your subject needs the most light. Think about Shadows too.



Angle Matters— Think about the meaning of your photograph and the impact you want.



Composition— There is more than your subject, consider the background too. Do you need to think about the rule of thirds? Get closer to your subject.



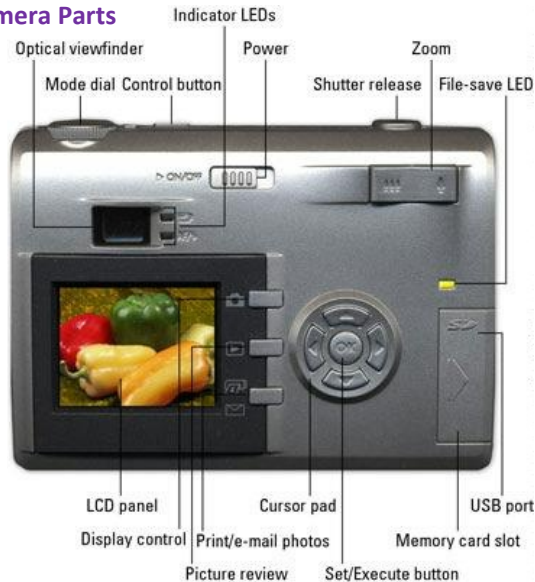
Do not Shake— Hold your breath and keep your elbows in tightly when you press the button.



Get Creative— Be adventurous when taking photographs, take multiple photographs with different angles. Use a torch, get really close and have fun.

Section 2 Digital Camera Parts

The digital camera has the capability to take photographs and store them digitally through memory cards. They have limited functions and their capture method is to 'point and shoot'.



Section 3 Photography Rules

	Rule of Thirds Position subject on the crosshairs		Framing Frame subject with surrounding objects - buildings, people, trees
	Repetition Look for repeating objects - pile of fruit, row of poles etc		Leading Lines Road, rails, lines of lampposts, buildings etc leading to subject
	Negative Space Leave space for subject to move into		Colour Use complimentary or opposing colours in background
	Balancing Elements Balance background interest with foreground subject		Differential Focus Subject in sharp focus to guide the eye
	Symmetry Half of the image is a mirror of the other half		Patterns Look for naturally occurring & constructed patterns
	Depth (layers) Position subject in front of and behind objects to create 3D depth		Depth of Field Blur background &/or foreground to separate your subject
	Viewpoint Photograph from different angles - get low, get high		Triangles & Diagonals Look for diagonals in a scene, create triangles
	Fill the Frame Get in close and fill the frame with your subject		Simplicity Cut out distractions - get close, blur background, darken background
	Left to Right Rule Moving subjects should go from left of frame to right of frame		Rule of Space Leave space around your subject
	Rule of Odds Look for odd numbered design elements - 3 arches, 5 windows etc	brought to you by www.thelenslounge.com	



Section 4 Slinkachu and Peter Root

Slinkachu (Devon, UK) has been “abandoning” his miniature people on the streets of cities around the world. His work embodies elements of street art, sculpture, installation art and photography and has been exhibited in galleries and museums globally.

Peter Root’s work involves turning staples into Cityscapes. Thousands of staples are stacked and aligned to look like cities. These are then Photographed using strong depth of field and focus. There are many hours put into these.



Section 5 Key Vocabulary

Ambient light/Natural light Is the light that is already present in the scene you are shooting.

Camera Angle Is the specific location at which the camera is located so it can take the shot.

Contrast (noun) Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa.

Depth of Field (noun) is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.

Exposure (noun) Is the amount of light entering the camera’s sensor. Too much light and the image is overexposed and not enough light and it’s underexposed.

Focal Point (noun) Is the main part of the image or a point of interest within the image.

Blur (noun) The loss of sharpness in a photographic image resulting from motion of the subject or the camera during exposure.

