



**2021** SUMMER 1  
YEAR 8

**EGGBUCKLAND  
COMMUNITY  
COLLEGE**



**KNOWLEDGE ORGANISER**

**Year 8**

**Knowledge Organiser**

**Summer 2021 - 1**

# Self Quizzing Question Stems

## Knowledge

Can you list 3...?  
 Can you recall...?  
 How did \_\_\_ happen?  
 How is...?  
 How would you describe/explain?  
 What is...?  
 When did...? (When did it happen?)  
 Which one?  
 Who were the main...?  
 How would you show...?  
 Why did...?

## Application

How would you use...?  
 What examples can you find...?  
 How would you solve \_\_\_ using what you've learned?  
 How would you organise \_\_\_ to show...?  
 How would you show your understanding of...?  
 What approach would you use to...?  
 What other ways would you plan to...?  
 What would happen if...?  
 What faces would you select to show...?

## Synthesis

Do you agree with the actions/outcomes?  
 What is your opinion of...?  
 How would you prove?...disprove...?  
 Can you assess the value or importance...?  
 Would it be better if...?  
 Why did the characters choose to...?  
 What would you recommend...?  
 How would you rate...?  
 How could you determine...?  
 What choice would you have made...?  
 Why was it better that...?

## Comprehension

Explain what is happening?  
 How would you classify...?  
 Which is the best answer?  
 Can you tell me in your own words?  
 What can you say about...?  
 How would you compare/contrast...?  
 How is \_\_\_ alike? How is it different?  
 What facts or ideas show...?  
 What is the main idea of...?

## Analysis

What are the parts or features of ...?  
 How is \_\_\_ related to ...?  
 Why do you think...?  
 What is the theme...?  
 What motive is there...?  
 Can you list the parts...?  
 What inference can you make...?  
 What conclusions can you draw...?  
 Can you identify the different parts of...?  
 What evidence can you find...?  
 Can you distinguish between...?

## Evaluation

What changes would you make to solve...?  
 How would you improve...?  
 What would happen if...?  
 Can you elaborate on the reason...?  
 Can you give an alternative...?  
 Can you invent...?  
 How could you change or modify the plot?  
 What way would you design...?  
 Suppose you could \_\_\_ what would you do?  
 Can you predict the outcome if...?  
 Can you construct a model of...?



## Can I write in paragraphs?

### The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

- |                |            |             |
|----------------|------------|-------------|
| ○Furthermore   | ○But       | Meanwhile   |
| ○Whereas       | ○Since     | Nonetheless |
| ○Nevertheless  | ○Yet       | However     |
| ○Alternatively | ○Therefore | Although    |
| ○Consequently  | ○Besides   | Moreover    |

## Have I used the correct grammar?

*I am aware that I must use language that is appropriate to my reader.*

- ❖ No slang *that lesson was ~~begin~~*
- ❖ No informal language *I'm ~~gonna~~ do my homework now*
- ❖ Other things to consider:
  - ✓ I am clear about the purpose of this piece of writing
  - ✓ I know who my audience is
  - ✓ I will use a suitable layout and text type



## literacy mat

### My work

### I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

## Can I spell familiar words accurately?

### Common contractions

**We must use an apostrophe to replace any letter(s) we have left out.**

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

## Can I use different sentence types?

**Simple sentences:** contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

**Compound sentences:** joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?  
Is my punctuation accurate?

### Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
  - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
  - "It's the afternoon!" replied the student.*
  - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

### Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
  - Key words list
  - Frequently used words list
  - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.

## Literacy mat

### Can I use punctuation?

#### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

**Note: Apostrophes are NEVER used to denote plurals**

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	( )	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

### Apostrophe for Possession

*(To show that something belongs to another)*

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

### There/ their/ they're

**Note:** special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

### ITS

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

### Your/ you're

**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*



# Art and Design – Landscape (Countryside)

## Record

Use poetry to generate ideas for an atmospheric semi abstract Landscape, inspired by Poetry about Devon.

## Develop

Artist Research on:

**Kurt Jackson  
and Van Gogh**

**Include:**

- Title in a relevant style.
- Introduce the artist.
- Describe the artworks.
- Analyse the artwork using the formal elements.
- Discuss your opinion.
- Use this to influence your outcome.

