



"Knowledge is
of no value
unless you put
it into
practice"

Anton Chekov

YEAR 8

KNOWLEDGE ORGANISER

EDITION 1
2025-2026

Name:



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Nobel Peace Prize laureate, Former Secretary-General of the United Nations (1997-2006)



Knowledge is power.
Information is liberating.
Education is the premise
of progress, in every
society, in every family.



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How to use your Knowledge Organiser

What is a Knowledge Organiser and how will it help me ?

It is an organised collection of knowledge that you need to know and learn for every topic you study in every subject. It will help you to be successful in your tests and exams.

Your teacher will use the knowledge organiser in your lessons. They will ask you to refer to various sections - they might talk this through and/or ask you to make key notes in your books or to highlight certain sections on your knowledge organiser.

Your teacher will set homework, where you will be asked to learn key knowledge from your knowledge organiser - you will then be tested in lessons regularly via short quizzes.

Do I have to bring my Knowledge Organiser every day ?

Yes, you do. It is one of our key expectations that you bring your knowledge organiser to every lesson, every day in your special Knowledge Organiser bag. Your Form Tutor will check this every morning.

Is there anything I could use to support me when using my knowledge organiser ?


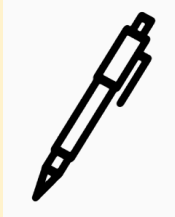


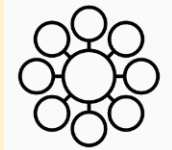













Some people find post-it's handy to stick onto their knowledge organiser pages - these are useful for extra notes.

Small white revision/flash cards are helpful so you can write key facts down. These can then be placed up around the house to help your revision.

How should I use my Knowledge Organiser to help me learn ?

There are lots of ways to use your knowledge organiser - the key to success is to find what works for you. The table below shows you some different ways to use them.

How to use a knowledge organiser – A step by step guide

	Look, Cover, Write, Check	Definitions to key words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1 	Look at and study a specific area of your knowledge organiser.	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and information on your flash cards 	Use your knowledge organiser to create a new quiz. Write down questions using your knowledge organiser. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands 
Step 2 	Cover or flip the knowledge organiser over and write down everything you remember.	Try not to use your knowledge organiser to help you. 	Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can then test you by asking you questions on different sections of your knowledge organiser 
Step 3 	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat.	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self-quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

KS3 - Literacy

<u>Sentence Type</u>	<u>Definition</u>	<u>Example</u>
Simple sentence	A simple sentence is a sentence that is made up of just one independent clause.	She often reads books.
Compound sentence	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.	I really need to go to work, but I am too sick to drive.
Complex sentence	A sentence with one independent clause and at least one dependent clause.	Screaming madly, he ran away from the house.

<u>Phrases and Clauses</u>	<u>Definition</u>	<u>Example</u>
Main Clause	Makes sense by itself.	Screaming madly, (subordinate clause) he ran away from the house. (main clause)
Subordinate Clause	Gives extra information and does not make sense if you read it without the main clause.	




Splendid Subordination!




Use these conjunctions in varied places in your multi-clause sentences:

if because as

before after until unless since when

Can you use a subordinate clause in different places in your sentences?

<u>First, second and third person voices</u>		<u>Example</u>	<u>Memory Clue</u>
First person	When the writer is talking about himself or herself (using words like I, we).	I am late.	
Second person	When the writer speaks to the reader (you).	You are late.	
Third person	When the writer speaks about someone or something else (they, he, she, it).	He is late.	

<u>Verb Tenses</u>		<u>Example</u>	<u>Memory Clue</u>
Past Tense	Used to talk about past actions, states of being, or events.	Lisa went to the supermarket yesterday.	
Present Tense	Refers to the action or event that takes place or is taking place in the present.	James goes to the gym every day.	
Future Tense	A verb tense which indicates that something has not happened yet but will happen in the future.	I am going to learn to ski.	



Literacy is defined as the ability to read, write, speak and listen, in a way that lets us communicate effectively and make sense of the world.

KS3 - Literacy

<u>Punctuation</u>	<u>Definition</u>
! Exclamation mark	This is used to express strong feelings, excitement or orders. "Oh, that is excellent!"
, Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> • separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder. • separate words in a list • separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.
[] Brackets	Used to mark off extra information that isn't part of the main sentence. E.g., England (last year's winners) will play India in November.
: Colon	A colon is often used at the start of a list. E.g., To do well in your test you will need: good revision notes, a nutritious breakfast and a decent night's sleep.
; Semi-colon	A semi-colon indicates a stronger pause than a comma and has two main functions: <ul style="list-style-type: none"> • to separate main clauses that are in some way connected, e.g. That night I crept out of the house; I would never see it again.

<u>Punctuation</u>	<u>Definition</u>
' Apostrophe	Apostrophe' Apostrophes have two functions: <ul style="list-style-type: none"> • to show that a letter(s) has been left out, e.g. <i>I'm, haven't.</i> • to show possession, e.g. <i>Newcastle's team, last year's winner.</i>
, Comma	Used to show a pause. This can be to: <ul style="list-style-type: none"> • separate two parts of a sentence, sometimes joined by a connective, e.g. First came the lightning, then the thunder. • separate words in a list • separates a phrase or clause that gives extra information, e.g. Fred, a boy in my class, was late for school.
- Hyphen	A hyphen (-) is a punctuation mark used to connect two or more words (or parts of words) to show that they form one unit of sense. They are shorter than dashes and must not be confused with them. E.g. re-sign, check-out, clean-cut, father-in-law.

Using punctuation for effect, meaning and impact:

"I understand. Whatever happens, you'll always be my little angel." He'd sobbed brokenly, beads of sweat standing out on his forehead, soft brown eyes full of pain - as he struggled to take his final breaths.



Times tables:

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Rounding:

Example 1:

1st decimal place

Check the digit to the right of the number of decimal places needed

3.8742

3.8742 = 3.9(1dp)

Example 2:

more than 5 so round up

27.6273

2nd decimal

27.63 to 2dp

Types of Number:

Square numbers are highlighted on the grid in yellow. They are made by multiplying a number by itself.



Cube numbers are made by multiplying a number by itself 3 times.

1, 8, 27, 64, 125, 216, 343, ...



Multiplying with negatives:

+	x	+	=	+
-	x	-	=	+
+	x	-	=	-
-	x	+	=	-

Dividing with negatives:

+	÷	+	=	+
-	÷	-	=	+
+	÷	-	=	-
-	÷	+	=	-

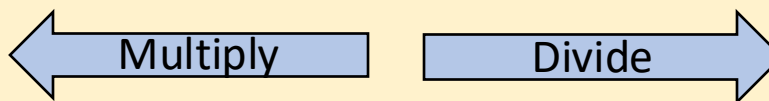
Adding/Subtracting with negatives:

+	+	⇒	+
-	-	⇒	+
+	-	⇒	-
-	+	⇒	-

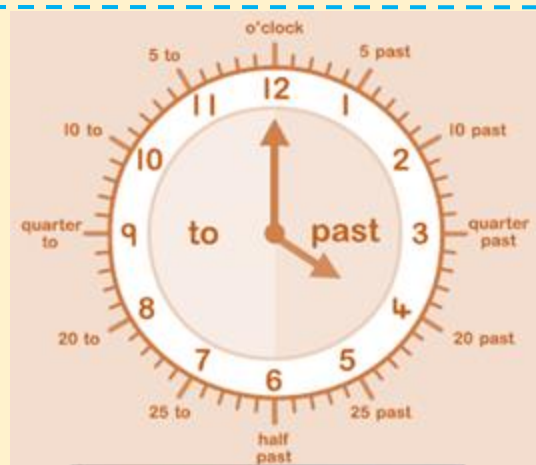
Prime Numbers only have two factors

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, ...

These numbers are **only** in the 1 times table and their own times table.



Th	H	T	U	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
Thousands	Hundreds	Tens	Units		Tenths	Hundredths	Thousandths
				.			



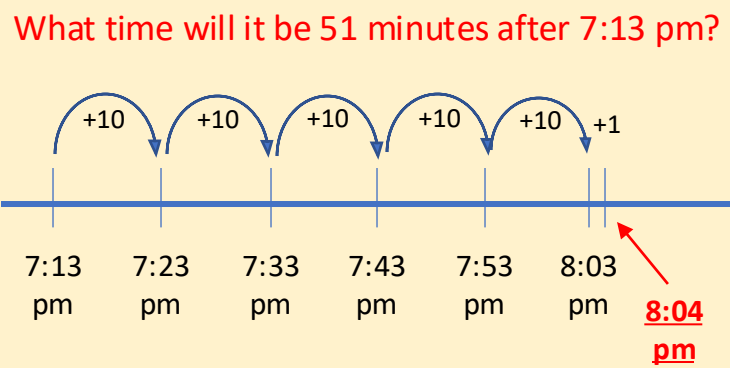
13:00	1:00 PM
14:00	2:00 PM
15:00	3:00 PM
16:00	4:00 PM
17:00	5:00 PM
18:00	6:00 PM
19:00	7:00 PM
20:00	8:00 PM
21:00	9:00 PM
22:00	10:00 PM
23:00	11:00 PM

24-hour format

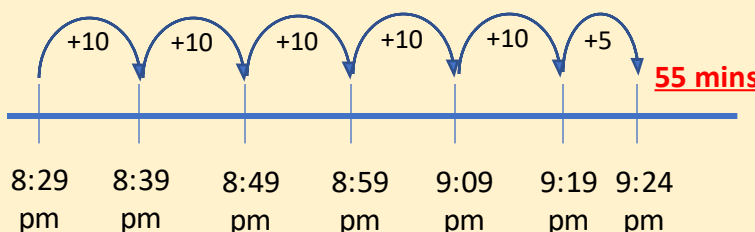
12-hour format

Problem solving with Time

Draw a timeline to help you!



From 8:29 pm, how many minutes until 9:24 pm?



Percentages

To find...	You do...
50%	$\div 2$
10%	$\div 10$
1%	$\div 100$
20%	$\div 5$
25%	$\div 4$

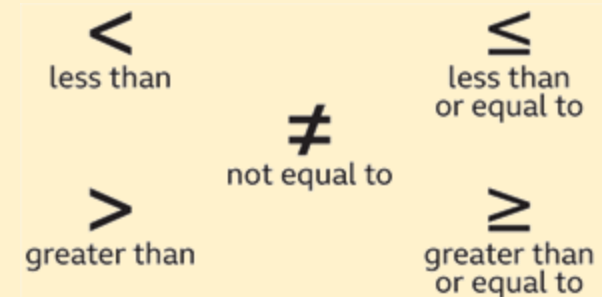
Order of Operations

BIDMAS

() x^y \div or \times $+$ or $-$
 Brackets Indices Divide & Multiply Add & Subtract

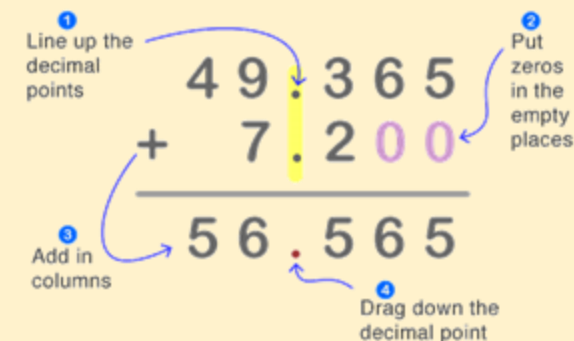


Inequalities



Adding unlike decimals

$$49.365 + 7.2$$





Writing Inequalities

Inequalities show the range of numbers that satisfy a rule.

- $x < 2$ means x is less than 2
- $x \leq 2$ means x is less than or equal to 2
- $x > 2$ means x is greater than 2
- $x \geq 2$ means x is greater than or equal to 2
- $x \neq 2$ means x does not equal 2

These have infinite numbers that fall into this range but sometimes only **Integer** solutions are required.

We can also have 'double sided' inequalities that show a range of number between two limits.

$$2 \leq x < 5$$

means x is greater than or equal to 2 but less than 5

Example: State the Integers of n that satisfy:

$$-2 < n \leq 3$$

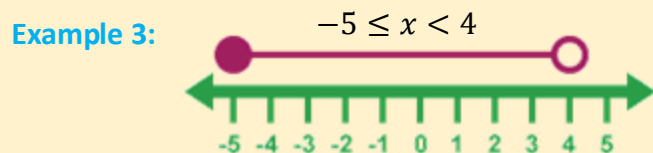
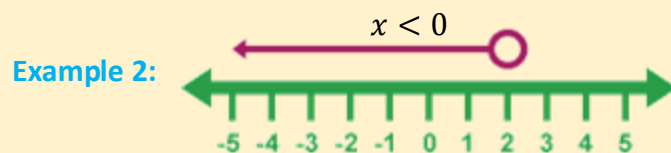
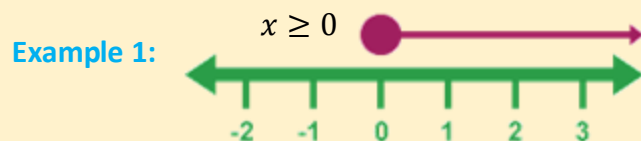
Cannot be equal to -2 Can be Equal to 3

-1, 0, 1, 2, 3

Representing Inequalities on a number line

On a **number line** we use circles to highlight the key values:

- An empty circle is used **for less/greater than**
- A solid circle is used **for less/greater than or equal to**



Solving inequalities

We solve inequalities the same as equations by using the balancing method but keep the inequality symbol rather than the equals sign

Example: Solve the inequality $3m + 2 > -4$ and represent the solution on a number line:

$$\begin{array}{rcl}
 3m + 2 & > & -4 \\
 -2 & & -2 \\
 \hline
 3m & > & -6 \\
 \div 3 & & \div 3 \\
 m & > & -2
 \end{array}$$



Solving 1-step Equations

Example 1: $x + 5 = 12$

Take 5 from both sides (balancing method)

$$\begin{array}{rcl}
 x + 5 & = & 12 \\
 -5 & -5 & \\
 \hline
 x & = & 7
 \end{array}$$

Example 2: $4x = 20$

Divide both sides by 4 (balancing method)

$$\begin{array}{rcl}
 4x & = & 20 \\
 \div 4 & \div 4 & \\
 \hline
 x & = & 5
 \end{array}$$

Solving 2-step Equations

Example: $2x + 4 = 10$

- Subtract 4 from both sides
- Divide both sides by 2

$$\begin{array}{rcl}
 2x + 4 & = & 10 \\
 -4 & -4 & \\
 \hline
 2x & = & 6 \\
 \div 2 & \div 2 & \\
 \hline
 x & = & 3
 \end{array}$$

KEY VOCABULARY

Word	Definition
Inequality	When one thing is not equal to another. This could be less than, greater than or not equal.
Integer	A whole number. This can be positive or negative. For example, 2 is an integer but 2.5 is not.
Equations	A mathematical statement with an 'equal to' symbol between two expressions that have equal values

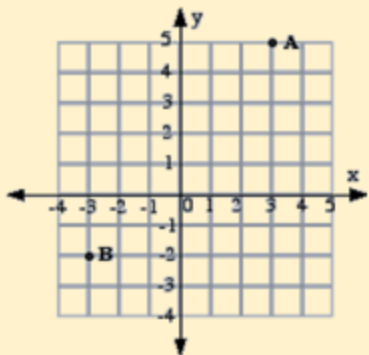


Linear Graphs

- Ensure the equation of the straight line is in the form $y = mx + c$
- Draw a table to represent the x and y values
- Substitute the values of x into the equation and find the y values – these are the (x, y) coordinates
- Draw the x & y axes (usually drawn on the exam paper)
- Plot the (x, y) coordinates and draw the straight-line graph

Coordinates

Coordinates are numbers, written in pairs and give the position of a point on a graph. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)



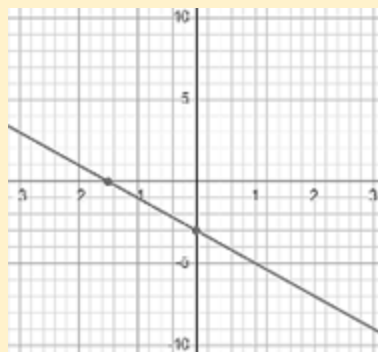
Example:

The coordinates of point A are (3,5)

The coordinates of point B are (-3,-2)

Straight line graphs

The general equation of a linear graph is $y = mx + c$ where m is the gradient and c is the y-intercept (where it crosses the y axis). The equation of a linear graph can contain an x-term, a y-term and a number



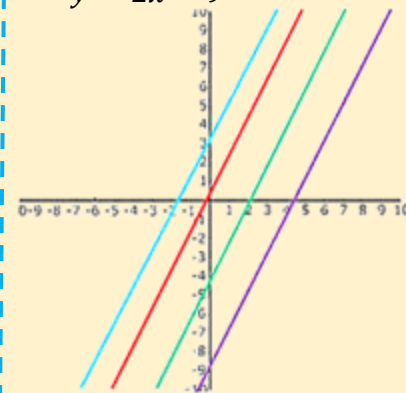
Example:

The equation of this line is $y = -2x - 3$. The gradient of the line is -2 and it crosses the y-axis at (0,-3)

Parallel Lines

If two lines are **parallel**, they will have the **same gradient**.

Example: The equation for each line:
 $y = 2x + 3$
 $y = 2x$
 $y = 2x - 4$
 $y = 2x - 9$
 As these lines are **parallel**, they all have the same gradient of 2

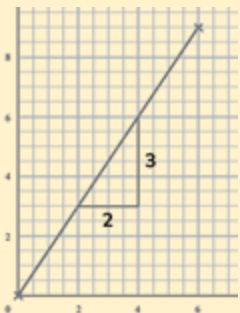


Finding the gradient

To find the gradient of a line we calculate the change in the y-coordinates and divide it by the change in the x coordinates:

Example:

Change in $y = 3$
 Change in $x = 2$



$$\text{Gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\text{Gradient} = \frac{3}{2} = 1.5$$

Table of values

We use a table of values to generate a list of coordinates so that we can plot a line. In a table of values, the value of y depends on the value of x . That means that we choose the values for x and substitute them into the equation to generate the corresponding value for y .

Example: $y = 2x - 5$ Multiply the x by 2 then subtract 5

x	-1	0	1	2	3
y	-7	-5	-3	-1	1

(x, y) (-1, -7) (0, -5) (1, -3) (2, -1) (3, 1)

KEY VOCABULARY

Word	Definition
Gradient	How steep a line is.
Y-intercept	where a line or curve crosses the y-axis
Coordinate	A set of values that show an exact position (x,y)
Equation	Shows that two things are equal.
Plot	To draw on a graph or map.
Substitute	Putting values where the letters are.
Parallel	Always the same distance apart and never touching

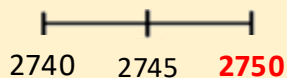


Rounding to powers of 10

When rounding numbers, we check the number after the digit we are rounding.

Example 1: As we are rounding to the nearest 10, we look at the number in the units.

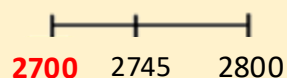
Round 2745 to the nearest 10



If the digit is 5 or more, we round up.

Example 2: As we are rounding to the nearest 100, we look at the number in the tens.

Round 2745 to the nearest 100



If the digit is 4 or less, we round down.

Rounding to decimal places

When rounding to decimal places we use the same rules but we start counting after the decimal point.

Example 1: Round 7.46582 to 1dp

7.46582 since we have a 6, we round up
= 7.5

Example 2: Round 7.46582 to 2dp

7.46582 since we have a 5, we round up
= 7.47

'To 1dp' means 1 decimal place
'To 2dp' means 2 decimal places

Rounding to significant figures

When rounding to significant figures, we start counting from the **first non-zero value** in the number.

Example 1:

Round 1367 to 1 significant figure (1sf)

3 so we round to **1000**

Example 2:

Round 0.00467 to 2 significant figure (2sf)

Remember we count from the **first non-zero value**. In this case the second significant figure is the 6.

We then check the next number...

7 so we round to **0.0047**

Truncation

When truncating a number, we simply 'cut off' number past the last digit.

Example:

Truncate 3.828 to 2dp

3.82 ✗

We ignore any number after the second decimal place. Note that this gives us a different answer than rounding to 2 decimal places.

So the answer is 3.82

Estimation/ Approximation

Sometimes we are asked to estimate the answer to a calculation rather than work out the exact value.

Usually, numbers are rounded to 1 significant figure.

The 'approximately equal to' sign is \approx

Example 1:

Estimate the Value of 28×48

If we round both to 1sf, this gives,
 $30 \times 50 = 1500$

Therefore,
 $28 \times 48 \approx 1500$

Example 2:

Estimate the Value of $(59.3 \div 12.09) + 23.4$

We can approximate this sum to be $(60 \div 10) + 20 = 26$

Therefore,
 $(59.3 \div 12.09) + 23.4 \approx 26$

Remember, if you are asked to work out an estimate, you must round first. Working out the accurate answer will get you zero marks!

KEY VOCABULARY

Word	Definition
Significant Figure	The digits in a number that are significant to the size.
Estimate	Finding an answer close to the exact answer
Decimal places	Each digit after the decimal point in a number
Degree of accuracy	Term used to highlight what the rules are for rounding.



Scale Diagrams

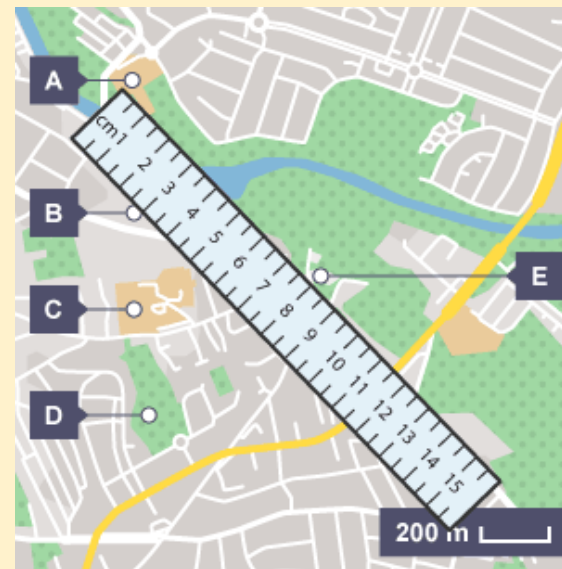
To understand this map there are two things you need to know:

- With most maps it is assumed that north is to the top of the screen, vertically up as you look at the map. If this is not followed a compass point will be overlaid on the map.
- Every map has a scale. This tells you how far objects and places are in real life. The map below has a scale in the bottom right corner.



Step 1 – place a ruler up to the scale. You need to do this to work out how much distance (in cm) is equal to 200 m. Here we can see $2\text{ cm} = 200\text{ m}$

Step 2 – use the ruler to work out the distance between A and E in centimetres



The ruler shows us it's 8 cm.

Step 3 – divide your answer for step 2 by your answer for step 1:
 $8\text{ cm} \div 2\text{ cm} = 4$
Then multiply 4 by the scale size, 200 m:
 $4 \times 200\text{ m} = 800\text{ m}$
So the distance between A and E is 800 m.

Simplifying Ratio

We can simplify ratio like we do with fractions, divide all parts by the highest common factor:

Example 1 : Simplify the ratio 15:30:24

$$\begin{array}{l} 15:30:24 \\ 5:10:8 \end{array} \quad \left. \begin{array}{l} \curvearrowright \\ \curvearrowright \end{array} \right\} \div 3$$

When simplifying ratio, the solution should always have integer (whole number) parts.