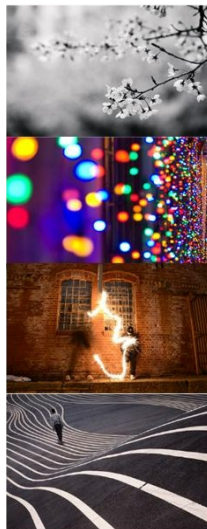
Section 6 The Formal Elements

Black & White— Images that have zero colour. It consists of shades of grey tone.

Colour— Images that capture the full spectrum of colour.

Experimental— Are the use of capturing images in the non- traditional way. It's about taking your photographs beyond the norm to create unique pieces of art.

Line— A line in a photo is a point that moves, leading towards something. Some obvious, and some are implied. The viewer's eyes are naturally drawn along.



Pattern— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

Perspective— The sense of depth or spatial relationship between objects in a, along with their dimensions with respect to what viewer of the image sees.

Texture—An image that shows the visual quality of the surface of an object. Texture brings life and vibrancy to images that would otherwise appear flat and uninspiring.

Tone— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.



During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods.

In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will apply your understanding of healthy food balance by using the eat well guide, designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy.

The main aim of these projects is, food waste, seasonal food and food miles.

Environmental impacts of food production and transportation Section 1

Growers of food have a responsibility to make sure that our food is safe but also that the environment is not damaged so plants and wildlife can continue to grow. The use of fertilizers and pesticides mean that farmers can grow lots of crops and sell them for more money than if the crops are let to grow naturally (organic farming).

Processing and transporting our food by planes, cars, trains and boats uses fuel which is expensive and pollutes the air (CO2) this is creating global warming and leading to ice caps melting and lots of animals not surviving.

By buying locally sourced products reduces the amount of time and money spent from the advantage of fresh and you support local growers. For example, buying locally sourced also reduces the amount of food that has to be imported from abroad.



Each year millions of pounds of food is wasted in transportation, production and households throwing away surplus food. We are being encouraged to buy only what we need and recycle food and packaging where possible.



Key Vocabulary Section 2

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Rural (adjective) - means relating to farming or country life
Industry (noun) any large-scale business activity or a type of productive manufacture or trade.

Agriculture (noun) - is the science, art and business of farming
Vitamins (noun) Are found in food and only needed in small amounts.

Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.

Function of ingredients (noun) The job that the ingredient does in cooking.

Millilitres (noun) A small amount of liquid: one thousandth of a litre

Grammes (noun) a unit of measurement which is one thousandth of a kilogram.

Protein (noun) Part of all living organisms skin, muscle and hair.

Carbohydrate (noun) including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.

Modifications (noun) changes to make something better.

Evaluation (noun) making a judgement about something.