## Explore – Materials and processes.

Mark making  
Collage  
Texture  
Fineliner  
Biro  
Ink and wash  
Layers

**Materials:** Water colour paint, inks, newspaper, glue, stencils, stamps, pastel, crayon, pencil and pen.

## Time line of lessons

- ☐ Progression Test
- ☐ Artist Research
- ☐ Poetry /Word Collage
- ☐ Mark Making
- ☐ Typography
- ☐ Plan Outcome
- ☐ Produce Wash
- ☐ Background - textures
- ☐ Add Collage
- ☐ Pencil/Pen mark making layer detail

## Key Words:

**Proportion** – the size of objects or shapes when compared to each other.  
**Media/medium** – the materials and tools used by an artist to create a piece of art.

**Technique** – the skill in which an artist uses tools and materials to create a piece of art.

**Abstract** – a piece of art that is not realistic. It uses shapes, colours and textures.

**Composition** – the arrangement and layout of artwork/objects.

**Highlight** – the bright or reflective area within a drawing/painting where direct light meets the surface of the object or person.

**Shadow, shade, shading** – the darker areas within a drawing or painting where there is less light on the object or person.

**Tone** – refers to the lightness and darkness of an object to show it is solid subject, and to create depth.

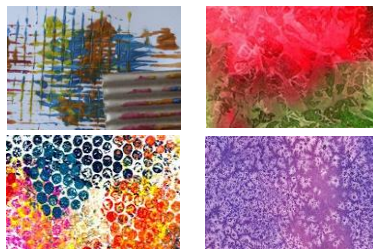
## Present

### Outcome:

Atmospheric landscape with semi-abstract details made by using mixed media, which includes layered collage, paint washes and techniques, press printed detail, ink and pencil markings

### Textures;

Corrugated card, tissue paper, wall paper, watercolour and salt, sand, bubble wrap.



## Composition

The **Foreground**, **Midground** and **Background** in a composition are generally divided into 3 sections. The foreground is at the front of the composition, the midground being in the middle, and the background being furthest away from the viewer.

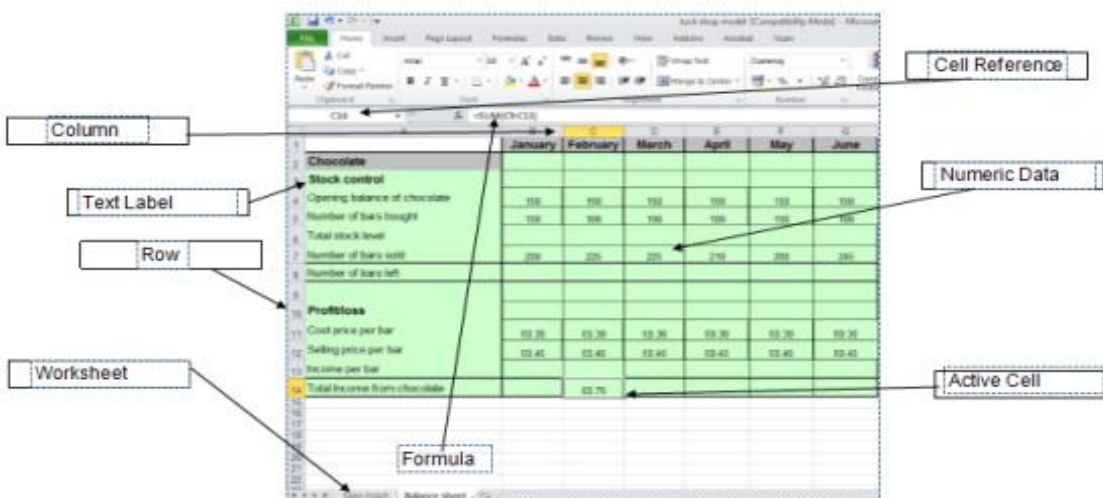
**FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE**



**Spreadsheets** are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.

## Other uses for spreadsheets –

- Modelling and Planning
- Home/Business Finance and Budgeting
- Wages/Invoices
- Predictions / Simulations / Calculations
- Creating charts and graphs



## What is a Function?

A **function** is a standard routine used to perform common tasks. It represents a complex formula that uses reserved words e.g. VLOOKUP, IF. A **function** performs a specific set of operations on its input values to produce a single output value.

## What is a Formula?

Using **formulas** in **spreadsheets** can allow you to quickly make **calculations** and get totals of multiple cells, rows, or columns in a **spreadsheet**.

## Conditional Formatting

is a tool that allows you to apply **formats** to a cell or range of cells, and have that **formatting** change depending on the value of the cell or the value of a formula. For example, you can have a cell appear bold only when the value of the cell is greater than 100.