Fractions and Ratios

Describe the first amount in this ratio as a fraction of the whole.

$$10 : 25$$

Simplify first!

$$2 : 5$$

$$2 + 5 = 7 \text{ parts}$$

$$\frac{2}{7}$$

Sharing in a Ratio

Share £350 in the ratio 3:7.

350									
35	35	35	35	35	35	35	35	35	35

$$3 + 7 = 10 \text{ parts}$$

$$1 \text{ part} = 350 \div 10 = 35$$

$$3 \text{ parts} = \text{£}105 \quad 7 \text{ parts} = \text{£}245$$

$$\text{£}105:\text{£}245$$

KEY VOCABULARY

Word	Definition
Scale	The ratio of the length in a drawing (or model) to the length on the real thing
Scale drawing	A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale).
Simplifying	Reduce it to simpler form by cancellation of common factors.



<u>Characters.</u>	
Link – Homeless, frightened, alone “They don’t like reminding I exist.”	
Shelter – Manipulative, dangerous, determined “I can clean up the garbage, can’t I?”	
Carole – Supportive, conflicted, worried “Carole lent me the money.”	
Mum – Manipulated, controlled, weak “Mum would’ve supported me.”	
Vince – Cruel, calculated, selfish “The ghost of Christmas past, he called me.”	
Ginger – Streetwise, caring, kind “Gotta keep moving.”	
Gail – Mysterious, attractive, secretive “She was the best-looking dosser I’d ever seen.”	

<u>Big ideas:</u>
Invisibility: The inability to be seen. <ul style="list-style-type: none"> Link as a homeless person. Homelessness as a problem in society.
Trust: to believe that someone is good and honest and will not harm you. <ul style="list-style-type: none"> Link and Ginger. Link and Gail. Homeless people and Shelter.
Prejudice: Having an opinion that is not based on reason or actual experience. <ul style="list-style-type: none"> Shelter – believing that all homeless people are worthless.
Danger: the possibility of suffering harm or injury. <ul style="list-style-type: none"> Link – in danger when living on the streets. Shelter – a danger to homeless people. Link and Carole – moved out of home after being mistreated by Vince.

Key vocabulary	Definition	Memory clue
Predator	An animal that preys on others.	
Homelessness	The state of having no home.	
Reality	The state of things as they actually exist.	
Dynamics	The patterns of behaviour between two people.	
Duality	To have two or more sides to something.	
Vulnerability	Being exposed to being attacked physically or emotionally.	
Isolation	The state of being separate from others.	
Injustice	A lack of fairness.	



Beginning

Bradford

Middle

Homeless



End

London

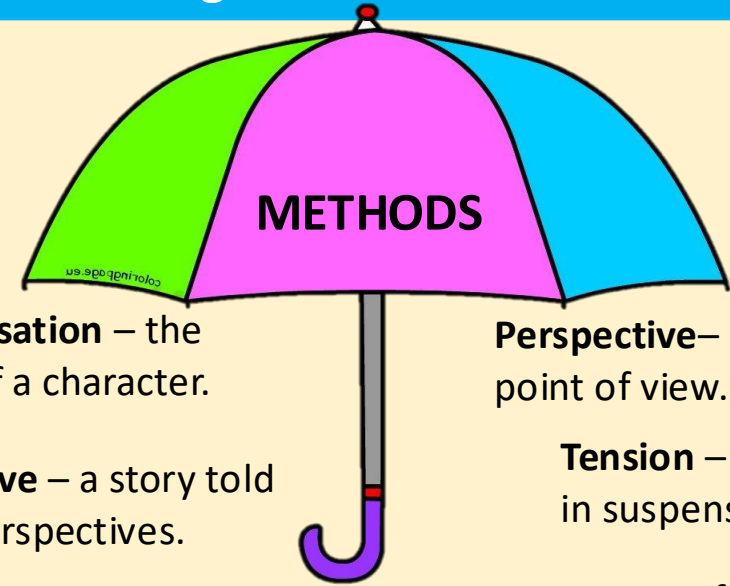




How can I be successful in my writing?		
Statement AO1	Clear response to the question/task.	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writers meaning.	
Zoom in AO2	Closely examining words and phrases from our evidence.	

Example SEIZ Paragraph:

At the beginning of the novel, Swindells **presents Link as a desperate character.**
 Link describes how 'there's nowhere you can run to, because nobody cares'.
 This could **show** that Link feels completely abandoned and has no support to help him improve his situation. **The use of the pronoun 'nobody' further emphasises** the feelings of hopelessness Link **might** be experiencing.



Characterisation – the creation of a character.

Perspective – a particular point of view.

Dual narrative – a story told from two perspectives.

Tension – an increase in suspense.

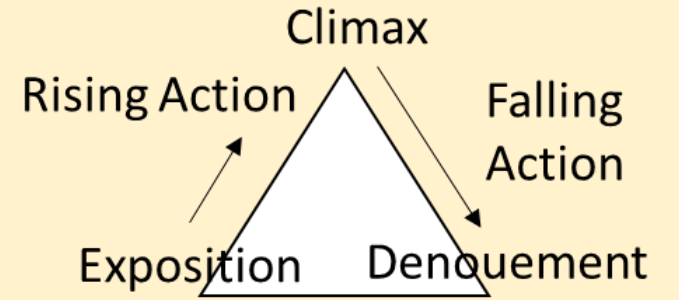
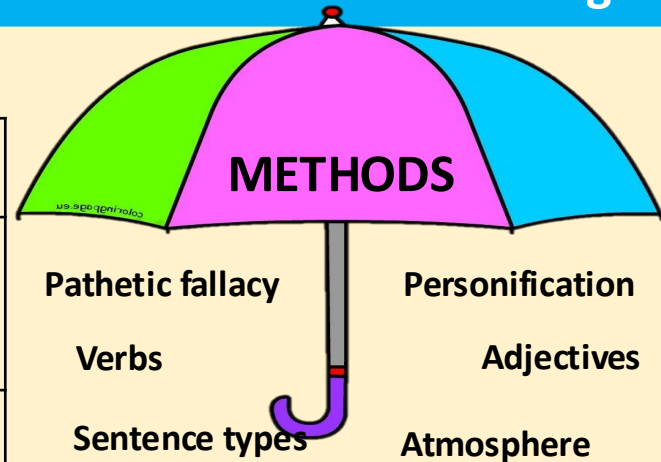
Contrast – being strikingly different from something else.

Suspense – a feeling that something is going to happen.

Modal verbs - support other verbs in a sentence to indicate possibility or necessity.	
Could	Pitcher could be...
Might	Readers might feel...
May	This may have been done to...
Will	Readers will learn...



How can I be successful in my creative writing?		
PLAN AO1	Clear response to the question/task. Remember to use things you may have read or watched for ideas.	
Write AO5	Matching your writer's purpose. Make sure your writing is compelling & convincing.	
Check AO6	Check your spelling, punctuation and grammar. Use a wide range of punctuation and sentence types. Use ambitious vocabulary.	



Simple description	Rewrite this sentence to create an unsettling setting	Checks
It was rocky everywhere.	Craters suffocated the wizened earth which had boiling hot steam oozing from them.	<div style="background-color: yellow; padding: 2px; display: inline-block;">Impressive vocabulary</div> <div style="background-color: lightblue; padding: 2px; display: inline-block;">Personification</div> <div style="background-color: pink; padding: 2px; display: inline-block;">Pathetic Fallacy</div>

Key Vocabulary	Definition	Memory Clue
Alien	Imaginary creature from outer space.	
Propaganda	Using biased or misleading information to promote a political cause or point of view.	
Antagonist	A person who actively opposes or is hostile to someone or something; an adversary.	
Space exploration	The use of astronomy and space technology to explore outer space.	
Alternative universes	An imaginary realm, often a variant form of the real world, depicting a different way events could have unfolded.	
Post-apocalyptic	Describing or relating to the situation after the destruction of the world.	
Artificial intelligence	The theory and development of computer systems able to perform tasks normally requiring human intelligence.	

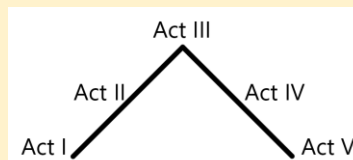


<u>Characters.</u>	<u>Memory Clue</u>
Egeus: Father to Hermia.	
Helena: In love with Demetrius.	
Hermia: Egeus' daughter.	
Demetrius: About to marry Hermia.	
Lysander: In love with Hermia.	
Theseus: The ruler of Athens.	
Oberon: The King of the Fairies.	
Titania: Queen of the Fairies.	
Puck: Also known as Robin Goodfellow. Servant of Oberon.	

<u>Big ideas:</u>
<p>Love </p> <p>Love takes many forms in the play, including true love, forbidden love and arranged marriage. There are also different relationships which demonstrate different types of love.</p>
<p>Gender </p> <p>Women are expected to obey the rule of men throughout the play. They live in a patriarchy. There are also examples of toxic masculinity throughout the play.</p>
<p>Order and disorder </p> <p>Disorder is beginning to occur in Act 1, with Hermia going against her father's rule. The use of magic creates further disorder within the play as it disrupts the natural order of things. There is relief when order is restored by Oberon at the end of the play.</p>
<p>Appearance Vs. Reality </p> <p>Sometimes, things are not always as they seem. Whilst they can be interpreted in one way, they are actually different. People may often pretend to be something they're not and hiding their true selves for one reason or another.</p>

<u>Key vocabulary</u>	<u>Definition</u>	<u>Memory clue</u>
Soliloquy	A character speaking their thoughts aloud when alone or regardless of any hearers.	
Iambic Pentameter	A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable.	
Patriarchy	A system of society or government in which men hold the political and economic power and women are largely excluded from it.	
Hyperbole	Exaggerated statements not meant to be taken literally.	
Dramatic Irony	A literary technique where the full significance of a character's words or actions is clear to the audience or reader but unknown to the character.	
Rhyming Couplet	A rhyming pair of successive lines of verse, typically of the same length.	

Shakespearean Comedy:



Beginning



Introduction of characters and setting

Middle



Tragic event causes confusion

End



Reconciliation/happy ending



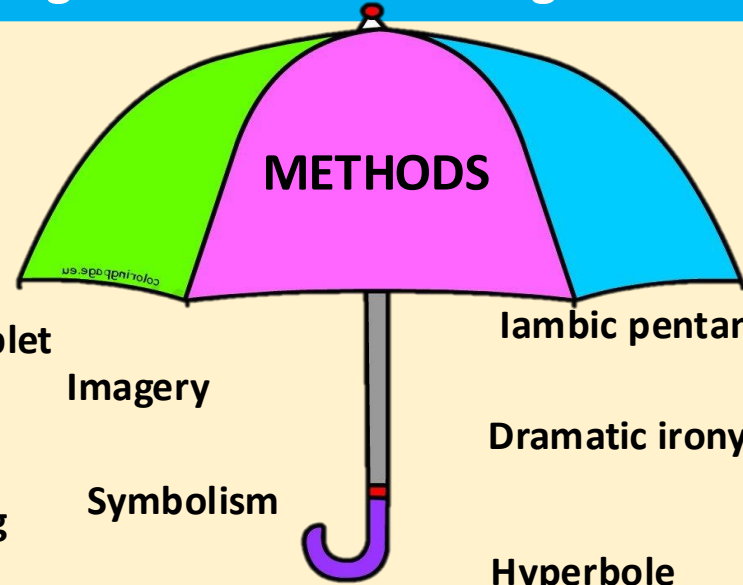
How can I be successful in my writing?



Statement AO1	Clear response to the question/task.	
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Zoom in AO2	Closely examining words and phrases from our evidence.	

Modal verbs - support other verbs in a sentence to indicate possibility or necessity.

Could	Shakespeare could be...
Might	Readers might feel...
May	This may have been done to...
Will	Readers will learn...



Example SEIZZE Paragraph:

How is Egeus presented as a patriarchal father in Act 1?
 Shakespeare presents Egeus as a patriarchal father in Act 1 through his clear inability to comprehend that his daughter, Hermia, has free will. One example of this is the accusation 'this man hath bewitch'd the bosom of my child', implying that Egeus believes Lysander must have stolen Hermia from him unlawfully. This is highlighted through the verb 'bewitch'd' as it suggests Lysander has cast a spell on Hermia in order to make her do the unthinkable: subvert her father's power. Further, the word 'bosom' suggests that Egeus considers Hermia's heart his property; the tone of the reference shows that Egeus is affronted by another man's claim to it. In the Elizabethan period, daughters were considered to be the property of their fathers and expected to follow their choice of a husband. By giving her heart to a man of her choice, Shakespeare has Hermia defy the patriarch.



- Variation can be continuous, discontinuous, inherited and environmental
- Evolution occurs by natural selection
- Only the best adapted survive to reproduce and pass genes on
- Biodiversity refers to the variety of living things.
- Inheritance of genes can be predicted using a Punnett square

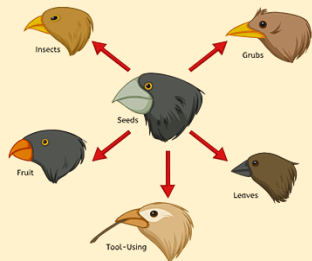
Variation → Adaptations → Evolution → Biodiversity → DNA and inheritance

6. Charles Darwin

Theory of evolution by **natural selection**.

Observations of animals and plants in Galapagos islands

Controversial at the time due to religious beliefs of many people.

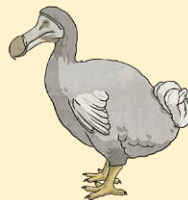


7. Extinction

No more individuals of that species left alive.

Causes:

- Change in environment
- New diseases
- New predators
- New competitors
- Catastrophic events



8. Biodiversity

BIO = living things DIVERSITY = range of

- Conservation** preserves and protects organisms and their habitats

Importance:

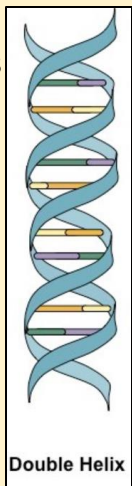
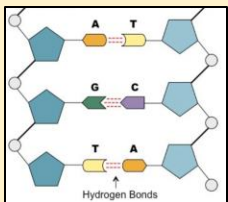
- Future medicines
- Food supply
- Avoid disruption to food chains



Grey squirrels are not native to the UK – they are an **invasive species** that is pushing the **native** red squirrel out of its habitat

9. DNA :

Found in the nucleus and contains genetic information.



Double Helix

Rosalind Franklin made 'X-ray diffraction' images of **DNA**.

James Watson and Francis Crick used her images to work out a model for the structure of **DNA**.

10. Inheritance

homozygous

same

e.g. BB or bb

heterozygous

different

e.g. Bb

Examples of Punnett squares:

B – brown eyes (dominant) b – blue eyes (recessive)

	B	B	
b	Bb	Bb	100% brown 0% blue
b	Bb	Bb	

Genotype: the alleles (genes) you have

Phenotype: the physical features you have

Dominant (capital letters) always over-power recessive (lower case letters)

	Father's Alleles		
	B	b	
Mother's Alleles	B	BB	Bb
	b	Bb	bb

75% brown
25% blue

11. Mutation

Change in the **DNA** sequence. This can lead to new strains being produced.



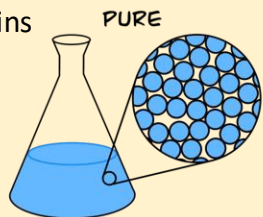


- Chromatography is a method for separating dissolved substances from one another.
- Filtration is a method for separating an insoluble solid from a liquid.
- Evaporation is used to separate a soluble solid from a liquid.

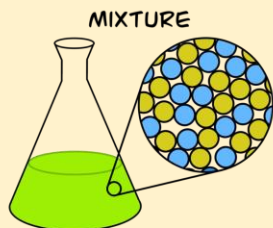
Chromatography → Filtration → Evaporation → Distillation → Solutions → Conservation of Mass

1. Pure Substances and Mixtures

A **pure** substance contains only one type of **atoms**.

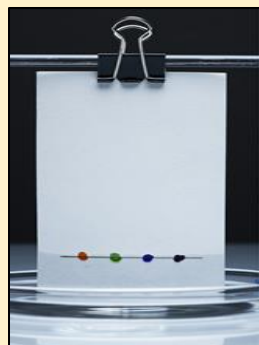


A mixture is two or more materials/compounds/**elements** that can be separated.



2. Chromatography

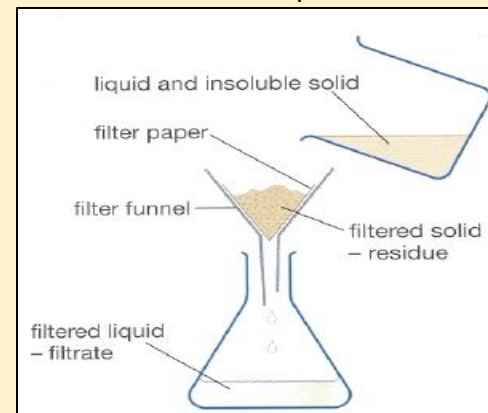
Paper **chromatography** is a method for **separating** dissolved substances from one another.



It is often used when the **dissolved** substances are coloured, such as inks, food colourings and plant dyes.

3. Filtration

Filtration is a method for **separating** an **insoluble** solid from a liquid.



6. Solutions

A **solute** is the solid that is **dissolved**.
A **solvent** is the liquid you are dissolving the **solute** in.

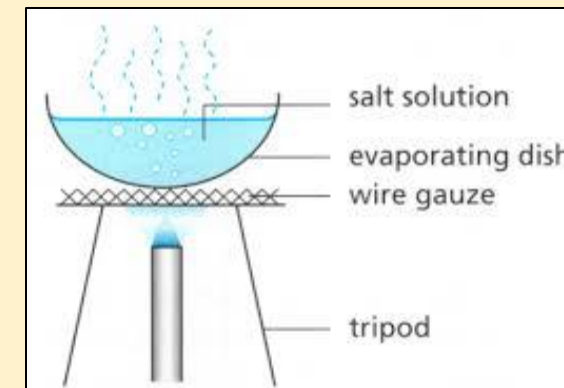
When a **solution** is **saturated**, it means that no more **solute** can be **dissolved**.

Solubility is a measure of how **soluble** a substance is.

The rate at which a substance **dissolves** can be affected by three factors including the temperature of the solvent.

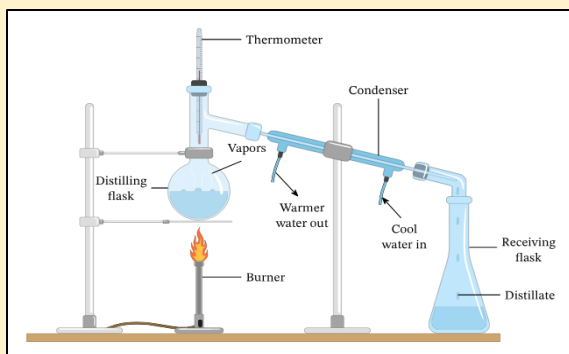
4. Evaporation

Evaporation is used to **separate** a **soluble** solid from a liquid.



5. Simple Distillation

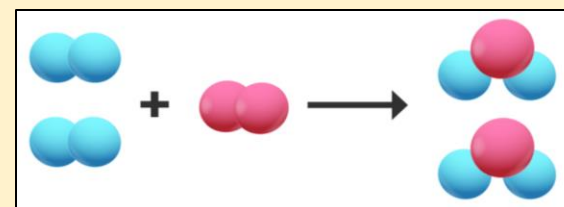
Simple **distillation** is a method for separating the **solvent** from a **solution**.



7. Conservation of Mass

During chemical reactions or a change of state, no atoms are created or destroyed.

The total mass of chemicals before and after a reaction remains the same.





- Forces arising from direct contact act only while the two objects are touching.
- The greater the force applied, the more deformed an object will become.
- The drag force on an object moving through a fluid

Forces → Contact and Non-Contact Forces → Balanced and Unbalanced Forces → Hooke's Law → Friction → Air and Water Resistance → Gravity and Weight → Speed

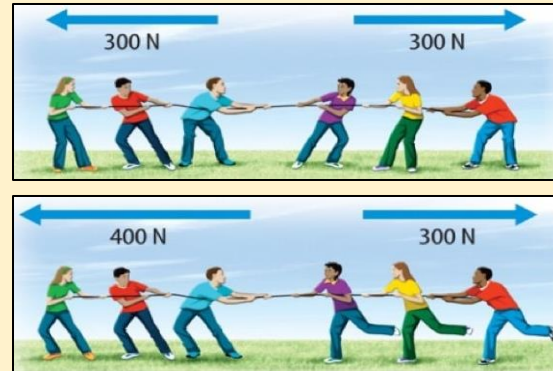
1. Contact and Non-Contact Forces

Forces arising from direct contact act only while the two objects are touching. Non-contact forces act between two objects that are not physically touching.

CONTACT FORCES	NON-CONTACT FORCES
applied force	magnetic force
spring force	electric force
drag force	gravitational force
frictional force	
normal force	

2. Balanced and Unbalanced Forces

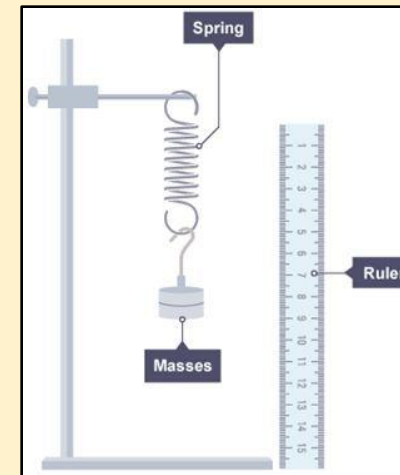
A resultant force on an object can cause it to speed up or slow down, depending on the direction of the force



3. Hooke's Law

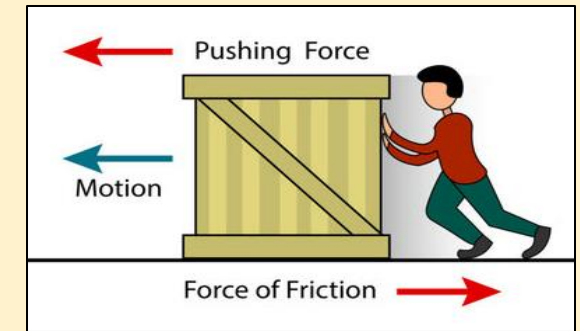
This law describes the relationship between the force applied and the spring's extension or compression

The greater the force applied, the more deformed an object will become.



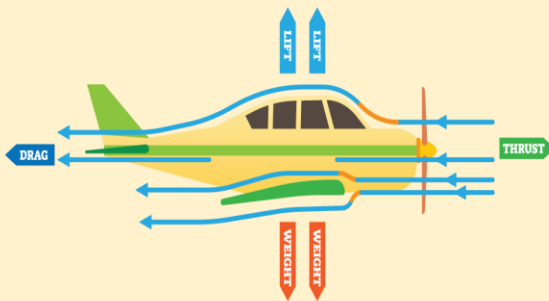
4. Friction

Friction and other resistive forces can act to continually reduce the speed an unpropelled object.



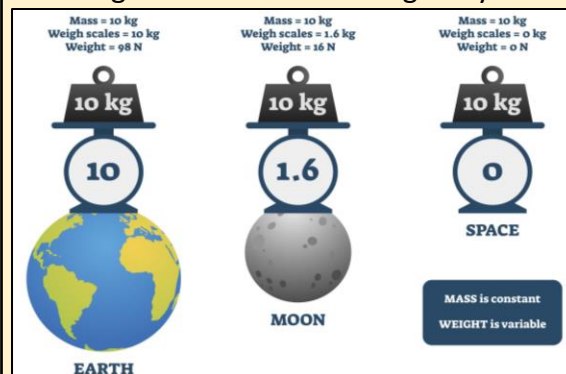
5. Air and Water Resistance

The drag force on an object moving through a fluid increases with its speed and can be reduced by making the object more streamlined.