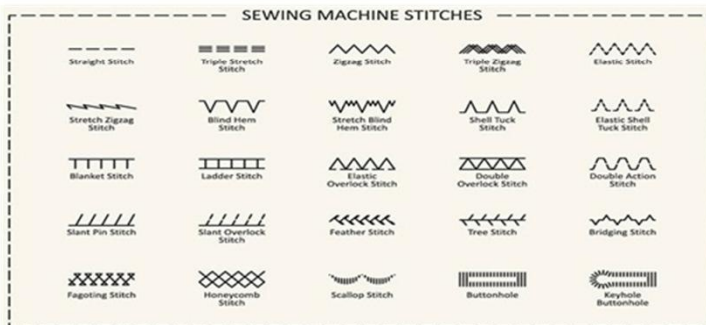
Seasonal foods Section 3

	Fruit	Veg
January February	Apples, Pears	Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash
March April	Rhubarb	Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli, Radishes, Sorrel, Spring Greens, Spring Onions, Watercress
May June	Rhubarb, Strawberries, Blackcurrants, Cherries, Gooseberries, Raspberries, Redcurrants, Rhubarb, Strawberries, Tayberries	Asparagus, Aubergine, Beetroot, Broad Beans, Broccoli, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Elderflowers, Lettuce, Marrow, New Potatoes, Peas, Peppers, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Turnips, Watercress
July August September	Blackberries, Blackcurrants, Blueberries, Cherries, Gooseberries, Greengages, Loganberries, Raspberries, Redcurrants, Rhubarb, Strawberries	Aubergine, Beetroot, Broad Beans, Broccoli, Carrots, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Fennel, French Beans, Garlic, Kohlrabi, New Potatoes, Onions, Peas, Potatoes, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Tomatoes, Turnips, Watercress, Summer Squash, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms
October November December	Apples, Blackberries, Elderberries, Pears, Cranberries	Aubergine, Beetroot, Broccoli, Brussels Sprouts, Butternut Squash, Carrots, Cauliflower, Celeriac, Celery, Chestnuts, Chicory, Chillies, Courgette, Cucumber, Kale, Leeks, Lettuce, Marrow, Onions, Parsnips, Peas, Potatoes, Pumpkin, Radishes, Rocket, Runner Beans, Spinach, Spring Greens, Spring Onions, Summer Squash, Swede, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms, Winter Squash

This cycle we are going to be creating a tie-dye pattern and working on embroidery inspired by a country or culture of your choice.

Health and Safety rules when using a sewing machine:

- ◆ Long hair must be tied back.
- ◆ Bags and equipment should be put away.
- ◆ Always sit down when using a sewing machine.
- ◆ 1 scholar per machine at all times.
- ◆ Keep your fingers away from the needle.
- ◆ Use the foot pedal slowly.
- ◆ Put the machines back exactly as you found them.



Key Equipment and it's use:

Sewing Machine: This is used to stitch fabric together faster and neater.

Needle: This is used to stitch by hand using thread.

Cotton Thread: This is used with a needle to stitch.

Pins: These are used to hold fabric in place.

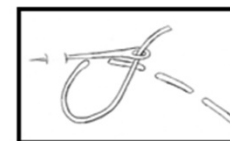
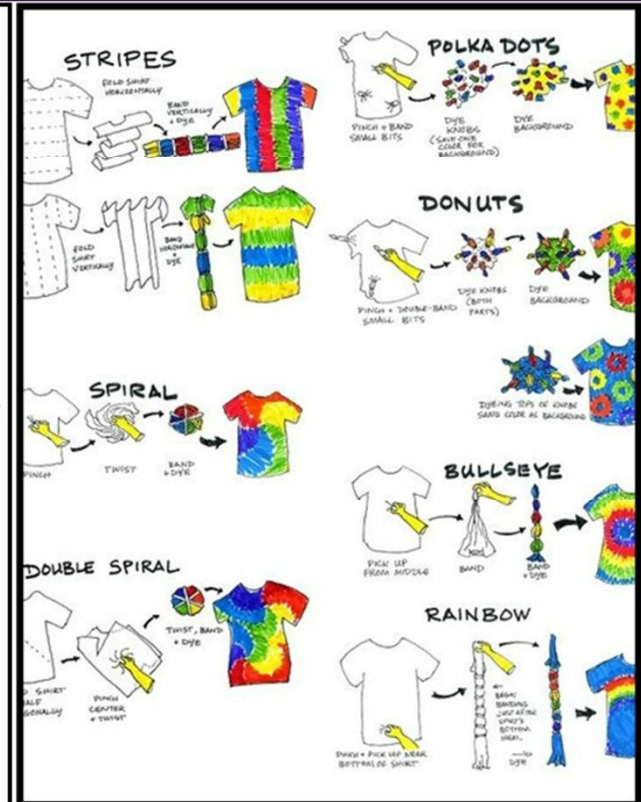
Stitch Ripper: This is used to remove incorrect stitches.

Velcro: This is used to hold 2 edges of fabric together.

Embroidery: This is the process of decorating fabric using thread to create a pattern.