## Common Formulas/Functions

<b>= SUM</b>	Adds a range of cells together
<b>= AVERAGE</b>	Finds an average for a range of cells
<b>= MIN</b>	Returns the smallest value in range
<b>= MAX</b>	Returns the highest value in a range
<b>= COUNT</b>	Counts cells if they meet a condition

Golden rule: every formula always starts with an =

Cell references begin with a letter, and finish with a number. EG: **A1**

A range is a selection of cells. EG: **A2:F8**

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							

## Operators

+	Adds two numbers / cells
-	Subtracts one cell or number from another
*	Multiplies two numbers/cells
/	Divides one number / cell from another one
<	Less than
>	Greater than
<=	Less than or equal to
>=	Greater than or equal to

## Extra Reading

<http://www.bbc.co.uk/education/guides/zdydmp3/revision>

<http://www.bbc.co.uk/schools/gcsebitesize/ict/modelling/0spreadsheetsrev1.shtml>

## IF

one of the logical **functions**, to return one value **if** a condition is true and another value **if** it's false. For example: **=IF(A2>B2,"Over Budget","OK")** **=IF(A2=B2,B4-A4,"")**

## Count IF

**=COUNTIF** (Where do you want to look?, What do you want to look for?)

## Auto SUM

**Excel automatically** enters a formula (that uses the **SUM**function) to **sum** the numbers

## = COUNT

Counts cells if they meet a condition



## Key knowledge

### Stencilling:

A sheet of plastic or cardboard, in which a desired lettering or design has been cut so that ink or paint applied to the sheet will reproduce the pattern on the surface beneath.

### Dyeing:

There are several different ways of dyeing fabrics:

**stock or yarn** - dyes the fibres before they become fabrics

**piece** - dyes pieces of fabric

**garment** - dyes clothing once it is made  
Dyeing usually takes place in large vats before being heated and dried.

### Tie Dye:

Tie-dyeing is a hand method of producing patterns in textiles by tying portions of the fabric or yarn so that they will not absorb the dye.

### Mood Boards:

Designers often find inspiration in images, pictures, photographs and symbols. A mood board is a collection of pictures / images / text, related to a design theme. A mood board is often used by a designer to help them design / style products. They are also used by designers as a form of initial research into a product or design. For instance, if a designer was asked by a client to design a piece of furniture for an African themed room, he/she may start by putting together an African mood board. Designs are then developed from the images, patterns and colours, found in the mood board.

## Vocabulary

**Primary research:** any type of research where you collect new information yourself. For example, through interviews, surveys or observations.

**Rendering:** The addition of colour or texture to enhance a sketch to better communicate design intent.

### Secondary research:

Gathering existing data that has already been produced. For example using books, newspapers, magazines or the internet.

**Fabric paint:** A paint that has been specifically design to be applied to fabric. It needs to be heat sealed to prevent it fading.

## QR codes



## Key knowledge

### Freehand sketching:

Freehand sketching is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely.

### Annotation:

Annotation can be added at any point to show key parts, sizes, materials, components and construction.

### CAD:

Computer aided design (CAD) now has the capability to design new products in 3D, visualise them in a variety of materials and send images around the world for collaboration and consultation. Once production is finalised, these designs are sent to CAM machines to be formed. Autodesk and Solidworks are common forms of CAD software used.

### CAM:

By using computer aided manufacture (CAM), designs can be sent to CAM machines such as laser cutters, 3D printers and milling machines.

### Laser cutting:

A laser that reflects off mirrors to form an accurate beam and manufacture a variety of products following CAD designs that indicate whether to cut, engrave or etch. Suitable for a wide variety of materials such as plastic, wood, paper, card and fabrics.