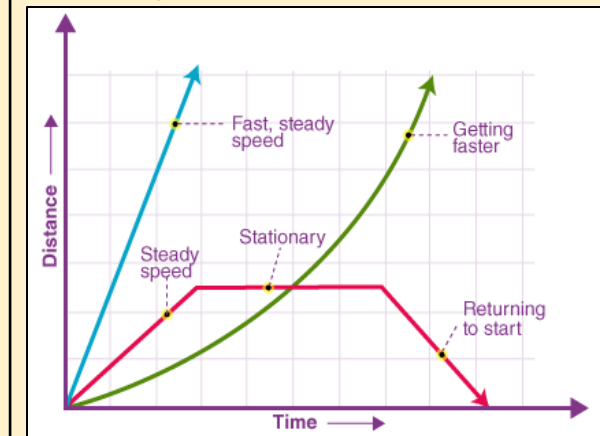
6. Gravity and Weight

Mass is a measure of the amount of matter an object or substance is comprised of. Weight is the force due to gravity.



7. Speed and Motion Graphs

Speed = Distance / Time



Elastic materials will return to their original shape once the force is removed, whereas inelastic materials will change shape permanently and may even break.

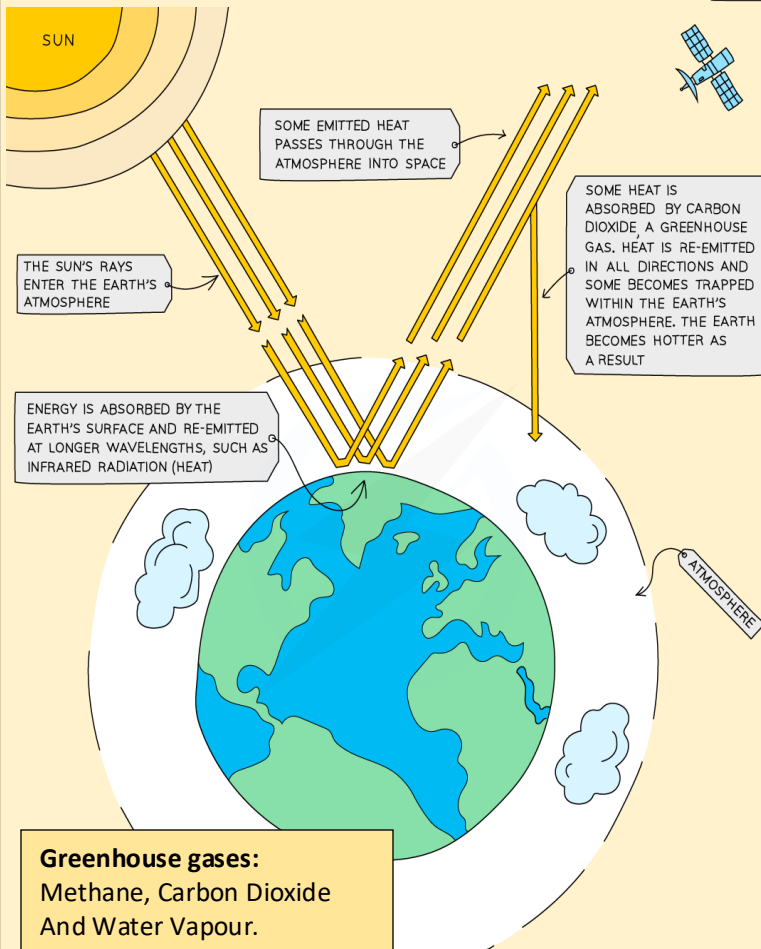


- Greenhouse gases contribute towards global warming.
- The carbon cycle describes the processes that add and remove carbon from the atmosphere.
- Metals can be extracted from their ores using carbon or electrolysis.

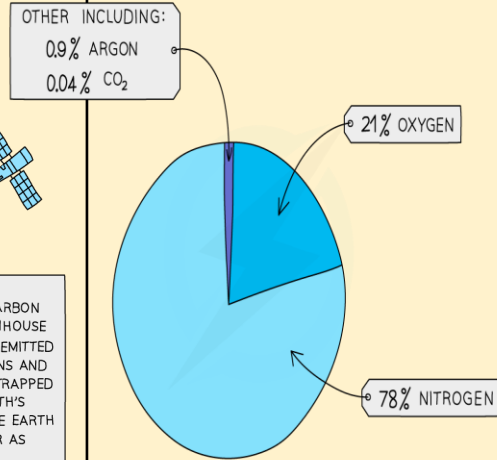
Global Warming → The Carbon Cycle → Climate Change → Extracting Metals → Recycling

1. Global Warming

The increase in the surface temperature of Earth from a build-up of **greenhouse** gases.

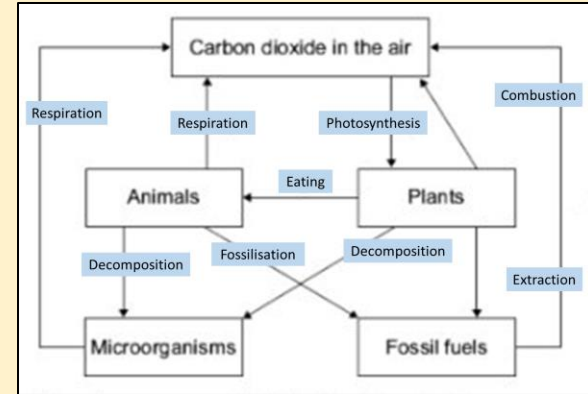


2. The Atmosphere



3. The Carbon Cycle

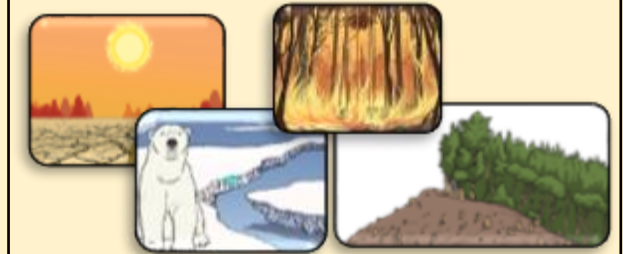
Shows the processes that **absorb carbon** or **releases carbon** into the atmosphere.



4. Climate Change

Long term changes to weather patterns.

Effect	Impact
Sea levels rise	Flooding and loss of habitat



6. Extracting Metals

An ore is a rock that contain metal which is finically viable to extract.

An element Above Carbon:
Electrolysis

An element below Carbon:
Reduction with carbon

An element below Hydrogen:
Found as pure metals

POTASSIUM	MOST REACTIVE	K
SODIUM	↑ ↓	Na
LITHIUM		Li
CALCIUM		Ca
MAGNESIUM		Mg
ALUMINIUM		Al
CARBON		C
ZINC		Zn
IRON		Fe
HYDROGEN		H
COPPER		Cu
SILVER	Ag	
GOLD	LEAST REACTIVE	Au

7. Recycling

The collecting and processing of used materials so the it can be used again.

Advantages	Disadvantages
Resources will last longer	Separating rubbish can be seen as a nuisance
It uses less energy than extracting new materials	The lorries collecting recycling produce pollution
It reduces waste and pollution	Some materials are easier to recycle than others

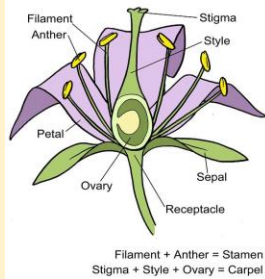


- Plants can reproduce sexually or asexually
- Fertilisation in plants involves a pollen nucleus fusing with an ovum nucleus.
- The sex gametes in humans are sperm and ova

Plant reproduction → Fertilisation → Development of a fetus → Menstrual Cycle

1. Pollination

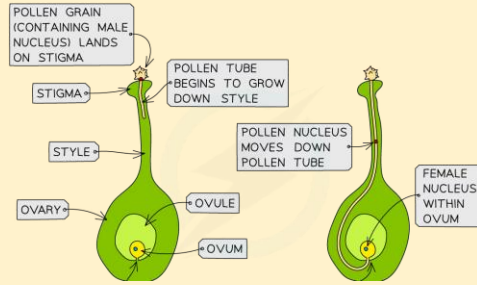
- Seeds form after pollen grains and ovules join. For this to happen, pollen from the anther needs to transfer to the stigma.



- **Pollination** can be via wind or insects

Self-pollination: The pollen grain lands on the same flower it originated from.
Cross-pollination: The pollen grain lands on a different flower to the one it originated from.

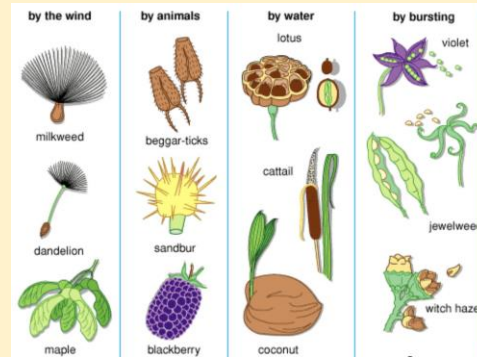
2. Fertilisation



Plants can reproduce asexually and/or sexually. **Asexual** reproduction involves only 1 parent. **Sexual** reproduction can involve 1 or 2 parents. **Sexual** reproduction involves **pollination**.

3. Seed Dispersal

Seeds are dispersed away from each other and from the parent plants. This is so they have space to grow and do not compete for resources, such as nutrients.



4. Adolescence

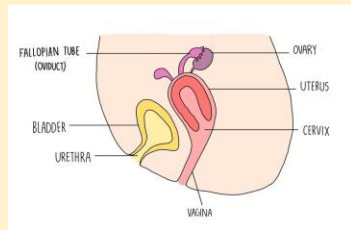
Physical changes during **adolescence** is called **puberty**.

The changes caused by sex **hormones**. These are chemical messengers that travel around your body in the blood.

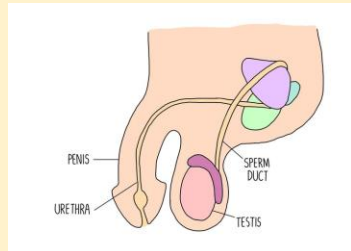
Female sex hormones are made in the ovaries.

Male sex hormones are made in the testes.

5. Reproductive systems

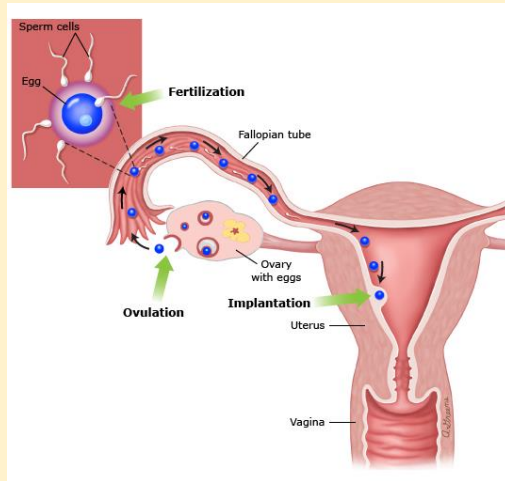


Gametes are the male and female sex cells: **ova** are female **gametes**. **Sperm** are male **gametes**.



In **sexual** reproduction, a male and female **gamete** can join together. This is **fertilisation**.

6. Fertilisation and Implantation

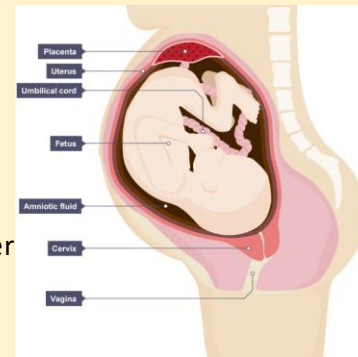


7. Development of a Fetus

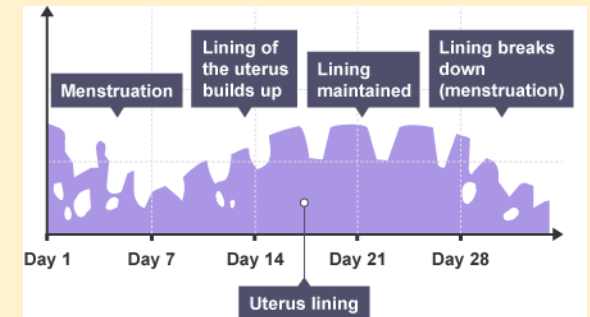
During the early stages of pregnancy, cells in the **embryo** divide and specialise.

After 8 weeks of growth, the **embryo** is called a fetus.

To grow the **fetus** needs nutrients and oxygen. It receives these from its mother through her blood



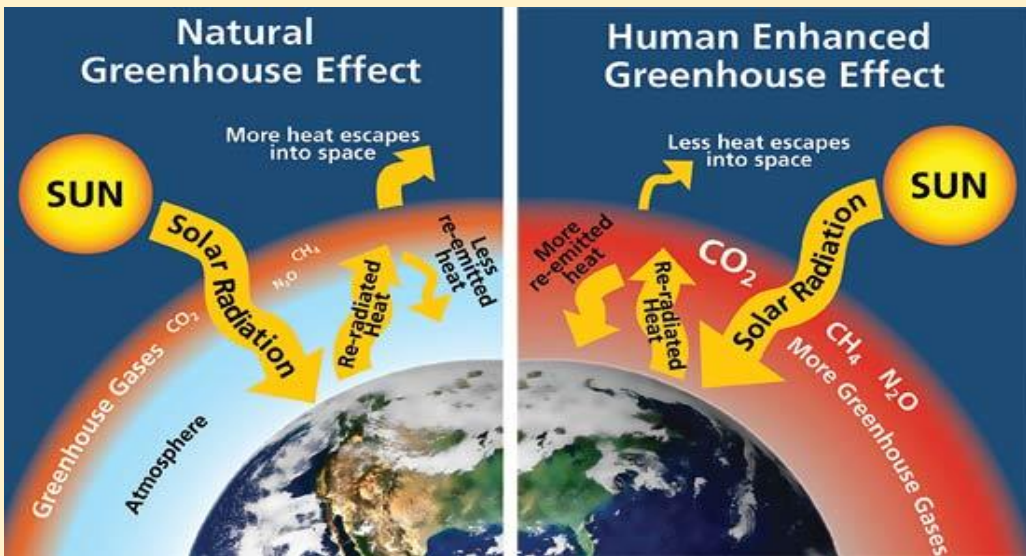
10. Menstrual Cycle





Episode 1 - Is the greenhouse effect getting more powerful?

- Climate change is a long-term change in the average global weather patterns.
- Global warming is the increase in the temperature of the earth.



- The greenhouse effect happens when certain gases—known as greenhouse gases—collect in Earth’s atmosphere. These gases, which occur naturally in the atmosphere include carbon dioxide and methane.
- The greenhouse effect keeps Earth’s climate comfortable. Without it, surface temperatures would be cooler by about 33°C.
- Greenhouse gases let the sun’s light shine onto the earth’s surface but trap the sun’s heat (solar radiation) that reflects into the atmosphere.

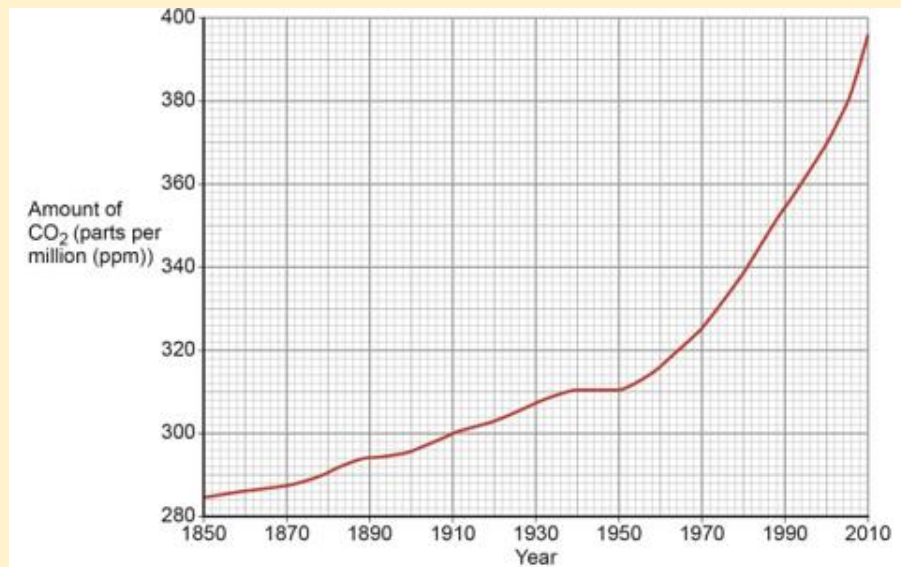
Is it getting more powerful?

- Human activity has increased the amount of greenhouse gases going into the atmosphere, meaning more of the sun’s heat is trapped in and reflected to earth
- As less heat escapes into space, the temperature of the earth increases which has led to global warming.

Year 8 – Geography – Climate Change

Episode 2 - What are the human causes of climate change?

Since the Industrial Revolution, people have been releasing large quantities of greenhouse gases into the atmosphere. CO₂ levels in the atmosphere today, far exceeds the natural levels seen in the past.

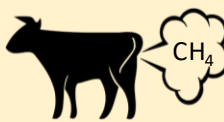


Deforestation

Removal of trees causes less carbon to be absorbed as the carbon sink is removed. When the trees are burnt stored carbon is also released.

Burning Fossil Fuels

Coal, oil and gas are the three fossil fuels. We burn coal oil and gas to generate electricity in power stations. This produces large amounts of CO₂.



Cattle Farming

Keeping animals in large quantities for meat production or dairy products produces a lot of methane.

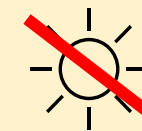
Episode 3 - What are the natural causes of climate change?

Volcanic eruptions

Volcanic eruptions will release CO₂ into the atmosphere, which is a greenhouse gas leading to an increase in temperatures.



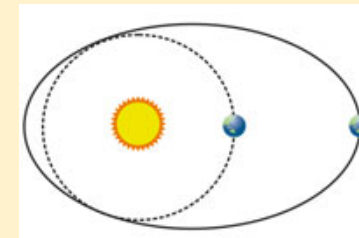
However, the ash that goes into the atmosphere can reduce temperatures on a temporary basis.



Orbital Change

On a circular orbit the earth is closer to the sun increasing temperatures.

However, on an elliptical orbit the earth is further from the sun decreasing temperatures.





Episode 4 – What are the effects of climate change?

Local Scale

- Relates to a small area such as a city.
- Example: Nottingham has experienced extreme weather, such as the heatwave in 2022.



National Scale

- Relates to the whole nation or country such as England.
- Example: many coastal areas are at risk from flooding.

Global Scale

- Relates to the whole world.
- Example: Global sea levels are predicted to rise significantly by 2100



Effects

Drought: Long periods of time with abnormally low rainfall, leading to a shortage of water. This can cause crops to fail. **Example: Ethiopia.**



Wildfires: a fire that is burning strongly and out of control on an area of grass or bushes in the countryside: **Example: Greece or Australia**

Ice caps melting

The melting of large pieces of ice in Antarctica will cause sea levels to rise leading to the flooding of coastal areas. **Example: Antarctica.**



Animal Extinction

The loss of habitats could cause an animal species to become extinct in the future. This means there is no more of that species alive. **Example: Arctic.**

Increase in extreme weather

The change in climate could bring unexpected and unseasonal weather e.g. heatwaves.

Example: Nottingham.

Also, due to increased ocean temperatures there may be more hurricanes occurring.

Example: Caribbean.



Year 8 – Geography – Climate Change

Episode 5 - How can we manage climate change?

What can I do?

Individually we can all do things to help reduce our own carbon footprint, which is the amount of CO₂ our activities produce. We can turn off lights or appliances when we are not using them. We can walk to places rather than go by car and can increase how much we recycle. We can reduce our consumption of beef, try to buy locally produced food and can reduce how much we buy. For example, do we really need to buy multiple pairs of trainers?



Mitigation strategies

These strategies are aimed at reducing the amount of greenhouse gas emissions in the atmosphere that cause climate change.

Renewable energy

These are sources of energy that are natural and will never run out. Examples of renewable energy are solar, wind, tidal and geothermal. These sources of energy do not produce any greenhouse gases.



Afforestation

Planting trees means that there will be more trees to absorb CO₂ in the atmosphere during the process of photosynthesis. The trees act as carbon sinks and can store large amounts of CO₂.



Adaptation strategies

These strategies are aimed at reducing the impacts climate change has on people.

Coping with rising sea levels

This can include building coastal defences, such as sea walls to reduce flooding and erosion. Also, some areas have flood barriers built on rivers, that when raised will stop water flowing upstream to the city e.g. Thames Barrier in London.



Changing agriculture

This can involve growing different crops suitable to the new climate e.g. grapes in southern England. Also, technology can be used to create new crops that are more resistant to drought.





Episode 1 - How will melting ice affect Siberia?

Background

- Siberia covers most of north Asia. It covers a vast area of Russia and northern Kazakhstan. Siberia starts at the Ural Mountains in the west to the Pacific Ocean in the East.
- The climate of Siberia varies dramatically, but it typically has short summers and long, brutally cold winters. January averages about -20°C and July about $+19^{\circ}\text{C}$.
- The region is experiencing warmer summers and shorter winters due to climate change.

Environmental impacts of melting ice

- Permafrost is starting to melt. When this happens large quantities of methane are being released into the atmosphere, accelerating climate change.
- Zombie fires are wildfires that appear to come back from the dead in the Spring. These melt the permafrost and destroy areas of forest.



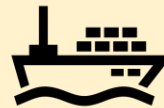
Social impacts of melting ice

- Yakutsk is a city in eastern Siberia, that's built entirely on permafrost land. This can cause the ground to change shape and buildings can become unstable.
- **Zombie diseases** such as Anthrax may be released as permafrost melts and thaws infected reindeer carcasses.



Economic impacts of melting ice

- Melting Arctic sea ice enables increased trade due to easier access of ships to the region.



Episode 2 - How will melting ice affect Antarctica?

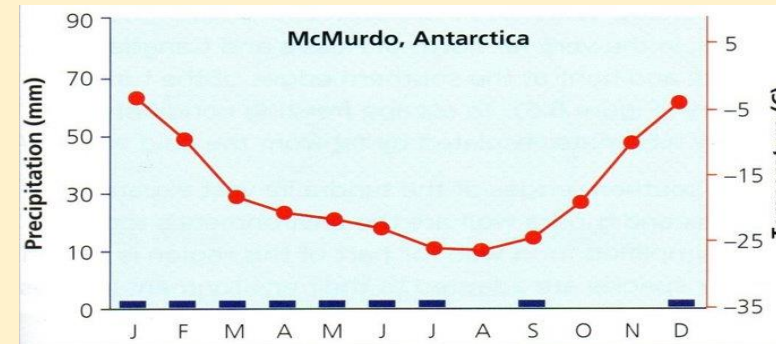
- Climate change is already causing melting glaciers and ice shelves in Antarctica.
- These glaciers will add to sea-level rise if they melt.
- A red algae that lies dormant in the Southern Ocean thrives in the summer when temperatures increase.
- The red colour means the ice reflects less heat, which means it melts quicker.
- This means more red algae grows which makes the problem worse.