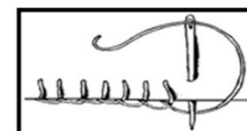
TIE DYE

Tie-dyeing is a method by hand in which coloured patterns are produced in the fabric by gathering together many small portions of material and tying them tightly with string or elastic bands before dipping or covering the fabric in dye. The string or elastic bands resist the dye therefore creating a pattern.



Hand Stitches:

Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.



Blanket Stitch: a buttonhole stitch used on the edges of a blanket or other material.

Terminology and Techniques

Text/ Script	The written drama piece/script.
Tableux	A 'frozen picture' that tells a story. Costume and props are needed, and physicality used to show emotion.
Technical	Technical equipment and systems for example sound, lighting and computer generated effects.
Protagonist	The main character in a piece of drama.
Thought Tracking	An exercise that allows the inner thoughts of a character or role to be heard out loud. The participant is asked to say their characters thoughts and feelings at specific points during their acting.
Plot	The storyline of a piece of drama.
Scene	A sequence of continuous action in a play.
Rehearse/ Rehearsal	A practice or trial performance of a play.
Flashback	Enacting a moment from a character's remembered past, this can help gain an understanding of the character and provide a 'back story'.
Entrances & Exits	Where a character enters and exits their scene.
Level(s)	How the actors sit, kneel or stand on stage, to show status.
Multi-role	When an actor plays more than one role

Physical Skills

Facial Expressions	Using the face to express that characters feelings and emotions.
Gesture	An expressive movement of the body, or something that is said or done to show a feeling, i.e. a wave.
Body Posture	The position of the body to communicate a character, i.e. standing with a straight back, to show you have higher status than another character.
Body Language	The way in which our bodies communicate our character's attitudes. Using your body to show emotions or hidden feelings.
Movement	The process of moving the body on stage to express feelings, or emotions.
Audience	The spectators who watch the performance.
Off-Stage	The area 'back stage' where the audience can't see the actors
Character	The person/persona an actor wishes to convey.
Status	The level of society a character is in.
Improvisation	To perform quickly in response to something, without previous planning.



Vocal Skills

Dialogue	The spoken script on stage.
Direct Address	When an actor speaks directly to the audience, e.g. in pantomime.
Communal Voice	A variation on chorus work where a group of performers speaks with 'one voice'.
Intonation	Variation of spoken pitch that is not used to distinguish words, but the attitudes and emotions of the speaker. For example questions, feelings, statements.
Language Register	The level of formality with which you speak. Different people and situations call for different registers. For example talking to a teacher and your friends.
Monologue	One person speaking, either delivering a speech or thoughts and feelings to the audience.
Vocal Pace	The speed in which an actor delivers their lines.
Vocal Pause	Pausing lines to create dramatic effect such as tension.
Vocal Tone	The way that you speak, using 'intonation' to add feelings, emotions or sub-text.
Vocal Projection	Using the voice so that all the audience can hear.
Sound	Any music, sound effects or other sound used on stage created by electronics, actor's bodies or instruments. Sound is used to create atmosphere, or mood.
Pitch	The 'highness' or 'lowness' in the tone of the voice.

3	Fortissimo	<i>ff</i>	VERY LOUD
	Forte	<i>f</i>	LOUD
	Mezzo-forte	<i>mf</i>	Fairly Loud
	Mezzo-piano	<i>mp</i>	Fairly Soft
	Piano	<i>p</i>	Soft
	Pianissimo	<i>pp</i>	Very Soft