# Design and Technology – Food

## Keywords

<b>Nutrients</b>	The components that make up food.
<b>Balanced diet</b>	A diet that contains all the nutrients in the correct amount.
<b>Carbohydrate:</b>	One of the five nutrients. A macronutrient.
<b>Dietary fibre:</b>	A complex sugar found in the cell walls of plants.
<b>Digestive system:</b>	Parts of the body where food is broken down to provide nutrients.
<b>Wholegrain:</b>	The whole grain is crushed and often made into flour, e.g. wheat flour.
<b>Sensory descriptors:</b>	Words to describe the appearance, taste, and texture of the food.
<b>Aroma:</b>	Smell
<b>Yeast:</b>	A single-celled plant fungus and a biological raising agent that needs food, warmth, time and liquid to grow and ferment.
<b>Fermentation:</b>	The process in which yeast produces the gas carbon dioxide.
<b>Dough:</b>	A mixture of dry ingredients and liquid that is mixed, kneaded and shaped and then baked.
<b>Prove:</b>	Leaving dough to rise
<b>Knock back:</b>	Knocking out the air and kneading the dough again.
<b>Bacteria:</b>	Microscopic living organisms, which are single-celled and can be found everywhere.
<b>Temperature danger zone:</b>	Bacteria grow most rapidly between 5C—63C
<b>Salmonella:</b>	A food poisoning bacteria
<b>Binary fission:</b>	How each bacterium reproduces by splitting in two.
<b>Food poisoning :</b>	An illness caused by eating contaminated food.
<b>High Risk:</b>	Ready-to-eat moist foods, usually high in protein, for example cooked rice.

## Food Safety

Food can become contaminated with bacteria from:

- Raw foods
- Work surfaces and equipment
- Food handlers
- Pests
- Waste food and rubbish

**Food poisoning often causes symptoms such as:**

nausea, vomiting, diarrhoea and stomach pain.



**Raising Agents:** are added to mixtures to make them rise. Many baked items such as bread, pastries, cakes and biscuits depend on raising agents for their soft, light, springy texture. The three types of raising agents are **chemical, mechanical** and **biological**.

**Baking powder:** is a chemical raising agent used in cakes such as a Victoria Sandwich cake. Baking powder reacts with moisture and heat to produce the gas carbon dioxide. The carbon dioxide forms small bubbles in the mixture, which makes it rise. This results in a well risen, light cake.

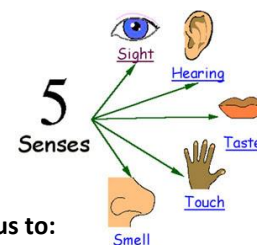
## Key Temperatures

5C — 63C—Temperature danger zone  
63C and above — Hot held food  
75C—Cooked food

## Sensory Evaluation

When you eat food, you are judging its following characteristics:

- Appearance
- Taste
- Smell— aroma
- Texture—mouthfeel



**Sensory evaluation helps us to:**

- Make sure that a food product meets expectations. For example a strawberry yoghurt has the appearance, texture and aroma that is expected.
- Make sure that a food product compares with other similar products.
- Check on the quality and shelf-life of food products over time.

## Why is fibre important?

Fibre is important as it keeps our digestive system healthy by helping the food waste travel through the body more easily. If you don't eat enough fibre, this can cause constipation, which can eventually lead to cancer of the bowel.

**Yeast** is a biological raising agent. It is a single-celled plant fungus. Yeast is used to raise bread and doughnuts. Yeast uses the flour, sugar and water or milk to ferment and produce carbon dioxide and alcohol. The carbon dioxide gas expands and collects as small bubbles throughout the dough. This will make the dough rise. When the dough is baked in the oven, the yeast is killed and the alcohol escapes and the dough sets.