Year 8 – Geography – Glaciation and Polar Regions

Episode 3 – What are the characteristics of polar regions?

- Polar environments are the coldest place on Earth, located within 66.5° - 90° north (Arctic) and 66.5° - 90° south of the equator (Antarctica).
- Tundra environments are found in the northern hemisphere, just south of the ice caps.



Climate

- Winters are long and cold, with annual average temperatures below freezing.
- They have little rainfall and Antarctica is a cold desert.
- Tundra environments have similar weather but do not get as cold (-6°C and -12°C).

- Polar regions are rocky, covered in snow and ice with some mountainous areas.
- The soils are frozen, which is called permafrost.
- In the tundra, the surface layer of soil melts in the summer.
- They are totally dark during the winter.



Episode 4 - How do the Inuit live in the Arctic region?

- Inuit are **indigenous** people who have lived in the Arctic region for thousands of years. They live in Alaska, northern Canada and Greenland.
- They practice a primitive and traditional form of survival by hunting and fishing.
- They eat fish, seals, birds, caribou, walrus and whales.
- The Inuit wear warm clothing made from Caribou skin and seal skin gloves.
- Their lifestyle is **sustainable** as it involves catching just enough food for survival.
- Nowadays many Inuit live in wooden houses.
- The Inuit will still teach the young boys how to build igloos in under 30 minutes. This can be the difference between life and death in a storm.
- People worry about the polar bear becoming extinct by 2070 because there will be no ice from which they can hunt. The Inuit face extinction for the same reason and at the same time.





Episode 5 - How do glacial processes affect the landscape?

- A **glacier** is a large mass of ice often shaped like a river that flows very slowly under the force of gravity.



Weathering

The breaking down of rocks by either the action of weather, plants, animals and chemical processes.

Freeze-thaw weathering occurs when water continually enters into cracks. The water freezes and expands, as ice has 9% more volume than water. When the ice melts the rocks contract. The process repeats and eventually the rock will break apart.



Erosion

The wearing away of pieces of rock.



Abrasion is when the glaciers move it drags the loose rock and debris over the slope, much like sandpaper. Over time the rock becomes smooth.

As the rock moves slowly across the land, the rocks in the base of the glacier scratch the land leaving **striations** behind in the ground



Plucking is when the ice and glaciers move, they scrape along the surrounding rock and pull away pieces of rock which causes erosion.



Transportation

This is when the sediment is picked up and carried away by the glacier.



Deposition

When material is dropped and left behind by the glacier.



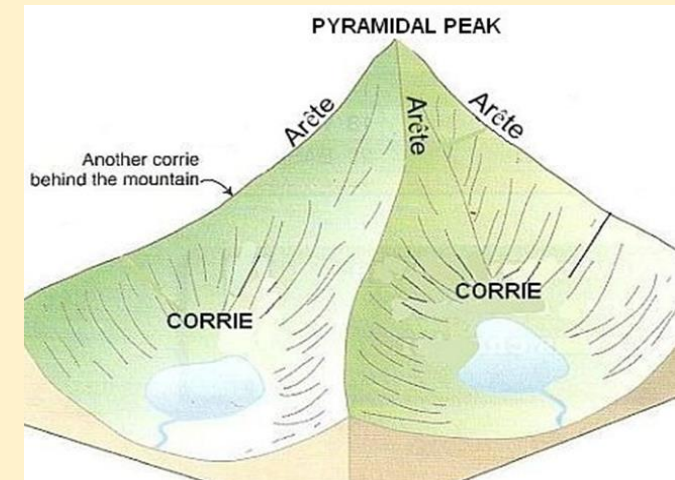
Year 8 – Geography – Glaciation and Polar Regions

Episode 6 – How are glacial landforms formed?

Glacial landforms		Description
Corrie		A bowl-shaped hollow area formed by glaciation, sometimes containing lakes.
Arête		A sharp edge at the top of a mountain.
Pyramidal peak		A sharply pointed mountain peak that has been formed where three or more corries and arêtes meet. Example Mouth Everest.
U shaped valley		U-shaped valleys are formed by erosion. They are carved out when a glacier ploughs through the valley like a bulldozer.

Formation of a corrie

- Snow collects in a sheltered hollow on the side of a mountain and doesn't melt in the summer.
- Every winter, more snow collects in the hollow. This becomes compacted into ice.
- The back wall of the corrie gets steeper due to freeze-thaw weathering and plucking.
- The base of the corrie becomes deeper due to abrasion.
- The hollow is eroded into a steep sided armchair shape with the lip at the bottom end.





Episode 1 - How do waves shape the coastline?

Destructive waves have higher energy and are steeper and higher. Their backwash is stronger than their swash. This results in erosion.



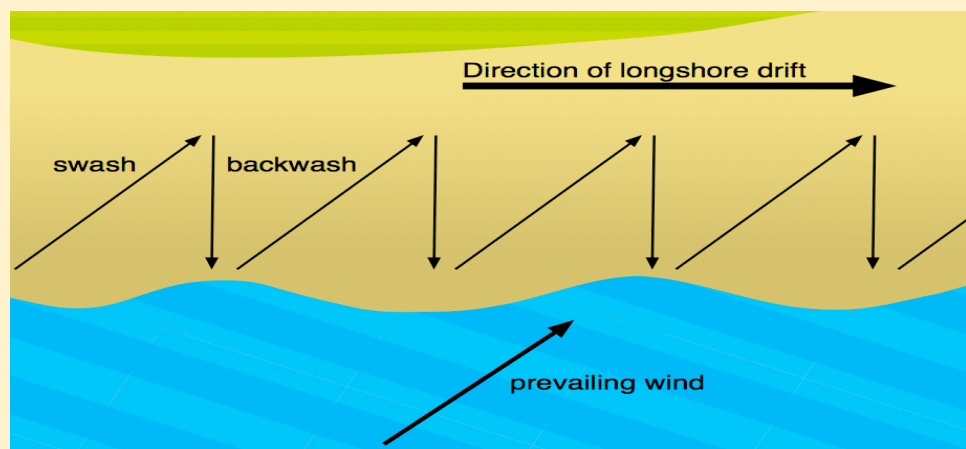
Constructive waves have lower energy and are lower in height. Their swash is stronger than their backwash so they deposit material and build up beaches.



Erosion processes

- Abrasion – sediment hurled against the coastline.
- Attrition – pebbles collide and break into smaller pieces.
- Hydraulic power – force of the water traps air in cracks and gets compressed. The resulting pressure widens the cracks.

Longshore drift



- Swash - water moves up the beach at 45° due to the wind.
- Backwash – water moves down the beach at 90° due to gravity.

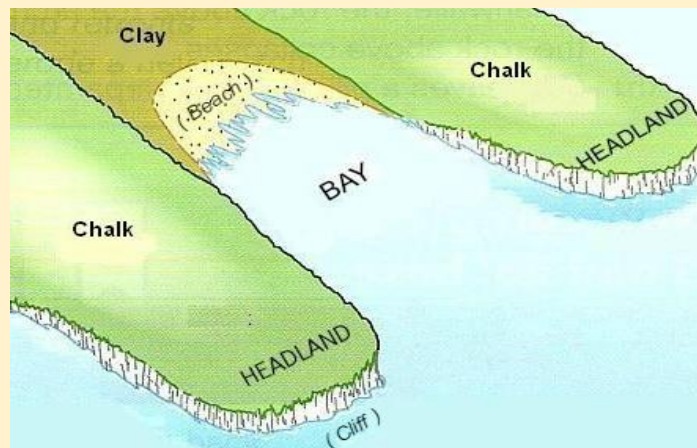
Deposition

Happens when the waves slow down, loses energy and drops eroded material. This can be in a sheltered bay.



Year 8 – Geography – Coasts

Episode 2 = How does erosion create coastal landforms?

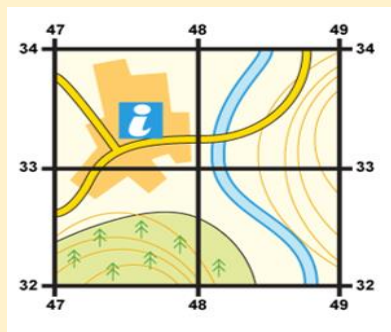


Headland and Bays


- Formed where alternating bands of hard rock and soft rock.
- Hard rock erodes more slowly as it is more resistant. An example is chalk.
- Cliffs of hard rock stick out forming a headland.
- The softer rock erodes more quickly as it is less resistant. An example is clay.
- It curves inwards and creates a bay.

Cave, arch, stack and stump

- These features are created in the headland.
- **Crack – cave** is formed by hydraulic power
- **Cave- Arch** is formed by hydraulic power & abrasion, caves deepen, erode through back of cave, breaking through the headland
- **Arch – Stack:** weathering weakens the top of the arch; waves attack and erode arch sides weakening its structure. The roof collapses due to gravity as there is no support.



How to find coastal features on a map?

- To find the 4-figure grid reference locate the required square.
- Find the bottom left corner of the square.
- Read the bottom number first (along the corridor)
- Then read the side number (up the stairs).
- For example, the location of the tourist information  is 47, 33.

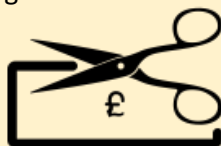


Episode 3 – Why do coastal areas need protecting?

- A coastal resort is a town or village that is located on the edge of a country, where the land meets the sea. England has many traditional tourist resorts, including Blackpool, Skegness, Ingoldmells and Great Yarmouth. The counties of Devon, Cornwall, Sussex, Northumberland and Norfolk also have many attractive places visited by tourists.
- A study has shown that people make over 270 million visits to the English coastline each year.

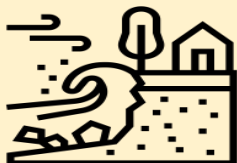
Why do coastal areas need protecting?

- To reduce the risk of climate change and the risk of coastal flooding.
- To reduce rates of erosion.
- Stop houses and holiday accommodation collapsing into the sea.
- Stop tourist businesses being lost e.g. arcades, rides.
- Keep roads in place, so the coast can be accessed.
- Protect local businesses e.g. cafes.



What has happened to Hemsby?

- Hemsby is located on the Norfolk coast.
- About 90% of Hemsby's economy depends on tourism.
- The village has lost about 70 meters of coastline in the last 50 years.
- In March 2023, five homes have been demolished, with several more very close to the edge.
- Part of an access road being washed away.



Why protect Ingoldmells?

- Ingoldmells is a coastal village close to the seaside town of Skegness.
- It has Fantasy island, which has rides and a large market.
- There are many caravan parks, which rely on tourists staying.
- Many other businesses including cafes, arcades and bars rely on tourists.
- Over a million people visit either Ingoldmells or Skegness each year.



Year 8 – Geography – Coasts

Episode 4 – How can coastal resorts be protected?

- **Hard engineering strategies** involve the use of artificial structures to defend the land

Sea Wall

- Curved Walls built from concrete and placed at the back of beaches. The curved shape will reflect the waves back to sea.
- **Advantage** – Provide a sense of security and will last for years if well maintained.
- **Disadvantage** - Expensive to build and maintain. Can cost between £5,000 to 10,000 per metre



Rock Armour

- Large granite boulders piled along the coast to absorb wave energy.
- **Advantage** – Can be placed in front of cliffs or a sea wall. Will last a long time.
- **Disadvantage** - Expensive to transport rocks from other countries such as Norway. Around £3000 per metre.



Groynes

- Wooden or stone barrier built down the beach to trap sediment by preventing longshore drift in order to build a beach.
- **Advantage**– Can create large beaches which attract tourists.
- **Disadvantage** - as longshore drift is stopped, erosion will increase along the coast.



- **Soft engineering strategies** work with natural processes to restore beaches

Beach nourishment:

- **Addition of sediment onto the beach.** This is dredged from the seabed by a boat.
- **Advantage** – creates a wider beach that will attract tourists.
- **Disadvantage** - can damage habitats on the seabed. It also needs repeating and is more effective when used with groynes, which can increase costs.





Key Events

1603 – Queen Elizabeth I dies, James VI of Scotland becomes James I of England. Start of the Stuart Dynasty.

1605 – Gunpowder Plot

1625 – James I dies and his son becomes King Charles I

1629 – Charles I shuts down Parliament for 11 years.

1642 – English Civil War begins.

1648 – King Charles loses the English Civil War and is put on trial.

1649 – 30th January Charles I is beheaded.

1653 – Oliver Cromwell becomes Lord Protector of England.

1660 - Charles II becomes King (on his 30th birthday)

1665 – The Great Plague.

1666 – The Great Fire of London

Episode 1: Gunpowder Plot 1605

• James I was a **Protestant** and introduced *laws against the Catholic religion*.



• **5th November 1605**, group of Catholic noblemen plotted to kill James I replace him with a Catholic Monarch.

• They hid gunpowder in a cellar underneath Parliament.

• The King was warned of the attack and Parliament was searched and **Guy Fawkes** discovered.



• **Fawkes was tortured** and confessed.

• He named other Catholics involved in the plot; including Thomas Percy, Robert Winter, Robert Catesby, John and Christopher Wright and Francis Tresham

• By January 1606, the plotters had all been captured or killed.



• Fawkes were put on trial and found guilty of **treason**.



• **Fawkes was hung, drawn and quartered as his punishment**

Year 8 – History - Stuart England 1603 - 1666

Episode 2 – Causes of the English Civil War

- Charles I became King of England in 1625.
- Charles married a **Catholic**, Henrietta Maria.



• Charles believed in the '**Divine Right of Kings**'. This meant he believed that God had chosen him to be king and therefore he believed that he should be able to do as he wanted.

• **Charles I and Parliament argued about money, power and religion.**

• Charles chose to rule without Parliament, for 11 years.



• Without Parliament Charles had no money, so he demanded people pay him **Ship money**

• Ship Money was a tax he should only collect if the country was at war and only from people who lived at the coast.



• Charles was an Anglican (Protestant very like Catholicism) He reintroduced very decorative churches and a new prayer book.

• Charles tried to introduce his Prayer Book on the Scots. The Scots invaded in 1639.



• Charles had to ask Parliament to return, so he could ask for money to fight Scotland.

• January 1642 Charles tried to arrest 5 MPs whilst they were in Parliament. They escaped.

• August 1642 Charles declares war on Parliament.

Episode 3 – Why did Parliament win the English Civil War?

• The King's supporters were nicknamed **Cavaliers/Royalists**.

• Parliament's supporters were nicknamed **Roundheads**.

• Oliver Cromwell formed '**The New Model Army**'. It was better equipped, paid and trained, than the King's forces.

The main types of soldiers were:

• Pikemen – who carried a 2 metre long wooden pole with a metal spike on the end.

• Musketeers – who used a long wooden musket (like a rifle) to fire small bullets at people.

• Cavalry – these were soldiers on horseback.

• **Battles included:** Edgehill 1642 (neither side won), Newbury 1643 (Parliament won), Marston Moor 1644 (Parliament won), Naseby 1645 (Parliament won).

• After his defeat at Naseby, Charles persuaded the Scots to invade England and a **second Civil War** broke out in 1648.

• Oliver Cromwell again defeated the Royalists, at the Battle of Preston in 1648 and captured King Charles.



Episode 4 – Was it right to Kill the King?

- King Charles I was put on trial, accused of being a ‘tyrant, traitor, murderer and Public Enemy’.
- The crime he was found guilty of was treason.
- The Judge and jury were made up of MPs.
- Charles I was beheaded 30th January 1649.
- He is the only British monarch to be executed in history!



Episode 6 – What was life like during the Restoration period?

- In 1658 Oliver Cromwell died and Parliament needed a new leader, so they invited the dead King Charles’s son to be the new King of England and Scotland.
- **King Charles II**, arrived in London 29th May 1660. The **Republic was over and the Monarchy was restored.**
- **The Restoration Period** is the reign of King Charles II.
- **Samuel Pepys** (pronounced "Peeps") is famous for his **diary**.
- He wrote it from January 1660 until May 1669.
- It gives detailed evidence about life in London, during the reign of Charles II and major events; such as the Great Plague and the Great Fire of London.
- The diary is important because there is little primary evidence from this time.

Episode 5 – Was Oliver Cromwell, a villain?

- **Oliver Cromwell was an** Member of Parliament for Huntingdon, who became the leader of the Parliamentary side in the English Civil War.
- He was the leading figure in the trial and execution of the King.
- **In December 1653, he was made ‘Lord Protector’.** This meant he had almost all the powers of a Monarch. **England became a Republic, called the ‘Commonwealth’.**
- Cromwell split England into 11 districts, each run by a Major-General.
- Cromwell was a strict **Puritan**.
- **Puritans** believed everyone should lead a pure and simple life, as Jesus had in the Bible.
- He **banned** theatres, inns, music, sport, singing, clothes were expected to be plain. Celebrations and religious festivals were **banned**, even **Christmas**.
- Cromwell was not popular. He was granted £200,000 a year and enjoyed the entertainments, he banned for everyone else.



Episode 7 – How far did the Great Plague vary from the Black Death?

- **The Great Plague** arrived in London in the Spring of 1665, it was the bubonic plague; which had been called **The Black Death**, when it had hit England in 1348.
- **What were the symptoms?**
Black boils (Buboes) / rash of black spots / shivering / fever / vomiting
- The summer of 1665 was extremely hot so the disease spread quickly.
- **The wealthy, including the King, many doctors and clergy fled the city.**
- **The Lord Mayor** brought in measures to prevent it from spreading such as; quarantining the sick in their homes for 40 days, burying the dead at night outside of the city, burning barrels of tar, closing theatres, pubs and killing cats and dogs.
- **People did not know how the plague was spreading; their theories included: Foul air, comets, punishments from God, dogs and cats, the planets moving.**
- **What really caused the Plague?** Bacteria carried by fleas. Fleas fed on blood from all animals, including humans and transferred the bacteria into their bloodstream



Year 8 – History - Stuart England 1603 - 1666



Episode 8 – What was the impact of the Great Fire of London?

- **Great Fire of London began in** Thomas Farriner’s bakery, in **Pudding Lane 2nd Sept 1666.**
- The fire quickly spread and raged for **five** days.
- Samuel Pepys was sent by the King to command the Lord Mayor of London, to pull down buildings and create a **‘fire break’**.

Negative impact:

- Failure to create firebreaks and the easterly wind, caused much destruction to London.
- A sixth of London was destroyed: 13,200 houses. 400 streets and 87 churches.
- St Pauls Cathedral lost £2 million worth of books and papers, when the lead roof melted.

Positive impact:

- The city was rebuilt with brick houses and many new buildings, such as St. Paul’s Cathedral.
- The fire made London a cleaner, healthier place and helped rid

London of the plague.





5 th May 1789	King Louis XVI calls the Estates General.
July 14 th 1789	Storming of the Bastille
August 26 th 1789	Introduction of the Declaration of the Rights of Man and Citizen
June 19 th 1790	The French aristocracy is abolished.
June 20 th -21 st 1791	The King and his family attempt to flee France but are captured at Varennes.
September 3 rd 1791	1791 constitution is introduced in France.
July 29 th 1792	Robespierre calls for the removal of the King.
September 2 nd 1792	The September massacres take place in Paris.
September 21 st 1792	The monarchy is abolished and France is declared a republic.
January 21 st 1793	King Louis XVI is executed
September 17 th 1793	The beginning of the terror in France
July 28 th 1794	The execution of Maximilian Robespierre.
November 1799	Napoleon Bonaparte becomes First Consul of France

Episode 1 – How did the Enlightenment affect England and France?

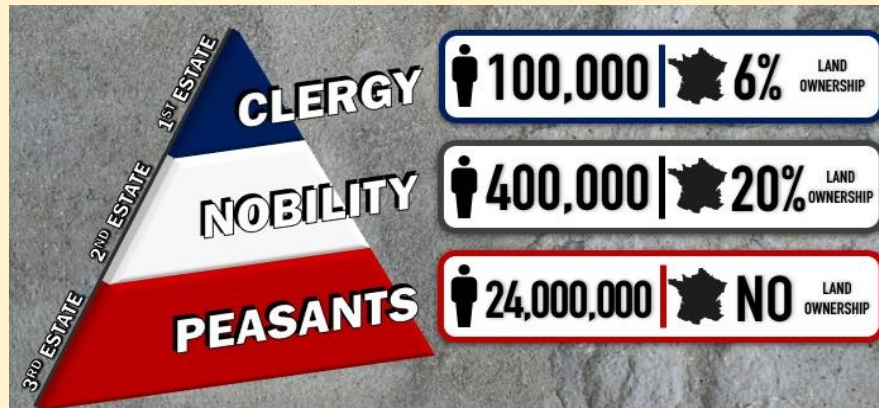
- 16th and 17th Century: intellectuals (**Locke, Voltaire, Montesque and Rousseau**) began to question how countries were run (against the Divine Right of Kings and absolute monarchy – wanted to find logical and rational approaches to the way the world worked. Began to challenge the authority of monarchy in France, by suggesting that Kings should not be above the law.
- 1660 - the Royal Society of London was formed with famous scientists, such as Sir Issac Newton and even King Charles II was a member.



Episode 2 Social Structure of French Society in the 1780's.



- The period before the French Revolution = the Ancien Regime.
- 1780's - France's population - 24,700,000.
- Divided into **three estates**.
- The first and second estate made up about 2% of the population.



Year 8 - History – The French Revolution 1789-99

Episode 3 – Causes of the French Revolution.



- Louis XVI France was an absolute monarchy.
- The causes of the French Revolution could be split into 4 different categories:
- Social:** poor harvests between 1787-89 led to food prices rising and high unemployment. Bread cost 75% of wages for the Third Estate.
- There had been a growth in the Bourgeoisie (Middle Class), who although they had money and educations were still part of the Third Estate and had to pay tax and could not vote.
- The Third Estate resented the First and Second Estate as they did not have to pay taxes.
- Intellectual:** the enlightenment had begun to challenge the role of the monarch.
- Political:** Louis sacked his only non-noble minister Necker for supporting change, and in 1788 he called the Estates General tried to raise taxes.
- Economic:** France was bankrupt – 4 billion livres in debt from supporting the USA in wars against Britain and had an income of only 600 million livres per year.



Episode 4 – Why did the Second Estate Revolt?

- In 1787 the financial advisor to King Louis XVI, arranged an Assembly of Notables (the second estate), as he needed to raise more money for France. He suggested that the first and the second estate in France needed to start paying taxes. The Assembly refused this, because the first and second estate had been exempt from this. As he had not got his changes completed Louis sacked him.
- May 1788, King Louis realising that he needed more money, called a meeting of the Estates General to push through the tax reforms. None of the estates agree to his ideas.
- June 1789 – the Third Estate = the National Assembly.
- 27th June 1789 Louis XVI had grudgingly agreed to include all estates into the National Assembly. He is now a constitutional monarch (like in the UK today)





Episode 5 – Storming of the Bastille

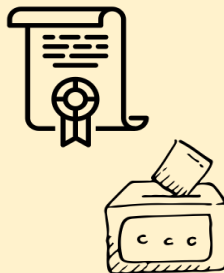


- The Bastille = fortress/ prison.
- July 1789 - Ordinary people in Paris excited about possible military takeover of power.
- 12th July, the governor of the Bastille, fearing the Bastille would be a target for attack received 250 barrels of gunpowder to protect it.
- 14th July 1789 - mob arrived at the Bastille – governor and his men were over run, he surrendered - the mob cut off his head and paraded it through the streets of Paris.

Episode 6 – How did the Estates System change after the 1789 Revolution?