DR SMITH MUSICAL ELEMENTS

D **DYNAMICS**
How loud or quiet
The volume of the music

R **RHYTHM**
A pattern of long and short sounds

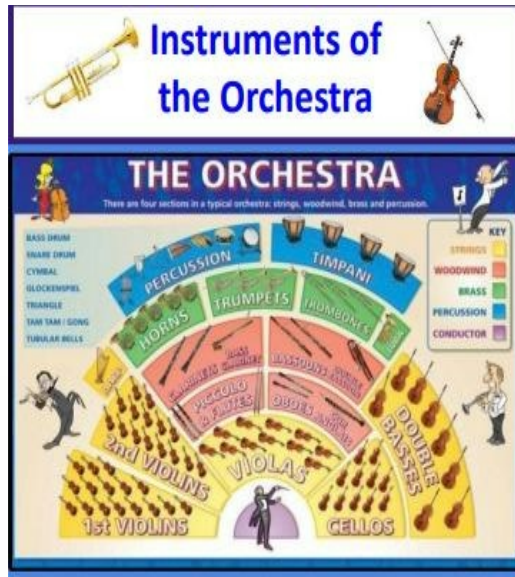
S **STRUCTURE**
The order the different sections of a song or piece of music are played in

M **MELODY**
A series of different tones, notes or sounds, in a piece of music

I **INSTRUMENTATION**
The combination of musical instruments used in a piece of music

T **TIMBRE, TONALITY, TEMPO**
Timbre - the quality of the sound
Tonality - major or minor
Tempo - the speed of the music

H **HARMONY**
The sound created when two or more sounds of different pitches are played at the same time



Instruments of the Orchestra

Section 1 - Key Terms

- ORCHESTRA** – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a large orchestra can have between **80-100+** performers.
- CONDUCTOR** – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the **TEMPO** and **BEATS/TIME**. Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO**, and mood.
- FAMILIES/SECTIONS** – 4 families or sections: **STRINGS, WOODWIND, BRASS** and **PERCUSSION**.
- TUNING UP** – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. **PITCH** - The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note. The **OBOE** always sounds the note '**A**' which all other instruments **TUNE** to.
- SONORITY** (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – *velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic*

Section 2 - Orchestral Families

Strings

Largest section of the orchestra who sit at the front, directly in front of the conductor. Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**.

VIOLINS split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.



Woodwind

Originally made from wood (some now metal and plastic). All are **BLOWN**. **FLUTES**: Flute and Piccolo – air blown over hole.

SINGLE REED (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it)

DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



Brass

Four types of brass instruments in an orchestra, all made from brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE**. The Trumpet, French Horn and Tuba all have three **VALVES** which adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass have often been used to play **FANFARES**: to mark the arrival of someone important, give a signal e.g. battles, opening ceremonies or sporting events.



Percussion

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then **hit, struck, scraped, or shaken**.

TUNED PERCUSSION (able to play different pitches/notes)



UNTUNED PERCUSSION (only play 'sounds').

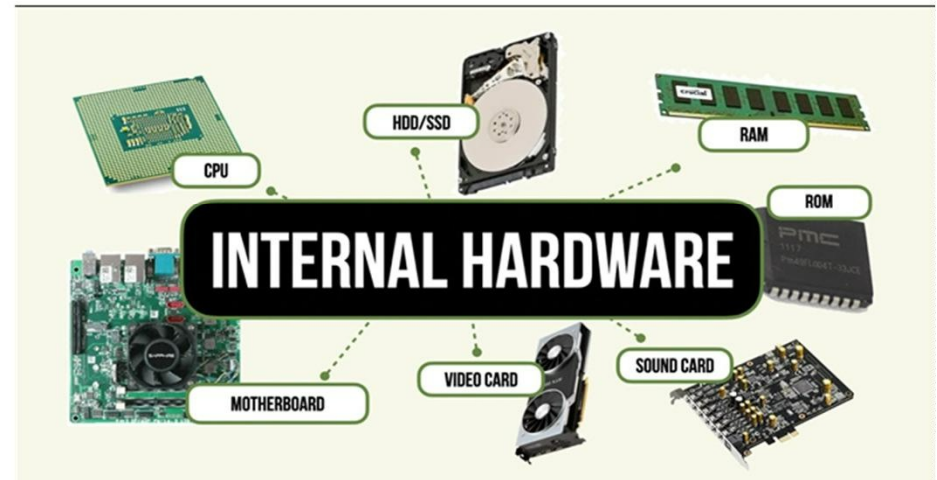


Computing Keywords:

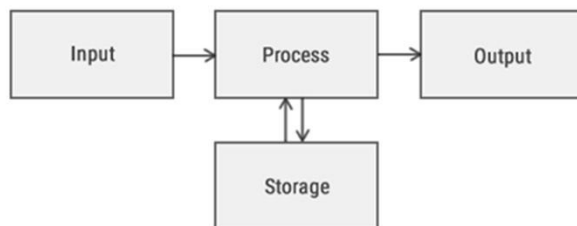
Computer System	Process	Binary	Star	Advantages
Input Devices	Storage	ASCII Table	Ring	Disadvantages
Output Devices	Software	Hexadecimal	LAN	Packets
Computer System	Systems Software	Networking	WAN	Topology
Input Devices	Application Software	Topology	Packets	Utility Software

Section 1

Hardware	Any part of a computer that you can touch is hardware.
Internal Hardware	Internal hardware is parts inside the computer that you can't touch them unless you open the computer. e.g., motherboard, processor etc.
External Hardware	External hardware is parts you can touch outside of the computer. E.g., mouse, keyboard, monitor, speakers, microphone etc.
Peripherals	Peripherals include input hardware, output hardware and storage devices. They are there to give the computer additional features. e.g., printer.
Components	Components are all the different parts inside the computer.
Input	When data is put inside the computer. e.g., taking a photo.
Output	What data or something comes out. e.g., printing the photo.
Process	Action or steps take place before the result. e.g., edit the photo.



External Hardware:



Computing Keywords:

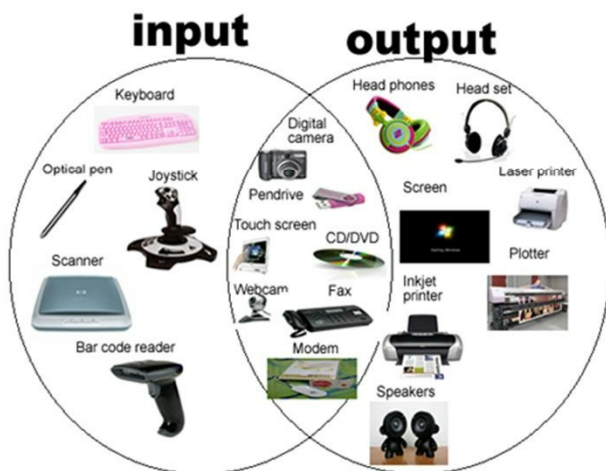
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Computer System	Systems Software	Networking	WAN	Topology
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Section 2

Computer System	A computer system is an electronic device that can follow instructions. It is able to take a set of inputs, process them and create a set of outputs. This is done by a combination of hardware and software.
Input Devices	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.

Section 3

Software	Software is a computer program (or programs) that provide the instructions for telling a computer what to do and how to do it
Application Software	Application software is the everyday programs that you use such as Microsoft Office, graphics packages and web browsers.
System Software	System software are the files and programs that make up your computer's operating system.
Operating System	Operating system is a platform that every software functions on. Without the operation system then you cannot use the applications. Example of an Operating System is Windows.
Utility Software	Utility software or utility tools add extra functions to an operating system or add the ability to carry out technical tasks.



Section 4

Binary	It's a computer language made up of 1s and 0s.
Denary	The number system used by people.
ASCII Table	The ASCII character set is a 7-bit set of codes that allows 128 different characters. That is enough for every upper-case letter, lower-case letter, digit and punctuation mark on most keyboards. ASCII is only used for the English language.
Hexadecimal	Hexadecimal (or Hex) is a number system which uses base 16. Hexadecimal is a shortcut for representing binary. Hex is a compact way of representing binary.
Sequence	A pattern or a particular order.