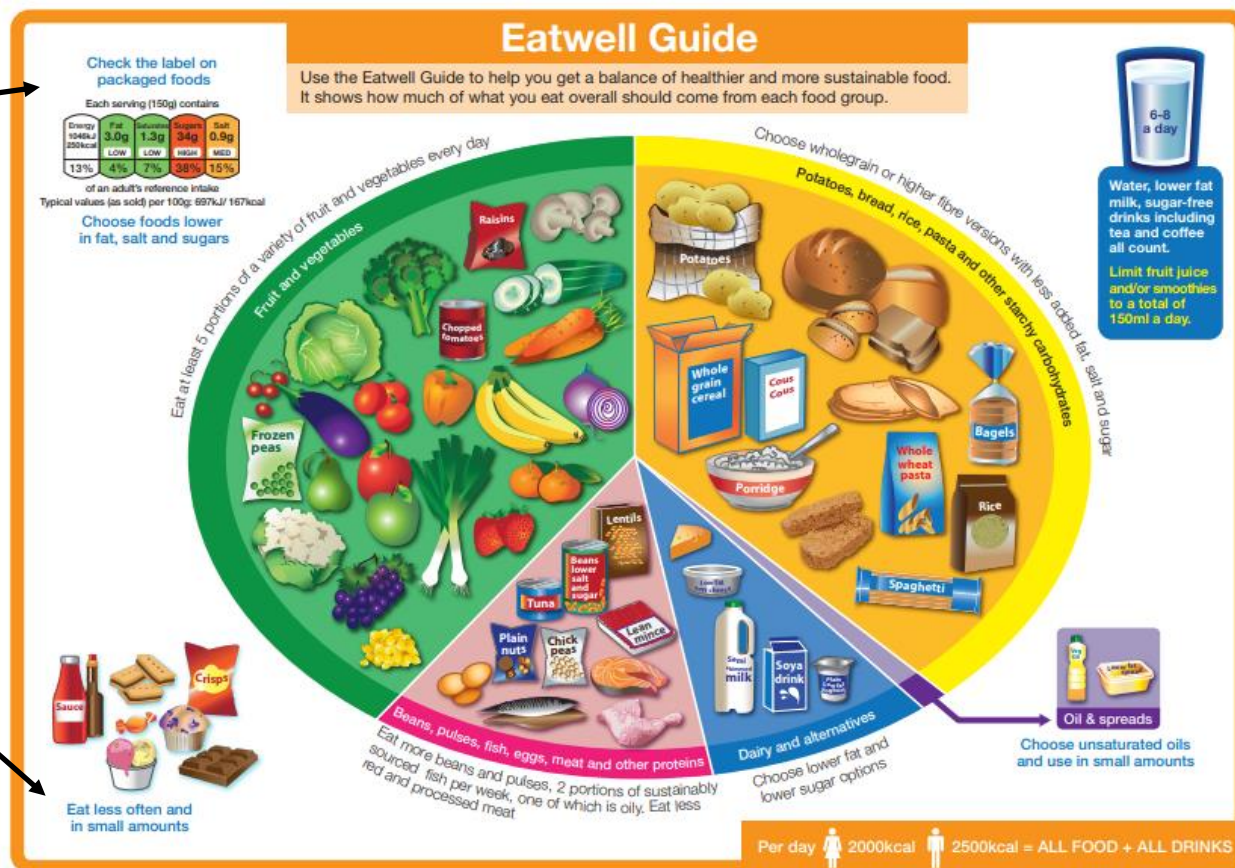
-18C — Temperature of a freezer  
5C — Temperature of a fridge

## Eatwell Guide

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.

A traffic light colour coded food label which helps you choose healthy food

Foods high in fat and/or sugar have been removed from the main segments as these should be eaten less often and in small amounts.



## 8 Tips for Healthy Eating

1. Base your meals on starchy foods
2. Eat lots of fruits and vegetables
3. Eat more fish—including a portion of oily fish each week
4. Cut down on saturated fat
5. Eat less salt
6. Get active
7. Drink plenty of water
8. Don't skip breakfast

## Macro Nutrients

**Protein** is needed for growth, repair, maintenance and energy.

**Carbohydrate** provides the body with energy.

**Fat** keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins

## Micro Nutrients Vitamins & Minerals

- Vitamin A** Keeps the eyes and skin healthy  
*Liver, milk, carrots, red peppers*
- Vitamin B** Releases energy from food  
*Bread, fish, broccoli, liver, milk, peas, rice*
- Vitamin C** Keeps connective tissue healthy. Helps the body to absorb iron  
*Oranges, blackcurrants, broccoli, red and green peppers*
- Vitamin D** Helps the body to absorb calcium for strong bones and teeth  
*Butter, eggs, milk and oily fish*

- Calcium** Builds strong bones and teeth  
*Yoghurt, cheese, milk, tofu*
- Iron** Keeps red blood cells healthy  
*Green vegetables, beans, fish, egg yolk, red meat*
- Sodium (Salt)** Keeps the correct water balance  
*Cheese, bacon, salted nuts, ready meals*