- August 1789 the Assembly agreed to use the '**Declaration of the Rights of Man and the Citizen**'. This included: abolition of feudalism, banning nobles' rights and privileges. Freedom of speech and the press, civil marriages and divorce was allowed.
- Some complained it did not go far enough as only allowed some men (tax paying) to vote and slavery was still allowed.
- The Church's land was sold off to pay for France's debt.
- Priests had to swear an oath of loyalty to the state and were paid by it.
- The National Assembly abolished the tithe (church tax).
- A new fairer tax system was introduced.
- The Assembly was voted for every 2 years.



Year 8 - History – The French Revolution

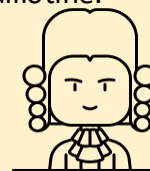
Episode 7 – Why was Louis XVI executed?

- Louis and his wife Marie-Antionette were taken from Versailles to the Tuileries Palace.
- June 1791 Louis decided to leave France to get support from his wife's family in Austria but Louis, his wife and their children were caught trying to escape. They were arrested and taken back to Paris.
- September 1791 Louis was forced to agree to a constitution, which reduced his power.
- April 1792 - France declared war on Austria, it went badly, and Louis and his minsters were blamed. He was put under arrest in his palace.
- 21st September 1792 -France became a REPUBLIC and Louis lost his titles.
- 22nd September 1792 Louis was put on trial for 33 crimes including treason. Out of the 693 jurors, 374 –321 voted in favour of the death penalty.
- 21st January 1793 Louis was executed by guillotine.
- 16th October 1793 Marie-Antoinette was also executed by guillotine.



Episode 8 – The Great Terror

- Following the creation of the Republic there was a power struggle as different people argued over how France should be run, a lawyer called Maximillian Robespierre rose to power.
- Robespierre was the leader of the Jacobins, who had led the revolution and wanted France to change quicker than it was. In September 1793, he formed the **Committee of Public Safety and started the Reign of Terror**.
- Between September 1793 and July 1794 anyone suspected as an enemy of the Revolution was arrested. 300 000 people were arrested, 17 000 executed officially and 10 000 died in prison or without trial.
- Robespierre overthrown - 27th July 1794. Executed the next day.



Episode 9 – Why did Napoleon Bonaparte come to power?

- Napoleon Bonaparte: born 1769 in Corsica
- Educated in a military school.
- 1796 = Commander of the French army in Italy , where he forced the Austrians who had been fighting France for 4 years to make peace.
- Summer 1799: arrived back in Paris as the government was in crisis.
- November 1799, Napoleon was member of a gang that overthrew the French Directory (the group, who had been ruing France). It was called the Coup of Brumaire.
- Napoleon made first consul. (Head of France) and in 1804 he made himself Emperor of France.





Episode 1 – Why did Britain want an Empire?



- Britain wanted an empire to strengthening their power.
- Britain's first colonies were in North America in the 1500's, overtime Britain gained land in large parts of Asia, Africa, Australia and Islands in the Pacific Ocean.
- By 1900 British Empire ruled a quarter of the entire World.

The main **benefits** for Britain were:

- ✓ the naval bases around the world allowing the British navy to sail around the world safely,
- ✓ the amount of new raw materials that could be brought to Britain to help start the Industrial Revolution such as cotton, sugar, rubber.



The main **benefits** to the colonies were:

- ✓ English language was spread throughout the Empire making trade easier.
- ✓ Infrastructure such as road, railways and hospitals were built.
- ✓ Education and legal systems were taken to countries



However, there were many **problems** because of the British Empire:

- ✓ Enslavement - meant millions of people were taken from their homes and forced to work and live in other countries,
- ✓ Many were banned from using their own languages, religions and cultures - expected to follow British culture and traditions!
- ✓ Diseases were taken from Britain to isolated communities that had never suffered them before.
- ✓ Theft meant that the British removed valuable resources and land from native peoples.

Year 8 - History – The British Empire and India

Episode 2 – What was India like before the British arrived?

India is rich in natural resources – iron ore, silk, copper, gold, silver, gemstones, tea and timber. Spices (which were very valuable in the Middle Ages) are common in India too. This meant that any country that made strong trade links with India could be rich and strong.

India was made up of a series of different Kingdoms, many were Hindu but since the 1500's a Muslim tribe called the Mughals, who created an Empire which invaded and took over most of India.

By the 1600's the Mughals ruled many Indian states and India became very wealthy creating about 25% of the world's wealth compared to Britain producing 2%.

There were 4 main religions practiced in India:

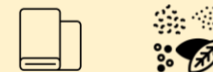
Hinduism, Buddhism, Sikhism and Islam. They built many famous temples and mosques, which still exist today.

The word, 'India' was used to cover many present-day countries; Pakistan, Myanmar, Bangladesh, Afghanistan, Sri Lanka, Nepal and present-day India.



Episode 3 –What was the East India's Company control on India?

From the 1600's trading stations were set along the Indian coast, where goods, such as silk and spices could be bought and sold. The **East India Company (EIC)** ran all of Britain's trading stations; Surat (1612), Madras (1638) and Bombay (1668).



By the 1700's EIC began to take large areas of India on which they built forts to protect the trading stations, they also had their own private army and navy to defeat local Indian leaders, who opposed the EIC. It led to many wars like;

1757 – Battle of Plassey: 3000 EIC soldiers (2200 local Indians) led by Major – General Robert Clive defeated 40 000 Indian army led by local prince Siraj-ud-Duala.



1770 – Bengal Famine: 10 million people died from starvation. The EIC made the situation worse by refusing to offer aid and continued to collect taxes from the starving people by force. The EIC began to make less money.

1773 – the British government limited some of the powers of EIC.

1784 – India Act stated that both the British government and EIC controlled the territory in India jointly.



Episode 4 – What was the Indian Mutiny or First War of Independence?

The East India Company and British Army had about 40 000 soldiers in India by the 1850's and the EIC had about 200 000, local Indian (mainly Hindu and Muslim) soldiers called Sepoys.

Cause of the conflict:

- January 1857 Sepoys were given new rifles which had cartridges with a grease covered end that you bit before you poured into the gun. A rumour spread that it was made up of pork and beef fat. (Pork forbidden by Muslims to eat and Beef forbidden by Hindus to eat)
- 29th March 1857 **Mangal Pandey**, a Sepoy mutinied and shot 2 British Officers and attacked another with a sword. He was arrested and executed.

Events of the conflict:

- Word of the mutiny spread and in Meerut a regiment mutinied after 85 Sepoys were jailed for 10 years for refusing to use the cartridges.
- The day after 3 more regiments mutinied and began to march to Delhi, killing every European they saw. Their reasons for doing so differed some wanted the Mughals restored. Of the 139 000 Sepoys, who mutinied, 100 000 reached Delhi and forced the aged Mughal leader **Bahadur Shah Zafir** to lead them.
- As news of the rebellion spread peasants, local princes and Taluqdars all joined the rebels, including **Rani (Queen) Laxmibal**.
- The British government sent 90 000 British soldiers to put down the Northern Rebellion.
- It took the British government until July 1858 to end the rebellion with help from loyal Indian Princes and Taluqdars, who were promised they could keep their lands.

Consequences of the conflict:

- August 1858: The British Government took over complete control of India with a **Viceroy** put in charge of India and Queen Victoria was given the title; Empress of India.
- Bahadur Shah Zafir was tried for treason and sentenced to transportation to Burma.
- Many rebels were executed. Some princes kept their land but had to swear loyalty to the **Raj**.
- Most Indians could not vote or hold positions of responsibility.
- The **Caste System** was used widely to divide people based on wealth and religion.
- The British taxed the Indians highly on basics like salt and even grew a 1100-mile hedge to prevent salt smuggling.



Year 8 - History – The British Empire and India

Episode 5 – How did India gain its independence?



1885 - Indian National Congress (INC) was established by mainly Hindus, who believed that India should be ruled by Indians. They began to boycott British goods as a protest of the Lord Curzon's (Viceroy) decision to partition Bengal in 1906 to stop the growth of the INC. Due to serious protests the partition was reversed in 1911.

1886 - Muslim League set up to support Muslim independence.

1914 – 1918 Despite 1.3 million soldiers fighting and over 74 000 dying for Britain in World War One, the British government only made slight changes to the way India was run with only educated Indians being allowed the vote.

1919 - Jallianwala Bagh Massacre happened in Amritsar, when 10 000 people who were protesting in Jallianwala park, were shot at as the British had banned large gatherings, 350 people were killed.

1930 – 1946 The INC and Muslim League continue to protest repeatedly against British rule, led increasingly by Mahatma Ghandi, until Britain agrees to leave India.

June 1947 - Viceroy Mountbatten declares independence for August 1947 and puts pressure on INC and Muslim League to partition India into 2 states based mainly on religious lines. He gives Cyril Radcliffe the task of drawing up the borders despite having never been to India. Pakistan split into 2 but over 1600 km apart. Over 1 million people are dispersed, violence erupts and up to 1 million die as a result.





Episode 1 & 2

Religion & Rules

The Ten Commandments



1. Do not have any other gods.
2. Do not make or worship idols.
3. Do not disrespect or misuse God's name.
4. Remember the Sabbath and keep it holy.
5. Honour your mother and father.
6. Do not commit murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not tell lies
10. Do not be jealous of others.

These 6 can be used without a belief in a God

Why was Moses given the Commandments?

- In Egypt Moses led the people out of slavery. To live in the desert
- There were thousands of people so there had to be rules.
- God gave the Jewish people the Ten Commandments, because they were starting to misbehave.
- The commandments gave the people a code for living together in peace.
- Jewish people today still obey these commandments very closely
- Most of the world's laws are based around these commandments.



Commandment – A rule/law to be strictly followed

Some Religious laws are used today because they help build a moral society. Some are not against the law and considered to be sins against God only.

Idol: These are objects or statues which are often worshipped as a God.



This is considered bad by most religions as they are a distraction from actually worshipping God.



Icon: A symbol that focuses the prayer as a way to connect with God.



Year 8 – RSMS - The Impact of Religion Autumn 1 P1

Episode 3

Food Laws in Religion

Islam	Judaism	Hinduism	Christianity
<ul style="list-style-type: none"> • Halal – meat must be killed in a special way. The throat is slit and a prayer is said over the animal - "Bismillahi-Allahu Akbar" (In the name of Allah the greatest) • Ramadan – fasting – Muslims do not eat during day light hours for 1 month. • Not allowed to eat pigs, shell fish or drink alcohol. 	<ul style="list-style-type: none"> • Kosher – these are food which Jews are permitted to eat. Kosher meat comes from animals that have split hooves -- like cows, sheep, and goats -- and chew their cud. • Don't mix Dairy & meat. They will have separate cooking utensils to ensure these do not contaminate each other. 	<ul style="list-style-type: none"> • Vegetarian – Hindus believe in Karma and the rebirth cycle. They believe you shouldn't eat meat as the animal has a soul which would most likely have been a human soul once. • Cows are considered sacred - It represents Mother Earth, as it is a source of goodness and its milk nourishes all creatures 	<ul style="list-style-type: none"> • Some do fast • Eat fish on a Friday • Pancake Day – to remove all the sweet foods from the house. This remembers the 40 days Jesus went into the wilderness. • Christmas – advent calendars & mince Pies • Easter – eggs – represent the stone in front of the tomb & they are hollow to remind of Jesus' resurrection and new life.





Episode 4

A **religious festival** is a time of special importance marked by special actions to that religion. Religious festivals are commonly celebrated on recurring cycles in a calendar year or lunar (moon) calendar.

Religion & Festivals

Festivals linked to each religion

Christianity



Easter
Christmas
Pancake Day



Easter is a Christian festival celebrated all over the world. Easter Sunday marks the day that Christians believe Jesus rose from the dead. He was executed three days before on Good Friday by crucifixion. Christians call Jesus rising from the dead his resurrection.

Islam



Eid Ul Adha
Eid Ul Fitr
Ashura

Eid al-Fitr - which means 'festival of the breaking of the fast' - is celebrated at the end of Ramadan, a month when many adult Muslims fast. Fasting is important for Muslims during Ramadan as it allows them to devote themselves to their faith and come closer to Allah, or God.



Judaism



Passover
Yom Kippur
Rosh-Hashanah



Passover is a celebration of the story of Exodus. During Passover, Jews remember how their ancestors left slavery behind them when they were led out of Egypt by Moses.

Hinduism



Holi
Diwali
Ganesh-Chaturthi

For many people **Diwali** is a five day festival which honours Lakshmi, the goddess of wealth. Lamps are lit and windows and doors are left open to help Lakshmi find her way into people's homes. Other ways that Hindus celebrate the festival include: Spring-cleaning the home.



Sikhism

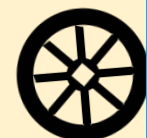


Vaisakhi
Diwali



Vaisakhi started as a harvest festival in the Punjabi region of northern India. It also celebrates the creation of the Khalsa order. It promotes justice and equality and the creation of a more equal and just society. Members commit to wearing the five articles of faith and practice daily meditation.

Buddhism



Wesak
Puja

Vesak is one of the most important Buddhist festivals. It is also known as Wesak or Buddha Day. It is a celebration of Buddha's birthday and, for some Buddhists, marks his enlightenment (when he discovered life's meaning).



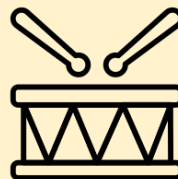
Episode 6

Popular Culture

Inspiration is the process of being mentally stimulated to do or feel something, especially to do something creative.



In Islam, it is custom for women to wear modest **clothing** and cover their hair. This is so they are respected for who they are and not what they look like.



Music has been influenced by religion for centuries. Christians used to sing to classical hymns, but this has changed to a more modern pop song sound.



Music is a nearly universal part of **religion** because it appeals to and heightens human senses in a way which, in turn, allows humans to praise through a medium that makes worship more enjoyable and everyone can use it to praise their God.



Religion has played a part in **architecture & interior design** over the years. Many homes have a Buddha statue in them or people are using Buddhist practices of meditation and Zen to relax them in today's busy world.

Religion also plays a huge part in the **books** we read and the **TV** and **Films** we watch. From themes about the Devil, how to live the best life possible to concepts of a greater force. Ideas are given to us through the study of other cultures and religions.





Episode 1 – 3

Human Rights & British Values, Prejudice & Discrimination

Human rights are the basic rights and freedoms that belong to every person in the world. In the UK human rights are protected by the Human Rights Act 1998.

The **Universal Declaration of Human Rights** was put in place by the **United Nations** in **1948**. It is an agreement that sets out thirty human rights that everyone in the world has. The declaration is not a set of laws but many countries have used it to make their own laws about human rights.

- Article 1. Free and equal. ...
- Article 2. Freedom from discrimination. ...
- Article 3. **Right** to life. ...
- Article 4. Freedom from slavery. ...
- Article 5. Freedom from torture. ...
- Article 6. **Right** to recognition before the law.
- Article 7. **Right** to equality before the law. ...
- Article 8. Access to justice.



British Values

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.



Prejudice is preconceived opinion that is not based on reason or actual experience. A thought in a person's head. "**prejudice against** people from different backgrounds". It is generally a negative thought inside your head about something.

Oscar Romero, the Archbishop of San Salvador, who was assassinated in 1980 while celebrating Mass. Romero was increasingly outspoken about injustice by the corrupt military and government in the events leading up to his assassination.



Shirin Ebadi, (b. June 21, 1947, Iran), Iranian lawyer, writer, and teacher, who received the Nobel Prize for Peace in 2003 for her efforts to promote democracy and human rights, especially those of women and children in Iran. She was the first Muslim woman and the first Iranian to receive the award. However she was banned from being a lawyer because she was a woman when the laws changed, she was sentenced to go to jail when she continued to help people.

Racism: discrimination and prejudice towards people based on their race or ethnicity. Racism based on fear and ignorance.

Christian attitudes to racism:

Humans are made in the image of God, God made all humans equal and they will be judged equally on death. The Bible states that we should treat 'foreigners' kindly.

"There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus"

"So God created mankind in his own image, in the image of God he created them; male and female he created them."



Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability. This is physically or verbally acting on a prejudice.

Episode 4

Martin Luther King



King studied Gandhi whilst he was at school and saw the value in non-violent protests to achieve change.



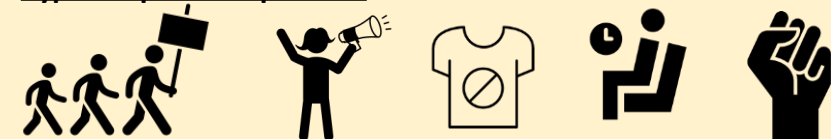
The **Bus Boycott** – When a woman called Rosa Parks refused to give up her seat on the Bus and was arrested. The **Montgomery Bus Boycott** was a civil rights protest during which African Americans refused to ride city **buses**, to protest segregated seating. The **boycott** took place from December 5, 1955, to December 20, 1956.

Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the American civil rights movement from 1955 until his assassination in 1968.



"I Have a Dream" is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.

Types of peaceful protests



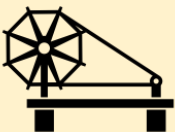


Episode 4

Mahatma Gandhi



- Mohandas Karamchand Gandhi was born 2nd October **1869**. He came to London to study to be a **Lawyer**.
- Married aged 13 to Kasturba.
- He found a job in 1893 South Africa and travelled there on a first class ticket.
- When on the train he was asked to move to third class because of the colour of his skin. He refused and was **thrown off the train**.
- He organised his first 'peaceful' protest which was to **burn the passes** **only** 'coloured' people had to carry. He was beaten and arrested.



- Gandhi returned to India in 1915. He wanted to improve the conditions for the poorest people but he also campaigned for India to be free from the British Empire.
- Gandhi fought to have all members of the Hindu Caste system recognised and he called the lowest Caste Harijans, meaning children of God.
- He was renamed '**Mahatma**' which means **great soul**.
- He organised various **peaceful protests** including; spinning their own thread so they didn't buy from the British, he went on hunger strike to stop the Indians from rioting and he marched to the sea to '**make salt**', which had been banned without a government licence. He achieved Indian Independence in 1947.
- He was **assassinated** on 30th January 1948 by Nathuram Godse. This was because India wanted to create Pakistan.

Year 8 – RSMS - Prejudice and Discrimination Autumn 2 P2

Anti-Semitism: hostility to or prejudice against Jewish people.

Episode 6 & 8

The Holocaust



Hitler wanted a Master Race called the Aryans, the ideal look was blonde hair with blue eyes.



The Holocaust is the term used for the mass murder of 6 million Jewish people during the Second World War.



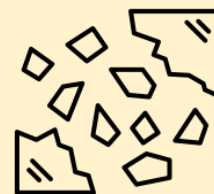
The Jews were then slowly moved to labour camps and death camps. They were moved in squashed in cattle wagons.



When Hitler came to power in 1933, Jews slowly felt restrictions to their lives, such as **curfews** and no longer being able to go to school or own a business.



On arrival at Concentration Camps such as **Auschwitz** they were given an outfit to wear that looked like stripped pyjamas.



Kristallnacht (The Night of Broken Glass), Nov 9th 1938. On this night Nazi's began a series of pogroms (program) on Jews and their properties and burning Synagogues.



They were used for slave labour and barely fed.



Jews were moved to Ghettos, to cleanse the towns of the Jewish Race. Hitler has a '**Final Solution**', to completely **annihilate (destroy)** the Jewish Race from history.



Hitler ordered for the Jews to be killed on Mass and they gassed them in mass gas chambers.



Some Jews managed to get a child onto the **Kindertransport** which brought them to the UK.



When the Nazi's began to lose the war they emptied the concentration camps and forced the Jews to go on death marches.



Allah – Muslim word for God.
 Qur'an – The Muslim Holy Book
 Muhammad – The last and main Prophet of Islam
 Resurrection – Born again/come back to life/afterlife

Episode 3

Muslim belief on the afterlife

- Islam teaches that there is life after death, and this is known as **Akhirah**. In Islam, it is **Allah** who decides when a person dies and most Muslims believe that when they die, they will stay in their graves until **Yawm al-din**, the **Day of Judgement**. On that day, they will be raised from their graves and brought before Allah and judged on how they lived their earthly lives. This belief is known as the resurrection of the body.
- Those who have performed more good deeds than bad will enter **Jannah**, or **Paradise**. Jannah is a place described as a 'garden of everlasting bliss' and a 'home of peace'. In Jannah there will be no sickness, pain or sadness.



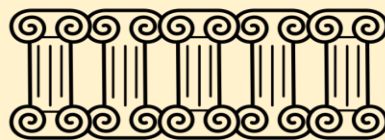
Muslims believe there is an angel on each shoulder during our lives that write down all our good and bad deeds which will be judged.

Angels **Nakir** and **Munkar** prop the deceased soul upright in the grave and ask three questions:

- Who is your Lord?
- What is your religion?
- Who is your prophet?



- Those who have performed more bad deeds than good will enter **Jahannam** or Hell. This is a place of physical and spiritual suffering.
- Muslims believe that Allah is forgiving, merciful and compassionate, so not all bad actions will be punished. Allah will forgive those who have repented for their sins and those who have done some good in their lives, for example showing kindness to others.
- There are, however, some sins that many Muslims believe to be unforgivable. These include the sin of **shirk**.
- People's deeds will be considered on the Day of Judgement. The Qur'an states that the good will receive reward, while the bad will receive punishment:
- Belief in life after death is central to the meaning and purpose of most Muslims' lives. Many Muslims believe that they are on this earth for a relatively short time and during this time they are preparing themselves for **eternal** life after death. They view this life as a test and try to do as many good deeds as they can. In order to get to Jannah, they must also fulfil their Islamic obligations.



The Five Pillars of Islam

Shahadah is the Muslim declaration of faith. The words of the Shahadah are repeated multiple times during the day.

"There is no God but Allah and the prophet Muhammed is his messenger."

Salah is prayer. It is **compulsory** for Muslims to pray **five** times a day



Zakah, or charitable giving, encourages generosity and compassion.



Sawm is the obligation to fast during Ramadan. It teaches Muslims self-discipline, bringing them closer to Allah.



Hajj is the pilgrimage to Makkah. The trip is compulsory at least once in a lifetime for Muslims as long as they are fit and healthy and can afford to make the trip.



Year 8 – RSMS - Life After Death Spring 1 P1

Episode 4

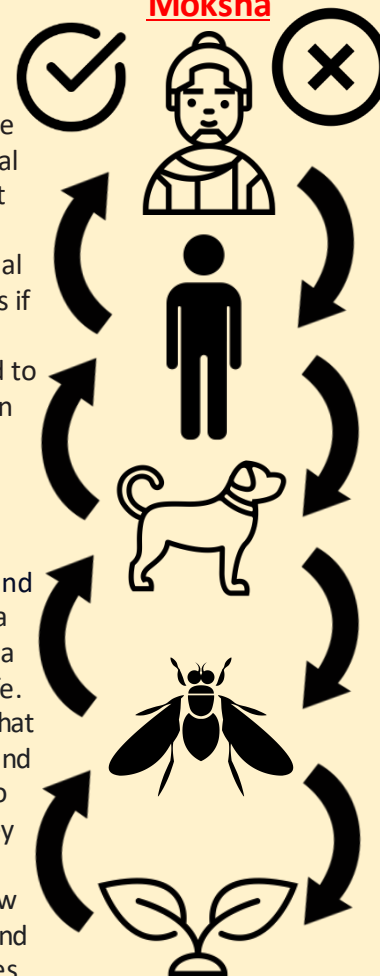
Hindu belief on the afterlife

Most Hindus believe that humans are in a cycle of death and **rebirth** called **samsara**. When a person dies, their **atman (soul)** is reborn in a different body. This is also called reincarnation.