The Binary Conversation Table:

128	64	32	16	8	4	2	1

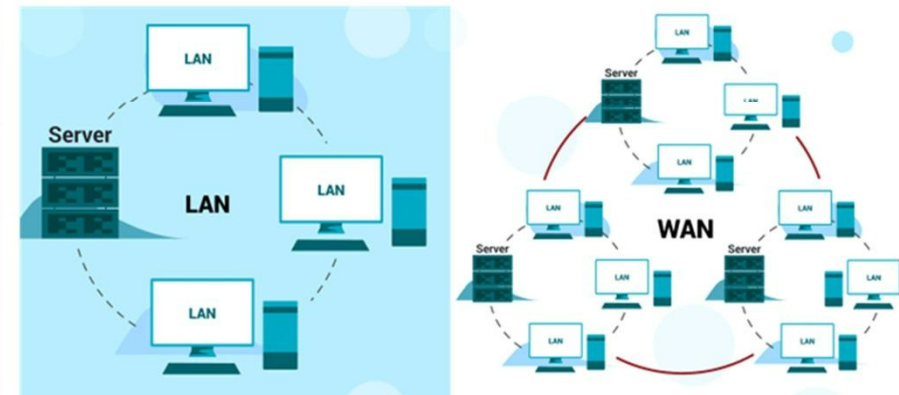
Section 6

Router

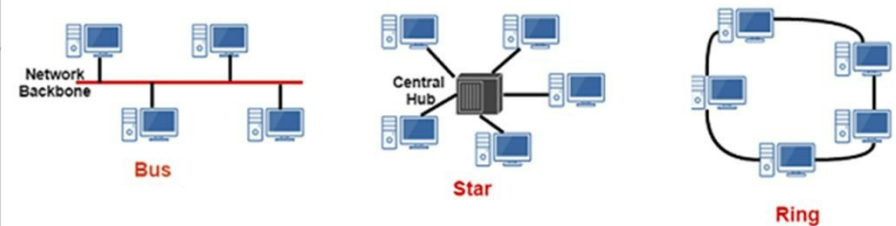
A router is a device that communicates between the internet and the devices in your home that connect to the internet. As its name implies, it "routes" traffic between the devices and the internet.



Types of Network:



Network Topologies:



Section 5

Computer Network	A computer network is a set of computers connected for the purpose of sharing resources e.g., Printer, file server or even the Internet.
LAN	Stands For Local Area Network , A LAN covers a small area such as one site or building, e.g. a school or a college.
WAN	Stands For Wide Area Network , A WAN covers a large geographical area. Most WANs are made from several LANs connected together.
Packets	The main purpose of networking is to share data between computers. A file has to be broken up into small chunks of data known as packets.
Advantages of computer networks	<ul style="list-style-type: none"> • Sharing devices such as printers saves money • Files can easily be shared between users • Network users can communicate by email and instant messenger. • Data is easy to backup as all the data is stored on the file server
Disadvantages of computer networks	<ul style="list-style-type: none"> • Purchasing the network cabling and file servers can be expensive. • Managing a large network is complicated, requires training and a network manager usually needs to be employed. • Viruses can spread to other computers throughout a computer network. • There is a danger of hacking, particularly with wide area networks. Security procedures are needed to prevent such abuse, e.g. a firewall.

Stay safe,

tell someone...

All the staff are here to help and support you

Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk 0800 1111
Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com
For support with your mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk
For non-emergency advice you can email DAA_safeguarding@dixonsaa.com. Give your full name and Year group.



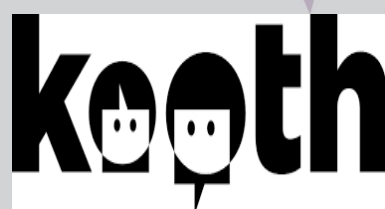
Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SEND/CO)

Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit;
www.nhs.uk/change4life/activities



Happiness

Industry

Responsibility



Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH

Telephone: 01274 089 890 Email: admin@dixonsaa.com