Some Hindus believe that humans may be reborn in animal form, and that rebirth from human to animal form only occurs if an atman has repeatedly failed to learn lessons in human form.

Dharma means duty, religion, virtue and morality; it is a central part of a Hindu's daily life. Hindus believe that there are right and wrong ways to behave, so they must behave correctly, follow the moral law and take their duties seriously.



Hindus believe in **karma** or 'intentional action'. Many believe good or bad actions in life leading to positive or negative **merit**, determines the atman's rebirth.



Living life according to teachings in the scriptures will eventually lead to **moksha**. Some Hindu scriptures describe moksha as the atman becoming absorbed with **Brahman**, from where each atman is believed to originate. Other Hindu scriptures describe moksha as living in the realm of a personal God.



Theist – believes in a God
 Atheist – Doesn't believe in a God
 Agnostic – Not sure, wants evidence rather than belief
 Polytheist – belief in many Gods

Lesson 5

Humanist beliefs about the afterlife



- Humanists reject the idea or belief in a supernatural being such as God. This means that humanists class themselves as agnostic or atheist.
- Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others.



- Humanists are concerned with **human welfare** and **happiness** and believe that this is **the one and only life and world** they have.
- As a result, they believe that people should **make the most of their lives** while on Earth. However, they also believe that they have a **duty to support others** to live fulfilling lives too – this includes people who are alive today as well as future generations.
- Because humanists **do not believe in any kind of god or supernatural force** that will solve their problems, they believe that human beings must **take sole responsibility** for solving the world's environmental problems. Only humans are capable of finding the solutions that can lead to a sustainable existence.



Evolution

- Humanists believe that human beings were not created, but instead evolved naturally. They believe that humans go on evolving, along with the rest of the species on our planet today. Evidence shows how human welfare is heavily dependent on the natural world and on the continued existence of many other species.

Episode 6

Christian beliefs about the afterlife



Christians believe that the death of the physical body is not the end. After their time on Earth they believe that humans will have eternal life in the afterlife. Heaven is described as **eternity** in the presence of God, as Heaven is a state of being rather than a physical place. Heaven is the ultimate aim.



Christians believe that all humans have a soul. They believe the soul to be a non-physical part of humans that lives on after the death of the physical body. Many believe that it is the soul that will live on in the afterlife.



People's time on Earth will be judged by God and this will determine what happens to the soul in the afterlife. Most Christians believe that they will either go to Heaven or to **Hell**.

Hell

Since God has given human beings **free will**, there must be an opportunity for people to reject God. This is the basis of the idea of Hell.

Hell has traditionally been depicted as a place of eternal fire that symbolises pain and suffering. This is seen as the result of the refusal to accept the happiness that God wants people to share with him. Hell is the opposite of Heaven - it is eternity in the absence of God.



The Parable of the Rich Man and Lazarus (Luke 16:19-21) gives humanity an example of what will happen to them after life depending on how they have lived and treated others. The parable gives three warnings:

- not to worship material things
- to help those who are in need
- to listen to the prophets



The parable warns that if these are not followed then an individual will end up in Hell.

The **Catholic** Church teaches that after death there is a state of **Purgatory**. This is a place where some people who have sinned are purified in a 'cleansing fire', after which they are accepted into Heaven.



I can describe my last holidays



Verb	duration	where	who with	connective	It was/n ot	adjective	
J'ai passé I spent	une semaine a week	à Strasbourg In Strasbourg (French city)	avec mes parents with my parents	et and	c'était it was	génial great	
il a passé he spent		aux États-Unis in the USA	avec mon meilleur ami / avec ma meilleure amie with my best friend	mais but		grandiose magnificent	
elle a passé she spent		trois jours 3 days	en ville in town	avec une colonie de vacances with a summer camp	cependant however	ennuyeux à mourir ultra-boring	
		un weekend a weekend	à la campagne in the countryside	avec mes cousins with my cousins	pourtant however	ce n'était pas it wasn't	pathétique pathetic
		un mois a month	au bord de la mer by the sea	avec mes grands-parents with my grandparents	aussi also		amusant fun
Nous avons passé We spent			à la montagne in the mountains				décevant disappointing

I can describe the activities I did and give a range of opinions



"the thing"	Person + avoir	Past participle	intensifiers	(it) was	activity/food
Ce que	J'ai	aimé liked	le plus the most	c'était It was	la piscine the swimming pool
	Tu as You (singular)	mangé ate	le moins the least		la forêt the forest
	Il/elle a He/She	adoré loved	beaucoup a lot		le chocolat belge belgian chocolate
	L'on a We (informal)	acheté bought	un peu a bit		les glaces italiennes italian ice cream
	Nous avons We (formal)	regardé watched	énormément tremendously		(de regarder) des clips vidéo (to watch) video clips
	Vous avez You (plural)	écouté listened	moyennement moderately		(d'acheter) des baskets (to buy) trainers
	Ils/elles ont They	bu drank	tellement so much		De l'eau Water
		fait did			(de jouer) au beachvolley (to play) beachvolley
					(de nager dans) la mer (to swim in) the sea
					des manèges (au parc d'attractions) the rides (at the theme park)

Key Questions:

- Où as-tu passé tes dernières vacances? **Where did you spend your last holidays?**
- Avec qui? **Who with?**
- Comment c'était? **How was it?**
- Qu'est-ce que tu as fait pendant tes vacances? **What did you do during your holidays?**
- Qu'est-ce que tu as aimé le plus/le moins? **What did you enjoy the most / the least?**



I can describe a holiday abroad



Subject + went	place	Who with	Subject + travelled	By (transport)	It was (not)	Adjective
Je suis allé(e) I went	en vacances (on holidays)	avec mes parents.	J'ai voyagé I travelled	en voiture. (by car)	C'était It was	génial great
	en Espagne (in / to Spain)	avec mes amis.		en bus. (by bus)		sympa nice
Nous sommes allés We went	en Écosse (in/to Scotland)	avec mes grands-parents.	Nous avons voyagé We travelled	en bateau. (by boat)	Ce n'était pas It was not	triste sad
	au Pays de Galles (in/to Wales)	avec mes cousins.		en train. (by train)		marrant fun
	en Italie (in/to Italy)	avec mon frère et ma sœur. (with my brother and sister)		en avion. (by plane)		nul rubbish
	en Allemagne (in/to Germany)	avec ma famille. (with my family)		en car. (by coach)		fantastique
au Danemark (in/to Denmark)	avec mon oncle et ma tante. (with my uncle and aunt)	seul/e alone			ennuyeux à mourrir ultra-boring	

Key Questions:

Tu es allé / allée en vacances avec qui?

Who did you go on holiday with?

Comment as-tu voyagé?

How did you travel?

Comment était le voyage?

How was the journey?

High frequency words:

assez [quite]

un peu [a bit]

très [very]

trop [too]

et [and]

mais [but]

aussi [also/too]

mon/ma/mes [my]

ton/ta/tes [your]

son/sa/ses [his / her]



I can describe my last holidays



J'aime	I like	célébrer	L'Aïd
Je n'aime pas	I don't like	Noël	La Saint-Valentin
J'adore	I love	Le Nouvel An	Avec ma famille
J'apprécie	I appreciate	Mon anniversaire	Avec mes amis
Je déteste	I hate	Pâques	Tout seul / Toute seule on my own

Key Questions:

- Quelles sont les fêtes populaires en France? **What are the popular celebrations in France?**
- Quelles fêtes aimes-tu? **Which celebrations do you like?**
- Quelles fêtes n'aimes-tu pas? **Which celebrations do you not like?**
- Qu'est-ce que tu fais normalement pour célébrer ton anniversaire / pour le carnaval / pour Noël? **What do you normally do to celebrate your birthday / carnival / Christmas?**
- Qu'est-ce que tu as fait pendant une fête récente? **What did you do during a recent celebration?**
- Comment c'était? **How was it?**
- Qu'est-ce que tu as mangé? **What did you eat?**
- Qu'est-ce que tu as aimé le plus / le moins? **What did you like the most / the least?**

I can describe the activities I do and give a range of opinions

For + event	I + verb	Direct object (what)	Connective	Opinion starter	It's + Adjective
Pour le carnaval (For carnival)	je porte (I wear) je choisis (I choose)	des vêtements rouges (red clothes)	et (and)	je pense que (I think that)	c'est super (it's great)
Pour la fête de la musique (For the festival of music)		un masque (a mask) des vêtements cool (cool clothes)	mais (but)	à mon avis (in my opinion)	c'est d'un ennui! (it's so boring!)
Pour la Chandeleur (For Pancake Day)	je regarde (I watch)	la parade en ville (the parade in town)	cependant (however)	je trouve que (I find that)	c'est divertissant (it's entertaining)
Pour Noël (For Christmas)	je rends visite (I go visit)	à mes grands-parents à mon oncle (my uncle) à ma tante (my aunt)	car (because)	je dirais que (I would say that)	c'est drôle (it's funny)
Pour mon anniversaire (For my birthday)	je finis (I finish)	mes devoirs (my homework)	même si (although)		c'est important (it's important)
Pour L'Aïd (For Eid)	je retrouve (I meet)	mes copains (my male friends / my mixed group of friends)			
Pour le Nouvel An (For New Year)		mes copines (my female friends)			ce n'est pas sympa (it's not nice)
Pour la Saint-Valentin (For Valentine's Day)		mes amis / mes amies mes cousins / cousines			
	j'écoute (I listen) j'entends (I hear)	de la musique le concert			



Year 8 - French - Festivals and Celebrations 2

Discuss a future trip and what you will eat.

For (event)	Person + aller	Infinitive	City	Who with	Person+aller	Infinitive	Food	because	reasons
Pour mon anniversaire,	je vais <i>(I am going)</i>	aller <i>(to go)</i>	à Paris	avec mes parents.	Je vais	manger	une bouillabaisse <i>(fish soup)</i>	car <i>(because)</i>	j'adore manger des frites <i>(i love to eat chips)</i>
Pour Pâques,	tu vas <i>(you are going)</i>	visiter <i>(to visit)</i>	à Londres	avec mes grands-parents.	Tu vas	acheter	une quiche lorraine <i>(French tart)</i>	parce que <i>(because)</i>	j'aime bien le goût <i>(i quite like the taste)</i>
Pour Noël,	il/elle/on va <i>(he/she/we are going)</i>	voyager <i>(to travel)</i>	à Calais	avec mes amis.	Il/elle/on va	prendre	des moules-frites <i>(mussels and chips)</i>	puisque <i>(since)</i>	je n'aime pas manger les légumes <i>(i don't like to eat vegetables)</i>
Pour le Nouvel An,	nous allons <i>(we are going)</i>		au Mont Saint-Michel	avec un(e) ami(e).	Nous allons	avoir	du pain et du fromage <i>(bread and cheese)</i>		j'adore ce qui est sucré / salé <i>(I love what is sweet/ salty)</i>
Pour la Saint-Valentin,	vous allez <i>(you are going)</i>				Vous allez	choisir	des œufs frits <i>(fried eggs)</i>		c'est délicieux <i>(it's delicious)</i>
	ils/elles vont <i>(they are going)</i>				Ils/elles vont		de la salade verte et des tomates des gâteaux <i>(cakes)</i> des crêpes Suzettes		c'est épicé / léger <i>(it's spicy / light)</i> c'est savoureux <i>(it's tasty / flavourful)</i>





I can describe an idol (someone I admire)

Opinion phrase	Who	Because in my opinion	Verb	Adjective / complement
J'adore (I love)	le chanteur (male) (the singer)	car à mon avis (because in my opinion)	il/ elle est he/she is	arrogant (e)(s) intelligent (e)(s) marrant (e)(s) (funny) divertissant (e)(s) (entertaining)
J'aime beaucoup (I like a lot)	la chanteuse (female) (the singer)	car selon moi (because according to me)	ils / elles sont they are	beau/beaux (handsome) belle / belles (beautiful) égoïste (s) (selfish) méchant (e)(s) (mean) travailleur / travailleuse (hardworking)
J'aime assez (I quite like)	l'acteur (the actor)	car je pense que (because I think that)	il / elle a he/she has	généreux / généreuse (s) sérieux / sérieuse (s)
J'aime un peu (I like a bit)	l'actrice (the actress)	car je pense que (because I think that)	il / elle a he/she has	beaucoup de talent a lot of talent
Je n'aime pas (I don't like)	le groupe (the band)	car je crois que (because I believe that)	ils / elles ont they have	très peu de talent very little talent
Je déteste (I hate)				

Key Questions:

- Qui est ton chanteur / ta chanteuse ou ton acteur / ton actrice préféré? Pourquoi?
Who is your favourite singer or actor? Why?
- Qu'est-ce que tu aimes regarder à la télé? **What do you like watching on TV?**
- Qu'est-ce que tu aimes dans ces programmes? **What do you like about them?**
- Qu'est ce que tu aimes le plus/le moins? **What do you enjoy the most/the least?**

Lessons 5 to 8: I can describe the types of tv program and give opinions on them

Opinion	TV	because	I think that	They are (not)	Adjective
J'aime assez	les comédies (f) les dessins (m)	car	je pense que	ils / elles sont	divertissant(e)s
J'aime beaucoup	animés (cartoons) les documentaires (m)	parce que	je trouve que	ils / elles ne sont pas	amusant(e)s
J'aime un peu	les feuilletons (m) (soaps)		Je crois que		marrant(e)s
J'adore	les infos (f) (the news)				complètement nul(le)s
Je déteste	les jeux (m) télévisés (game shows)				intéressant(e)s
Je n'aime pas	les séries (f) policières (crime series)				ridicules
	les émissions (f) de ... cuisine (cooking shows) musique science-fiction sport télé-réalité (reality tv shows)				plein(e)s d'action = filled with action
				les gens ont beaucoup de talent	= the people have a lot of talent

Note:
You can replace
Je / J'
with
il / elle
to describe
someone else



I can compare the different ways I use technology



Year 8 - French – Leisure 2

Time phrases	Opinions	Activities	Because	Reason	Contrast with the past	Verb	It was + adjective
D'habitude (usually)	j'aime (I like)	écouter de la musique en streaming (streaming music)	car (because)	c'est facile (it's easy)	mais hier (but yesterday)	j'ai joué aux jeux vidéos (I played)	C'était.. (it was...)
En ce moment (at the moment)	j'aime un peu (I like a bit)	télécharger des chansons (downloading songs)	parce que (because)	c'est varié (it's diverse)	mais le weekend dernier (but last weekend)	j'ai regardé les publicités (I watched adverts)	Ce n'était pas ... (it was not...)
Souvent (often)	j'aime assez (I quite like)	créer des playlists sur mon portable (creating playlists on my laptop)		ce n'est pas cher (it's not expensive)		j'ai écouté de la musique en streaming (I streamed music)	génial (great) super
Parfois (sometimes)	je n'aime pas (I don't like)	créer des clips pour Youtube ou Tiktok (creating videos for Youtube or Tiktok)		c'est cher (it's expensive)		j'ai créé des playlists sur mon ordinateur (I created playlists on my computer)	amusant (fun) varié (diverse)
De temps en temps (from time to time)	je n'aime pas du tout (I don't like at all)	créer des clips pour Youtube ou Tiktok (creating videos for Youtube or Tiktok)		c'est gratuit (it's free)		j'ai téléchargé des chansons (I downloaded songs)	ennuyeux (boring)
Tout le temps (all the time)	je déteste (I hate)	jouer sur ma xbox (playing on my Xbox)		c'est amusant (it's fun)		j'ai perdu la partie (I lost the match / game)	
Le weekend (at the weekend)	j'adore (I love)	acheter des jeux et jouer en ligne (buying games and playing online)				j'ai regardé des photos sur Instagram (I looked at photos on Instagram)	
Tous les soirs (every evening)						j'ai regardé des vidéos sur Tiktok (I watched videos on Tiktok)	
Tous les après-midis (every afternoon)							
Tous les matins (every morning)							



Lesson 1

Lesson 2

Lesson 3

Lessons 4

¿Adónde fuiste de vacaciones?
[Where did you go?]

¿Con quién fuiste?
[Who did you go with?]

¿Cómo fuiste?
[How did you get there?]

¿Cómo fue?
[How was it?]

El año pasado [last year]	fui a [i went to]	Escocia [Scotland]	con mis amigos [with my friends]	fui en [i went by]	autocar [coach]	fue [it was]	divertido [fun/funny]
El mes pasado [last month]		España [Spain]	con mi familia [with my family]		avión [plane]		estupendo [brilliant]
El verano pasado [last summer]		Francia [France]	con mis padres [with my parents]		barco [boat/ferry]		fenomenal [fantastic]
		Gales [Wales]	con mis abuelos [with my grandparents]		coche [car]		flipante [awesome]
		Inglaterra [England]	con mi mejor amigo [with my best friend]		tren [train]		genial [great]
							guay [cool]
							regular [OK]
							un desastre [a disaster]
							horrible [horrible]
							horroroso [terrible]
							raro [weird]
no fui de vacaciones [I didn't go on holidays]							

High frequency words:

a [to]
en [by]
con [with]
mi/mis [my]

Exclamations:

¡Qué bien!
How great!
¡Qué divertido!
How fun / funny!
¡Qué guay!
How cool!
¡Qué suerte!
How lucky! / What luck!

Key Questions:

- ¿Adónde fuiste de vacaciones?
[Where did you go on holiday last year?]
- ¿Con quién fuiste?
[Who did you go with?]
- ¿Cómo fuiste?
[How did you get there?]
- ¿Cómo fue?
[How was it?]



Lesson 6 - 7

Lesson 8-9

¿Qué hiciste? [What did you do]

¿Cómo te fue? [How did it go?]

El primer día
[On the first day]

visité monumentos *[I visited monuments]*



compré una camiseta *[I bought a t-shirt]*

Otro día

[Another day]
saqué fotos *[I took photos]*



monté en bicicleta *[I rode a bike]*

descansé en la playa *[I relaxed on the beach]*

bailé *[I danced]*

nadé en el mar *[I swam in the sea]*



tomé el sol *[I sunbathed]*

comí paella *[I ate paella]*

bebí una limonada *[I drank a lemonade]*



conocí a un chico/a *[I met a boy/girl]*

salí con mi hermana *[I went out with my sister]*

vi un castillo *[I saw a castle]*

no hice nada *[I didn't do anything]*

Me encantó y
[I loved it and]

lo pasé bomba
[I had a fantastic time]

Me gustó y
[I liked it and]

lo pasé fenomenal
[I had a wonderful time]

lo pasé guay
[I had a great/cool time]

High frequency words:

y *[and]*

en *[by]*

con *[with]*

mi/mis *[my]*

Key Questions:

- ¿Qué hiciste?

[What did you do?]

- ¿Cómo te fue?

[How did it go?]

Past tense

visité – I visited

comí – I ate

salí – I went out



Lessons 1 -3

¿Qué haces con tu móvil? [What do you do on your phone?]

Todos los días

[Every day]

chateo con mis amigos
[I chat with my friends]



Dos o tres veces a la semana

[Two or three times a week]

comparto videos
[I share videos]

A veces

[Sometimes]

escucho música
[I listen to music]

Normalmente

[Normally]

saco fotos
[I take pictures]



De vez en cuando

[From time to time]

juego
[I play]

Nunca

[Never]

veo videos
[I watch videos]



Todo el tiempo

[All the time]

Lessons 4- 6

¿Qué música escuchas? [What music do you listen to?]

Escucho

[I listen]

rap

música clásica

música pop

No escucho

[I don't listen to]

música electrónica

rock

la música de [name]



porque

[because]

me gusta

[I like]

me encanta

[I love]

me flipa

[“It's amazing”]

odio

[I hate]

no me gusta nada

[I don't like at all]

el cantante

[the singer]

la cantante

[the singer]

el ritmo

[the rhythm]

la melodía

[the tune]

Present tense

escucho – I listen to

veo – I watch

comparto – I share

High frequency words:

así que *[so]*

además *[furthermore]*

también *[also]*

y *[and]*

Key Questions:

- ¿Qué haces con tu móvil?
[What do you do in your phone?]
- ¿Qué música escuchas?
[What music do you listen to?]



Lessons 7 - 8

¿Qué te gusta ver?

[What do you like watching?]

<p>Cuando puedo <i>[when I can]</i></p> <p>Cuando tengo tiempo <i>[when I have time]</i></p> <p>A veces <i>[sometimes]</i></p> <p>Siempre <i>[always]</i></p> <p>Después del instituto <i>[After school]</i></p> <p>A menudo <i>[Often]</i></p> <p>Los fines de semana <i>[On weekends]</i></p>	 <p>veo <i>[I watch]</i></p> <p>perfiero ver <i>[I prefer watching]</i></p> <p>me gusta ver <i>[I like watching]</i></p> <p>me encanta ver <i>[I love watching]</i></p> <p>no me gusta ver <i>[I don't like watching]</i></p> <p>odio ver <i>[I hate watching]</i></p>	<p>el telediario <i>[the news]</i></p> <p>documentales <i>[documentaries]</i></p> <p>programas de deportes <i>[sport programs]</i></p> <p>concursos <i>[game shows]</i></p> <p>comedias <i>[comedies]</i></p> <p>telenovelas <i>[soap operas]</i></p> <p>películas <i>[films]</i></p> 	<p>porque <i>[because]</i></p> <p>dado que <i>[as]</i></p> <p>ya que <i>[since]</i></p> <p>aunque <i>[although]</i></p> <p>pero <i>[but]</i></p> <p>sin embargo <i>[however]</i></p>	<p>es divertido <i>[it is fun]</i></p> <p>es informativo <i>[it is informative]</i></p> <p>es aburrido <i>[it is boring]</i></p> <p>es emocionante <i>[it is exciting]</i></p> <p>es interesante <i>[it is interesting]</i></p> <p>es relajante <i>[it is relaxing]</i></p>
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Lesson 9

¿Qué hiciste ayer?

[What did you do yesterday?]

<p>Ayer <i>[yesterday]</i></p> <p>Por la mañana <i>[in the morning]</i></p> <p>Por la tarde <i>[in the afternoon]</i></p>	<p>bailé en mi dormitorio <i>[I danced in my bedroom]</i></p> <p>fui al cine <i>[I went to the cinema]</i></p> <p>hice gimnasia <i>[I did gymnastics]</i></p> <p>jugué al fútbol <i>[I played football]</i></p> <p>monté en bici <i>[I rode my bike]</i></p> <p>salí con mis amigos <i>[I went out with my friends]</i></p>	 
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Key Questions:

- ¿Qué te gusta ver?
[What do you like watching?]
- ¿Qué hiciste ayer?
[What did you do yesterday?]

High frequency words:

porque *[because]*
 pero *[but]*
 además *[furthermore]*
 y *[and]*



Lessons 1 - 3

Key Questions:

- ¿Qué comida te gusta?
[What food do you like?]
- ¿Qué bebida te gusta?
[What drink do you like?]
- ¿Por qué te gusta esa comida?
[Why do you like that food?]
- ¿Por qué te gusta esa bebida?
[Why do you like that drink?]

High frequency words:





porque *[because]*
no
pero *[but]*
y *[and]*

Key verbs

es – it is

son – they are

¿Qué comida/bebida te gusta? *[What food/drink do you like?]*

Me encanta <i>[I love]</i> Me gusta mucho <i>[I like a lot]</i> Me gusta <i>[I like]</i> No me gusta <i>[I don't like]</i> Odio <i>[I hate]</i> Prefiero <i>[I prefer]</i>	el chocolate <i>[chocolate]</i> el pan <i>[bread]</i> el pescado <i>[fish]</i> el queso <i>[cheese]</i>	 	porque es <i>[because it is]</i> porque no es <i>[because it is not]</i>	delicioso <i>[delicious]</i> dulce <i>[sweet]</i> refrescante <i>[refreshing]</i> sabroso <i>[tasty]</i> sano <i>[healthy]</i> asqueroso <i>[disgusting]</i>
	la carne <i>[meat]</i> la ensalada <i>[salad]</i> la fruta <i>[fruit]</i> la leche <i>[milk]</i>			
Me encantan <i>[I love]</i> Me gustan mucho <i>[I like a lot]</i> Me gustan <i>[I like]</i> No me gustan <i>[I don't like]</i> Odio <i>[I hate]</i> Prefiero <i>[I prefer]</i>	los huevos <i>[eggs]</i> los tomates <i>[tomatoes]</i> los plátanos <i>[bananas]</i>		porque son <i>[because they are]</i> porque no son <i>[because they are not]</i>	asquerosos <i>[disgusting]</i> deliciosos <i>[delicious]</i> dulces <i>[sweet]</i> sabrosos <i>[tasty]</i> sanos <i>[healthy]</i>
	las verduras <i>[vegetables]</i> las salchichas <i>[sausages]</i> las hamburguesas <i>[burgers]</i> las naranjas <i>[oranges]</i>			



Lessons 4 - 5

¿A qué hora comes? [At what time do you eat?]

desayuno
[I have breakfast]

a la una
[at 1 o'clock]



como
[I have lunch]

a las ocho
[at 8 o'clock]

meriendo
[I have la snack]

a las ocho y cuarto
[at quarter past 8]

ceno
[I have dinner]

A las ocho y media *[at half past 8]*

A las ocho menos cuarto *[at quarter to 9]*

Key Questions:

- ¿Qué vas tomar?
[What are you going to have?]
- ¿Algo más?
[Anything else?]
- ¿A qué hora comes?
[At what time do you eat?]

Expressions:

- Tengo hambre *[I am hungry]*
- Tengo sed *[I am thirsty]*
- Nada más *[nothing else]*
- La cuenta *[the bill]*

Lesson 6-7

¿Qué vas a tomar? [What are you going to have?]

Voy a tomar
[I'll have]

de primer plato
[as a starter]

Me gustaría tomar
[I would like to have]

de segundo plato
[for main course]

Quiero
[I want]

de postre *[for dessert]*



ensalada *[salad]*

huevos fritos *[fried eggs]*

gambas *[prawns]*

sopa *[soup]*

pollo *[chicken]*

pan *[bread]*

chuletas de cerdo *[pork chops]*

patatas fritas *[chips]*

un filete *[steak]*

un bocadillo *[a sandwich]*

tortilla *[omelette]*

helado *[ice cream]*

tarta de queso *[cheesecake]*

por favor
[please]

Key verbs

quiero – I want

como – I have lunch

desayuno – I have breakfast

ceno – I have dinner

High frequency words:

- a las *[at]*
- por favor *[please]*
- gracias *[thank you]*
- y *[and]*



Year 8 – Dance – Core Skills

Elements we will focus on

Confidence, posture, actions, co-ordination, teamwork, dynamics, flexibility, mirroring, extension, elevation, formation, contact, lead & follow, creative skills, professional works, transitions, telling a story.

Safe Working Practice

Warm up
Cool down
Nutrition
Wear appropriate clothing
Wear appropriate footwear
No jewellery

Rehearsing Effectively

Energy: Find a balance between putting in effort & conserving energy.

Planning: Figure out what you need to improve & focus on that.

Feedback: Mirrors, your group, another group, teacher.

Repetition: Going through something once is not make it better!
Practice makes perfect



Stimulus	Inspiration for an idea or movement phrase.
Motif	An idea that is repeated and developed throughout the dance.
Originality	The ability to think independently and creatively to realise artistic intensions.
Relationships	The way in which dancers interact with each other,
Action / Reaction	One person or group perform, the second person or group performs in response to the first.
Choreographic Devices	Methods used to develop and vary choreography.
Climax	The most significant moment of the dance.
ARSD	Actions, relationships, space, dynamics
Facial Expressions	A form of nonverbal communication using the face , helping the audience connect with music, theme, narrative, character or style.
Facial Expressions	A form of nonverbal communication using the face , helping the audience connect with music, theme, narrative, character or style.

Choreography ARSD

Action - What?

Travel
Turn
Elevation
Gestures
Stillness
Use of different body parts
Floor work



Space - Where?

Pathway
Levels
Directions
Patterns
Spatial design
Size of movement

Relationships – With?

Lead & follow
Mirroring
Action/Reflection
Counterpoint
Contrast
Contact

Dynamics – How?

Fast/slow
Sudden/sustained
Strong/light
Direct/indirect
Flowing/abrupt



The Framework of Dance

CREATE – PERFORMANCE- APPRECIATE

Elements Of Dance

Body
Energy = **BEST**
Space
Time



Choreographic Skills

There are lots of ways to create new choreography or adapt existing phrases.

Add Choreographic devices? such as changes of levels, speeds, unison, canon, contrast and dynamics to your performance to make it more enjoyable and interesting to watch.

Using actions, space, dynamics and relationships will make choreography look imaginative and creative.

Choreography is best when it is exciting, original and shows clear development.

Choreography

Relationships:

Contact – movement in one dancer's body is connected to another's.

Counterpoint:

Different phrase happening simultaneously.

Space – Travel: Actions which move around the stage space.

Choreography

What is a stimulus & how do we develop it? Stimulus means an inspiration for an idea or movement phrase.

WAR Stimulus

To develop and create movements that represent a soldier's life.

Key Words

- Saluting
- Marching
- Trust Fall
- Jump into a Fall
- Explosion
- Collapsing
- Press ups
- Crawling
- Rolling & jumping over someone
- Resilience
- Strength
- Hold ears



Introduction to professional dance works & artists.

Choreographers

Wayne McGregor, CBE is a British choreographer and director who has won multiple awards. In June 2024 Wayne received a knighthood from King Charles for his pioneering contribution to the field of dance. He is the Artistic Director of Studio Wayne McGregor and Resident Choreographer of The Royal Ballet. Wayne McGregor, has made over 30 dance works, such as: Infra, Carbon life, Tree of code, Atomos

Wayne's choreographic approach

Wayne is curious about movement and its creative potential. His choreography is connected into thinking through and with the body to create material across dance, film, music, visual art, technology and science.



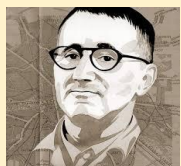
Choreographic intentions

- Creative expression
- Physical thinking
- Exploring movements through artistry, thought and partnership.





Theatre Practitioner



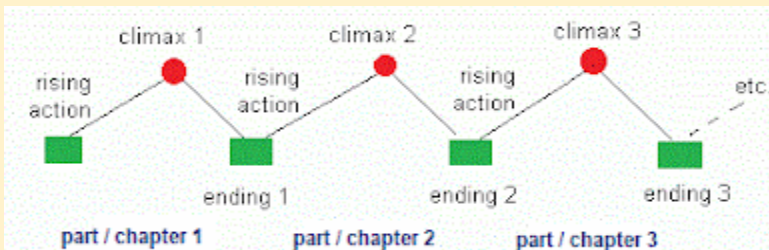
Bertolt Brecht was a theatre practitioner and wanted to bring political and social change. Placards were often used to achieve his aims.



Placards are additional pieces of information displayed either on boards or projected onto screens.

Placards are used to share the sub-text, allowing the audience to gain a deeper understanding into the characters/situation.

Brechtian theatre includes Scenes that are **episodic** - they stand alone and are constructed in small chunks, rather than creating a lengthy and slow build of tension.



Performance conventions –

Dramatic devices to help communicate meaning on stage/tell a story on stage

Slow motion –

Moving in a precise and slower speed rate



Thought tunnel –

A character's thoughts shared aloud from an ensemble in two parallel lines



Talking thought –

A character's inner thoughts shared out aloud to the audience



Good angel bad angel –

Persuasive comments shared from a third point of view.



Flashback - (analepsis) is an interjected scene that takes the narrative back in time from the current point in the story.

Flashbacks can be indicated by using various techniques such as lighting, dialogue, placards and a scene change.












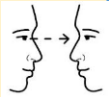








Key Vocabulary

Word	Definition
Physical	Relating to the body
Ensemble	A group of people performing together on stage
Movement	Placing emphasis on moving your body in a precise and controlled way
Mime	Action without dialogue
Repetition	The reoccurrence of the same action or dialogue.
Proxemics	Using the proximity (closeness) of characters to show relationships between them
Levels	How high or how low a character is on stage
Juxtaposition	Putting things that are not similar next to each other
Improvisation	Created spontaneously or without any preparation
Transition	The change or shift from one place to another
Monologue	One person delivering a long speech
Theatre practitioner	An individual or theatre company that creates an idea about theatre and practises these ideas on the stage
Performance convention	Dramatic devices to help communicate meaning/tell the story on stage
Flashback	An interjected scene that takes the narrative back in time from the current point in the story.
Cliff hanger	a dramatic and exciting ending to a scene or performance, leaving the audience in suspense
Scenario	A summary of a sequence or development of events



Performance skills are the techniques used by the actor/actress. They are split into two categories – Vocal and Physical skills.

Vocal skills		Physical skills	
TONE: How you show the emotion of a character.		FACIAL EXPRESSION: Using your face to show how a character is feeling.	
PACE: The speed that you speak at		POSTURE: The way that you stand with the focus on the alignment of your back.	
PITCH: How high or low your voice is.		GESTURE: A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.	
PAUSE: A break in speaking; a period of silence.		GAIT: The way that you walk.	
VOLUME: The loudness or quietness of your voice.		Body language: Includes posture, stance and the placement of the arms to convey a character's feelings or personality.	
ACCENT: The way you show what country or region a character is from by their use of vocabulary and the way they pronounce words.		EYE CONTACT: Choosing to look at a specific performer, object, audience member or direction.	
PROJECTION: The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.		Movement: The way that a character moves their head, body, arms and legs.	
ARTICULATION: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...		CONTROL: Being able to execute a specific and precise movement	
INTONATION: the rise and fall of the voice in speaking.		TENSION: How tightly you are holding your muscles.	



Elements of Music

MELODY
ARTICULATION
DYNAMICS
TEXTURE
STRUCTURE
HARMONY
INSTRUMENTATION
RHYTHM
TONALITY
SONORITY

BlakefourDesign

Melody

A series of pitches that form a tune.

Pitch - the **highness** or **lowness** of a sound.

Articulation

How you play or sing a note. It is an important part of performing music EXPRESSIVELY.

Symbol	Name	Meaning
	Legato	smoothly
	Staccato	short and sharp
	Marcato	Stress
	Fermata	Wait longer

Dynamics

The volume – how **loud or soft** music is played.



Very loud – Fortissimo (ff)
Loud – Forte (f)
Soft – Piano (p)
Very soft – Pianissimo (pp)
Gets quieter – Diminuendo (dim.)
Gets louder – Crescendo (cresc.)

Texture

Layers of the piece.

Monophonic
A single melodic voice or instrument

Polyphonic
Different musical lines that interweave with each other

Homophonic
A texture based on chords

Structure

Different sections of a piece or music and **how** they are ordered.

Binary	a piece of music with two main sections! A B or A A B B	
Ternary	a piece of music with three sections, the third is a return to the first! A B A	
Rondo	a piece of music with a return to the first section with a different section in between A B A C A	

Harmony

How chords are used in a piece of music.

Tonality – how the music sounds; **major/minor** (happy or sad)

C Major D minor E minor F Major G Major A minor B diminished C Major

G Major F Major E minor D Major C Major B diminished A minor G Major F Major E minor D Major C Major

Instrumentation

Rhythm

A pattern of notes of different lengths.

Note	Name	Length	Rest
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beat	
	Quaver	1/2 beat	
	Semiquaver	1/4 beat	

Tempo

The speed of music. How fast or slow a piece of music is.

Largo very slow (40-60)	Moderato medium (106-120)
Adagio slow (66-76)	Allegro quickly and bright (112-124)
Andante at a walking pace (76-106)	Presto very fast (166-200)



Dinosaur Samba

Groove

This is the main section of the song. It is broken up into different sections so keep an eye on the band leader to know when to change!

GROOVE 1

Break

This is what we call the contrasted sections of the music.

BREAK 1

BREAK 2

STOP RHYTHM

Learn the Hand Signals

HAND SIGNS

Instruments

Caixa de Guerre (Snare)

Surdo

Apito

Tamborim

Ganza Shaker

Agogo bells

Where does Samba come from?

Samba – Where is it from ??

Samba music comes from Brazil. Brazil is in South America



Musical Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of note on the staff shows their **pitch** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the melody and also used by high pitched instruments such as the flute and violin. The **'#'** symbol means a **SHARP** which raises the notes by a semitone and the **'b'** symbol means a **FLAT** which lowers the pitch by a semitone.

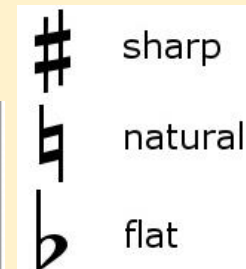
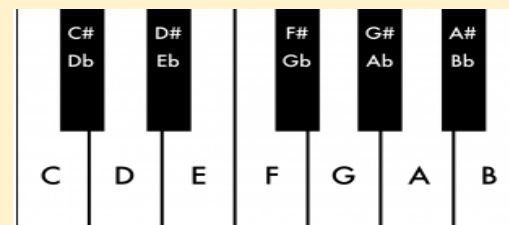
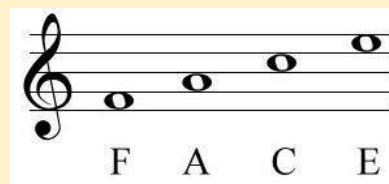
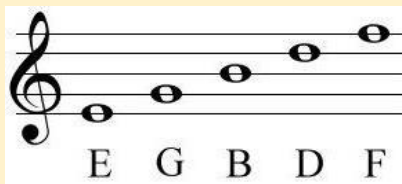
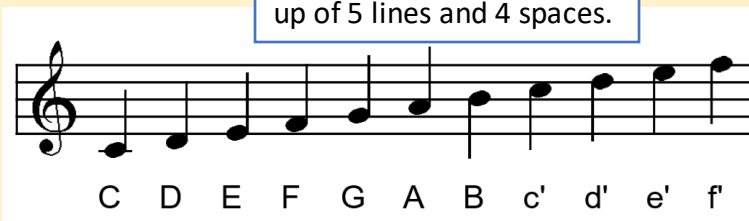
Treble clef

The staff or staff is made up of 5 lines and 4 spaces.

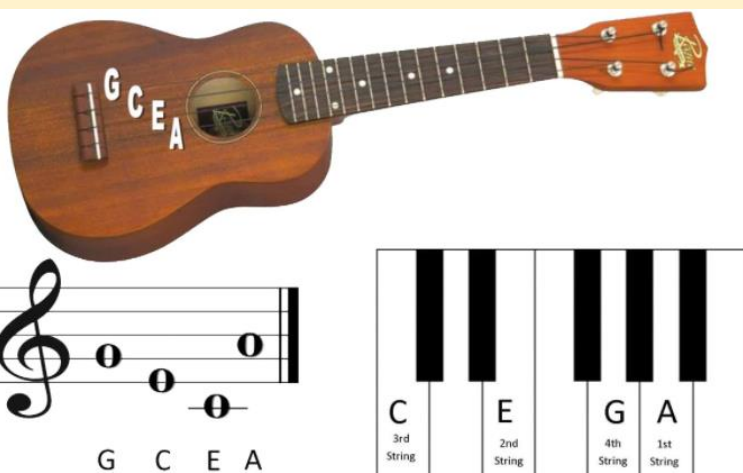
Every Green Bus Drives Fast

Notes in the spaces spell "FACE"

Each black key has 2 names e.g. C# is the same as Db!

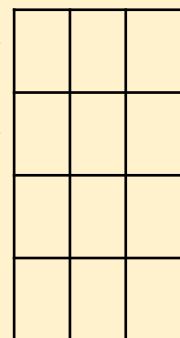


Notes on the Ukulele



Ukulele Chords

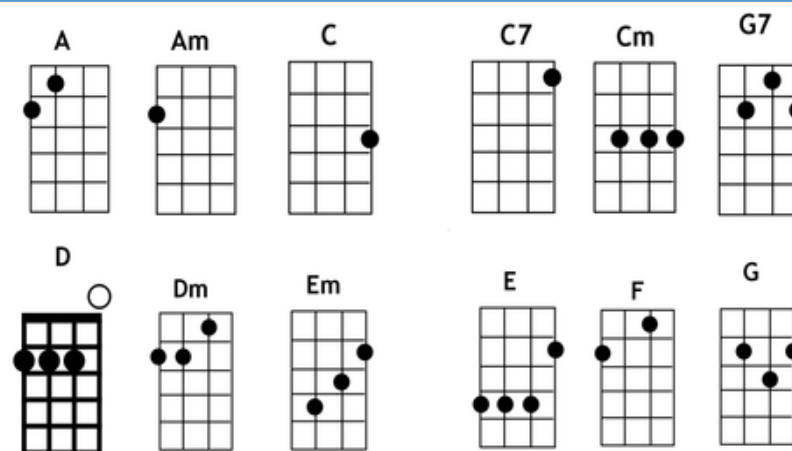
Fret 1
Fret 2
Fret 3



The string closest to your chin.

G string
C string
E string
A string

The string closest to the floor.





Treble and Bass Clef Notation

Notes in the spaces spell "FACE"

F A C E

Green Bus Drives Fast Always

G B D F A

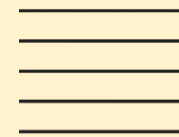


Every Green Bus Drives Fast

E G B D F

All Cows Eat Grass

A C E G



Staff - a name for the five lines on which musical notes are written.



Enharmonic - two tones that sound the same but are notated differently.

Accidentals

Sharp – moves one step to the right

b **Flat** – lowers note a step

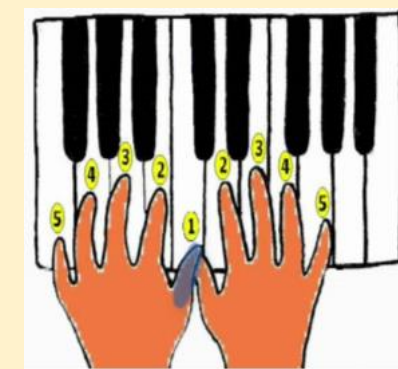
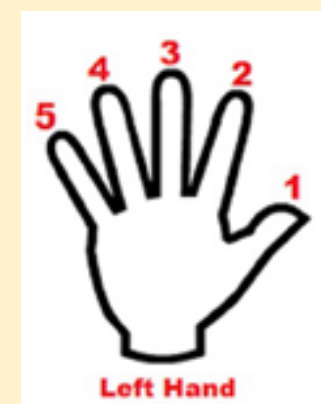
Natural – cancels the sharp or flat

Keyboard Layout



C is ALWAYS to the left of the two black keys. On any set of keys, C is always to the left. Each black key has 2 names e.g. C# is the same as Db, D# is the same as Eb etc.

Using Left and Right Hand





Phases of a warm-up

1. A **Pulse Raiser** will include any activities that increase heart rate.
2. **Mobility** exercises involve moving each joint through its full range of motion.
3. **Stretches** of the muscles must last for 10 seconds per stretch.

Static Stretches

When a muscle is stretched and held still in this position for 8-10 seconds

Dynamic Stretches

When a muscles is stretched when it performing a smooth movement e.g. heel flicks, lunges.

Components of fitness

Cardiovascular endurance - is the ability of the heart and lungs to work together to provide the working muscles with oxygen during sustained physical activity.

Sports = marathon running, long distance swimming, long distance cycling, triathlon

Muscular endurance - is the ability of the muscles to perform continuously without fatiguing.

Sports = boxing, rowing, wrestling, tennis

Speed – is the ability of the body to perform actions or cover distance quickly.

Sports = 100m sprint, short distance cycling, short distance swimming, football, hockey

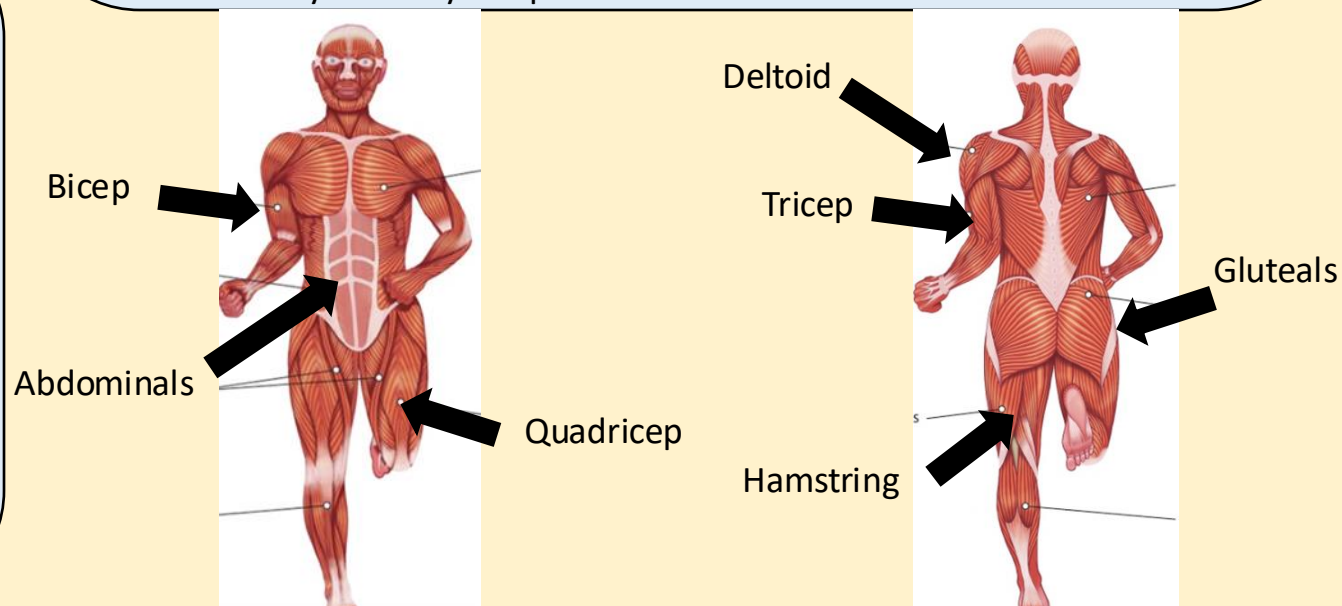
Year 7 - Physical Education - Fitness

Purpose of a warm-up.

- Prepares the body for physical activity and prevents injury during exercise.
- **Pulse Raiser** - Increases heart rate to increase the transport of oxygen in the blood to the working muscles. Oxygen is then converted to energy at the muscles to be used during exercise.
- **Mobility** – mobility exercises increase the production of synovial fluid in the joint making them less stiff and more supple.
- **Stretches** increase the elasticity in the muscles reducing the risk of muscle tears.
- **Skill rehearsal** – practises the skills and movements needed for the activities

Purpose of a cool down

- To reduce heart rate back to normal resting heart rate
- To reduce your body temperature to its normal level





Methods of training

Continuous training (improves cardiovascular endurance)

- Involves working at a constant rate or intensity and improves cardiovascular endurance
- The activity can be continuously repeated without fatigue
- This can include walking, jogging, cycling, rowing, swimming
- This type of training is aerobic exercise

Circuit training (improves muscular endurance)

- This can be carried out both inside and outside
- There can be a number of stations/exercises used
- This type of training can be used to develop muscular endurance & strength
- The performer can choose the exercises used
- There must be a different muscle group worked at each station.
- This type of training uses aerobic or anaerobic exercise
- **Acceleration sprint training (improves speed)** This involves periods of high intensity sprinting followed by periods of rest
- The performer will perform near max or max
- The performer will work for a short period of time followed by a rest, then carries out another work period
- This type of training is anaerobic exercise

Rules and teaching points

Rule – the instructions you must follow for a game or activity. If you break a rule the opponent will get a point/get the ball e.g. if the ball goes out of the playing area, the other team throws it back in

Teaching point – tips for how to complete a skill effectively e.g. keep your thumbs together when catching the ball in basketball

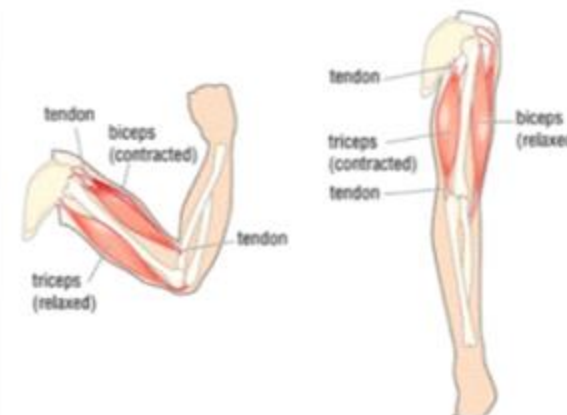
Aerobic and anaerobic Exercise

Aerobic exercise – oxygen is used to produce energy. Takes place during low/moderate intensity activities like walking and jogging.

Anaerobic exercise – oxygen is not used to produce energy. During high intensity activities like jumping, throwing and sprinting

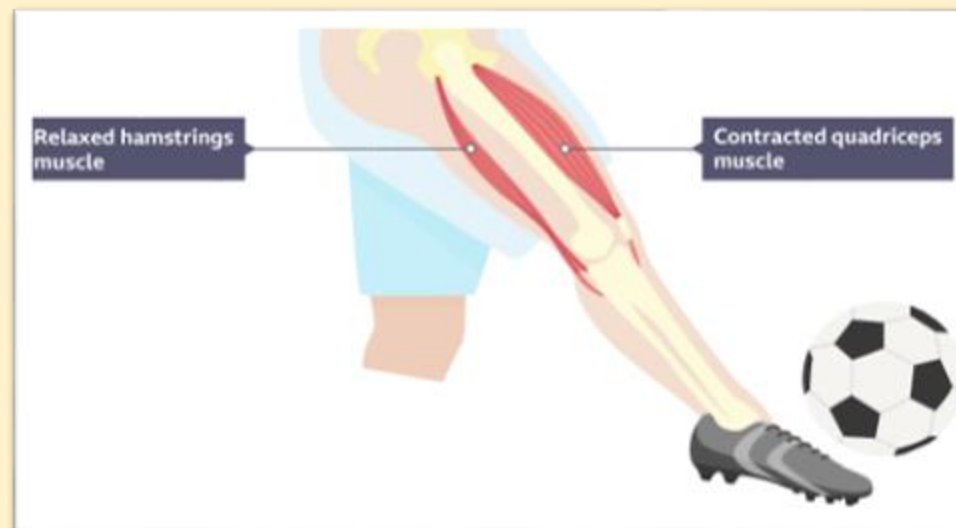
Antagonistic pairs

- ▶ Muscles are arranged in antagonistic pairs, so when one muscle contracts and pulls the other relaxes to allow the joint to work.



The muscle that contracts is the **agonist**.

The muscle that is relaxed is called the **antagonist**.





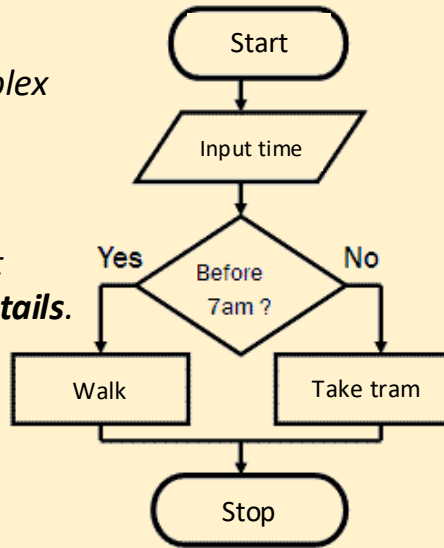
Computational Thinking & Image types

Computational Thinking

Decomposition - Breaking down a complex problem into smaller parts. This makes the problem **easier to solve**.

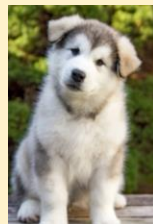
Abstraction - Focusing on the important information only, **ignoring irrelevant details**. This makes the problem easier to solve.

Algorithms - Developing a **step-by-step solution** to a problem.



Bitmap Images

- Made up of **pixels**, each **pixel** is one colour.
- Any image taken using a camera is a bitmap image.
- More pixels** = **better quality** and **larger file size**.



Vector Graphics

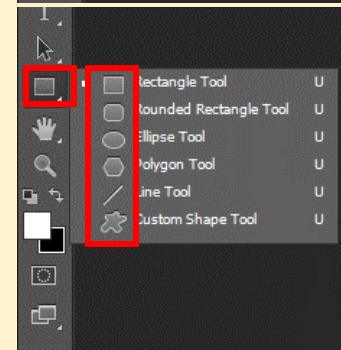
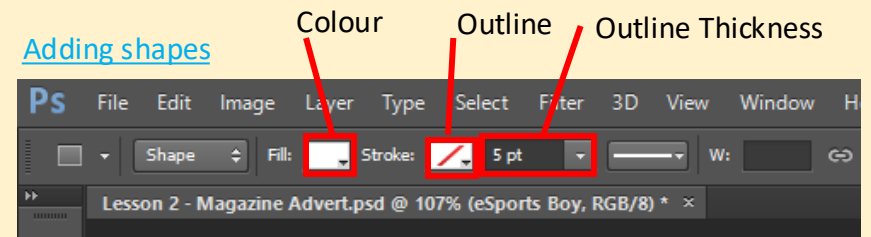
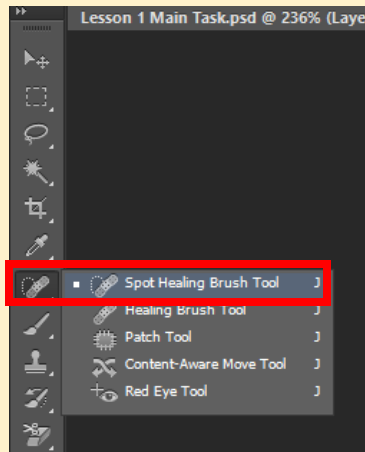
- Vectors** are made up of paths and points.
- Vectors** are **scalable** which means that it *doesn't* lose quality if made smaller or bigger.
- Used for logos



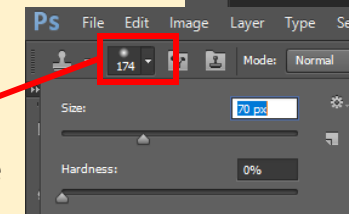
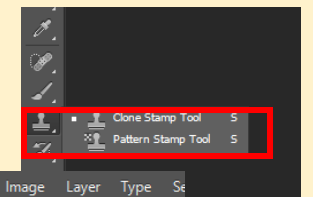
Creating & Modifying Digital Graphics

Using Photoshop

The Spot Healing Tool - used to remove imperfections.

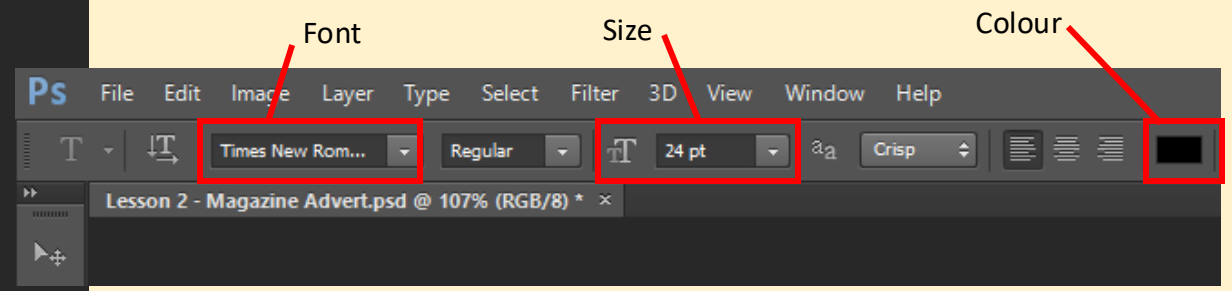


The clone tool



You can change the size of your brush to get finer detail.

Adding & editing text





Threats to Computer Systems

Data	Information	Unauthorised	Quarantine
Raw facts and figures e.g. 070795	Data that has meaning e.g. date of birth = 07/07/95	Without permission.	Separates harmful software from the rest of your data.

What is data?

- **Data is raw facts and figures.** It is very valuable to businesses.
- Data that may be collected online includes names, email addresses and bank details.
- Businesses want your data so that they can sell it or use it to advertise products.



The Data Protection Act

1. Personal data should be gained fairly and legally.
2. Personal data can be held only for identified purposes.
3. Personal data should be suitable for the required purpose.
4. Personal data should be kept up-to-date.
5. Personal data should not be kept for longer than is needed.
6. Appropriate security measures must be taken against unauthorised access.
7. Personal data cannot be transferred to countries outside the EU unless the country has similar laws to the UK.



The Computer Misuse Act

The Computer Misuse Act punishes criminals who gain unauthorised access to systems and data.

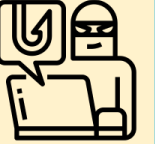
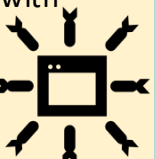
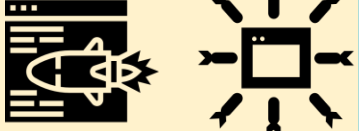
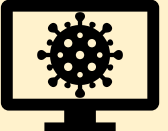


Section 1: Unauthorised access to computer material

Section 2: Unauthorised access with intent to commit or facilitate further offences



Section 3: Unauthorised access with intent to change or delete files or data.



Threats

- **Social engineering** is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes. 
- **Hacking** is gaining unauthorised access to or control of a computer system. 
- **DoS** and **DDoS** are used to take systems or websites offline by flooding them with traffic.
 - **DoS** attacks are conducted by one computer, **DDoS** attacks are conducted by multiple computers.
- **Malware** is software that is designed to gain access to your computer with malicious intent. 
- **Viruses** are a malicious form of self-replicating software.
- **Ransomware** locks a computer, encrypts files, and prevents the user from being able to access their data. 
- **Spyware** is unwanted software that monitors and gathers information on a person and how they use their computer. 

Prevention

- **Anti-malware** is software that scans any file that can execute code. It quarantines files that have malicious intent. 
- A **firewall** checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious. 



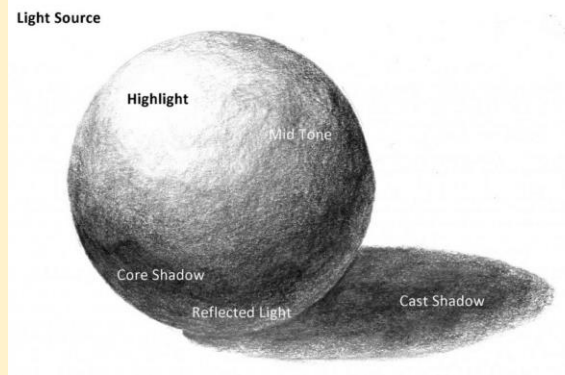
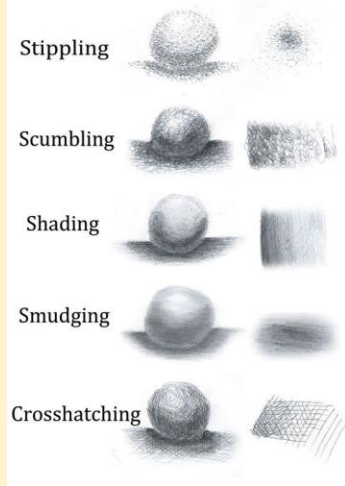
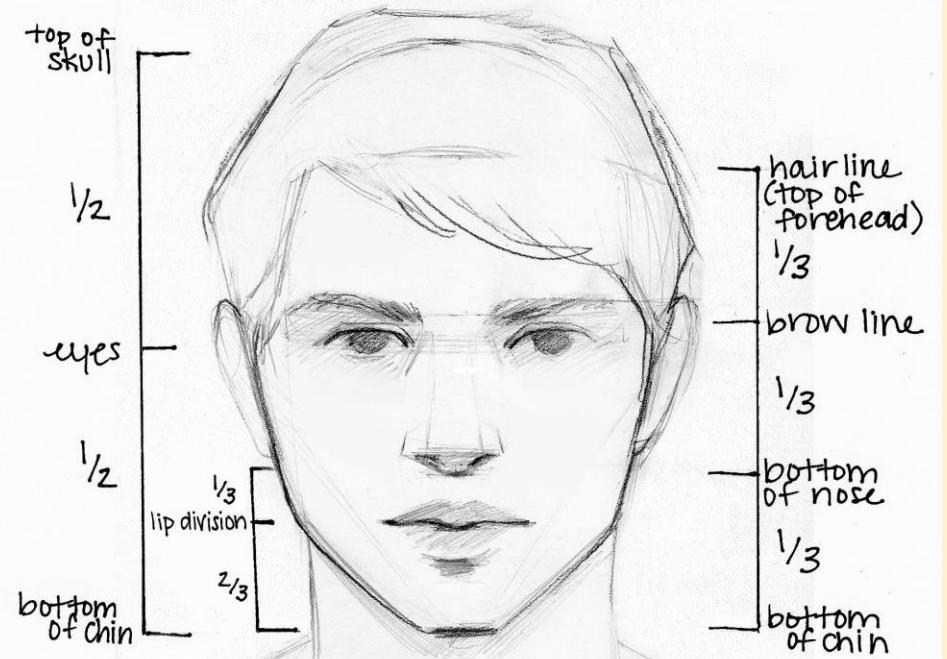
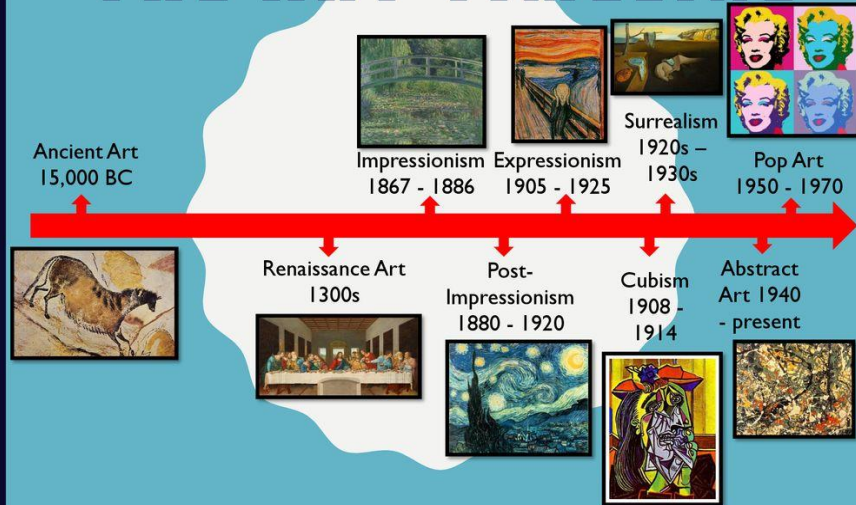
Key Terminology

Form	A 3D shape / to make something appear 3D.
Shape	The outline of an object.
Colour	The hue, tint or shade.
Tone	The light and dark (highlight – mid-tone – lowlight).
Line	Individual marks made on a surface.
Texture	The appearance of the surface.
Pattern	Repeated motifs.

Sentence Starters in Art

- My first impressions of this piece are...
- This piece of work is about...
- I think the Artist has made this piece by...
- This piece reminds me of...
- The part that I find most interesting is...
- I think this piece is about...
- This piece of work makes me feel...
- The areas I like/don't like about this piece are...

THE ART TIMELINE



Colour mixing

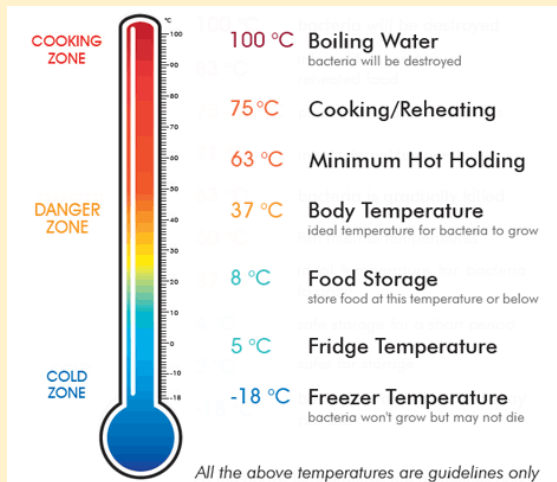




Key Vocabulary

Temperature Control

Temperature control: Buy, store, cook and prepare food.
Storing food correctly minimises the risk of food spoilage and food poisoning.



Bacteria grow best in the danger zone (between 5°C-63°C):

- Below 5°C they grow very slowly or are dormant.
- Above 63°C they are mainly destroyed by heat.

The 5 conditions for bacterial growth: **Warmth, food, moisture, time, correct PH.**

Fridge Safety

Some food needs to be kept in the fridge to stop bacteria contaminating food.



Cross-contamination: The transfer of pathogenic from raw to ready to eat foods, or one place to another.



- C**ooking
- C**leaning
- C**hilling
- C**ross-contamination



Bacteria and Illnesses

Bacteria that make us ill are called **PATHOGENIC**.
Non-visible and visible symptoms are:

- Diarrhoea (visible)
- Being sick (visible)
- Nausea (non-visible)
- Stomach cramps (non-visible)
- Fever/temperature (non-visible)
- Headaches (non-visible)



Food poisoning: An illness caused by eating contaminated food.

Food spoilage: When food deteriorates so that its quality is reduced, or can no longer be eaten.

Bacteria: Microscopic living organisms, which are single-celled and can be found everywhere.

High-risk foods: Ready-to-eat moist foods, often high in protein.

Dormant: When bacteria are inactive and cannot grow at all.

Assessment
Meal Planning
MCQ's & Practical Work



Key Vocabulary

THE RELATIONSHIP BETWEEN DIET AND HEALTH

A healthy diet can help to prevent these diseases and alleviate their symptoms.

Follow the **8 tips for healthy eating** to ensure your diet is balanced!

Base your meals on starchy foods.

Eat a lot of fruits and vegetables.

Eat more fish – at least two portions a week, one of which should be oily fish.

Limit the amount of saturated fats and sugars you eat.

Eat less salt – no more than 6 g a day.

Be active and try to maintain a healthy body weight.

Drink plenty of water.

Do not skip breakfast.

SPECIAL DIETS

People may choose to eat or avoid eating certain products because of their ethical or moral beliefs.

- These may be based on:
- whether animals or people suffer during food production
- how food is made
- how food production affects the environment

Vegetarians

All vegetarians do not eat meat, poultry, fish and shellfish.

Different groups of vegetarians include:

lacto-ovo-vegetarians: eat milk, dairy and eggs

lacto-vegetarians: eat milk and dairy

ovo-vegetarians: eat eggs

Vegans

Vegans do not eat any produce of animal origin, such as meat, fish, milk and dairy, eggs, honey, gelatine, etc.

Many vegans will also refuse to wear clothing made of leather or fur, etc.

Organic foods

Plants and animals are grown and reared in the most natural way possible.

- No chemicals
- No pesticides, herbicides
- No artificial fertilizers
- No antibiotics



OLFACTORY SYSTEM

Smell

Olfactory system responds to aroma stimuli and sends information to the brain, helping to decide whether a food smells nice or not



Touch

Helpful in judging the texture, consistency and **mouthfeel** of the food, as well as its temperature and spiciness



Eyesight

Important when presenting food, which has to be appetising, colourful, neat and decorated



Hearing

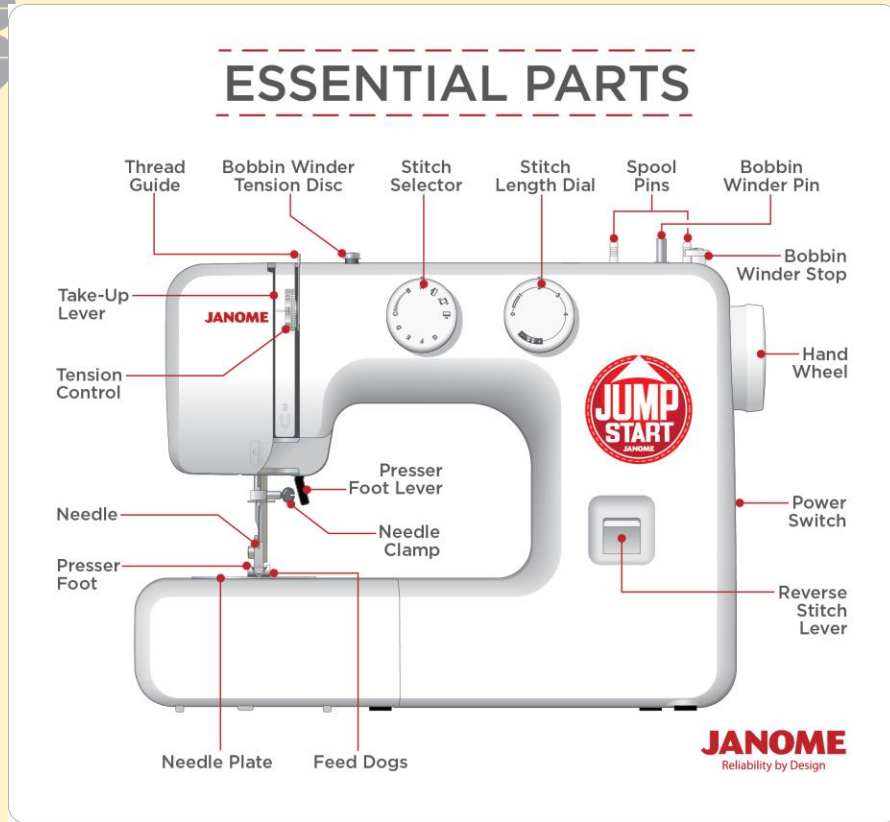
Crunchiness and crispiness of a food usually indicate its freshness



Taste

Taste buds located on the tongue help to taste the five tastes: sweet, sour, salty, bitter and umami





Ergonomics	Making	the	product/environmen t	work	efficiently
Manufacturing tolerance	The	acceptable	difference	from	standard
Quality Assurance	Ensuring	products	are	always	faultless
Quality control	Checking	products/components	meet	the	specifications
Consumer pull	Customer	driven	new	product	development
Technology push	Science/research	driven	new	product	development
Sustainability	Making	sure	planet	can	cope
Finishing techniques	Making	surface	suitable	for	use
Production line	Making	products	using	efficient	system
Risk assessment	Assessing	the	dangers	when	working
Product modelling	Making	model	to	assess	form
Prototype	A	very	detailed	working	model
Design features	Areas	which	need	careful	consideration