# Design and Technology – Workshop

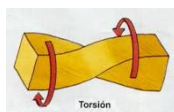
## Keywords

<b>Research:</b>	How to gather information that helps form a design idea.
<b>Designing:</b>	The process of drawing and thinking about a problem and coming up with a solution.
<b>Planning:</b>	Organizing your time and materials so that you can complete task as efficiently as possible.
<b>Making:</b>	The process of cutting and manufacturing the project.
<b>Evaluation:</b>	Reflection of what has been done and recording how you could improve next time.
<b>Pine:</b>	A softwood used to manufacture indoor products and furniture.
<b>Timber:</b>	The word to describe wood in general terms.
<b>MDF:</b>	Medium density fiber board
<b>Softwood:</b>	A wood type such as pine
<b>Hardwood:</b>	A wood type such as ash
<b>Plywood:</b>	A man-made laminated wood with glued layers
<b>Computer Aided Design (CAD):</b>	Use of computers to design and manufacture a product.
<b>Industrial</b>	
<b>Production:</b>	Large scale manufacture of products
<b>Template:</b>	Instructional drawing measurements included
<b>Coping Saw:</b>	A type of saw to cut wood
<b>Glass Paper:</b>	Sand paper
<b>Tenon Saw:</b>	A type of saw for cutting tight corners
<b>Chisel:</b>	A sharp bladelike tool for carving wood.
<b>Try Square:</b>	A tool for marking at 90°
<b>Marking Gauge:</b>	A tool for marking out continuous lines in wood
<b>Mallet:</b>	A type of hammer
<b>Pillar Drill:</b>	Vertical drilling machine
<b>Bench Hook:</b>	A device to secure work to the bench and cut safely.
<b>Materials:</b>	The wood used to manufacture the product
<b>Equipment:</b>	The tools used in the project

**What is a force?** A physical influence that tries to change the position of an object.



**What is compression?** When an object is being pushed or squashed.



**What is torsion?** When an object is being twisted

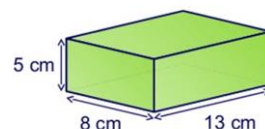
**What is tension?** When an object is being pulled



## Other knowledge you need to know:

### Volume of a cuboid

What is the volume of this cuboid?

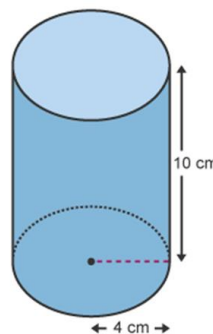


Volume of cuboid

= length × width × height

= 5 × 8 × 13

= 520 cm<sup>3</sup>



$$V = \pi r^2 h$$

**Hardwoods:** Are produced by broad leaved trees whose seeds are enclosed in fruit e.g. acorns. They have a variety of grains and a multitude of colours. The grain of the wood is tighter and therefore they tend to be hard wearing. Hardwoods take a long time to grow and therefore are less sustainable than softwoods. They can be used to make many products especially where **durability** is important.

**Softwoods:** These are produced by the cone bearing trees (conifers). They are generally evergreen and have easily recognizable needle-like leaves. They grow much quicker than hardwoods and are cheaper, softer and easier to work. Because of the speed that they grow they are more sustainable than hardwoods

**Manmade Boards:** Are more stable than natural woods and are less likely to warp and twist out of shape. They are manmade in factories/mills. They are usually composed of natural woods and resin (glue), which binds them together. One type of manmade board is Plywood. It is made of individual slices (Piles/veneers) of wood. The slices are glued together with their grain placed in opposite directions with resin. This makes it stronger and less likely to split, twist or warp.

## Material Properties Keywords

<b>STRENGTH:</b>	The ability of a material to stand up to forces being applied without it bending, breaking, shattering or deforming in any way.
<b>ELASTICITY:</b>	The ability of a material to absorb force and flex in different directions, returning to its original position.
<b>PLASTICITY:</b>	The ability of a material to be changed in shape permanently. E.G. casting molten metal.
<b>DUCTILITY:</b>	The ability of a material to change shape (deform) usually by stretching along its length.
<b>TENSILE STRENGTH:</b>	The ability of a material to stretch without breaking or snapping.
<b>MALLEABILITY:</b>	The ability of a material to be reshaped in all directions without cracking.
<b>TOUGHNESS:</b>	A characteristic of a material that does not break or shatter when receiving a blow or under a sudden shock.
<b>HARDNESS:</b>	The ability of a material to resist scratching, wear and tear and indentation.
<b>CONDUCTIVITY:</b>	The ability of a material to conduct electricity.



# Drama - Shakespeare

**Tragedy** - a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

**Protagonist** - the leading character or one of the major characters in the play.

**Antagonist** - a person who actively opposes or is hostile to someone or something.

**Prologue** - a separate introductory section of a play.

**Monologue** - long speech by one actor in a play or film.

**Soliloquy** - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.

**Dramatic Irony** - a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

**Foreshadowing** - a warning or indication of (a future event).

**Juxtaposition** - two things being seen or placed close together with contrasting effect.

**Oxymoron** - a figure of speech in which apparently contradictory terms appear in conjunction (e.g. faith unfaithful kept him falsely true).

**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, for example Two households, both alike in dignity.

**Prose** - written or spoken language in its ordinary form, without metrical structure.

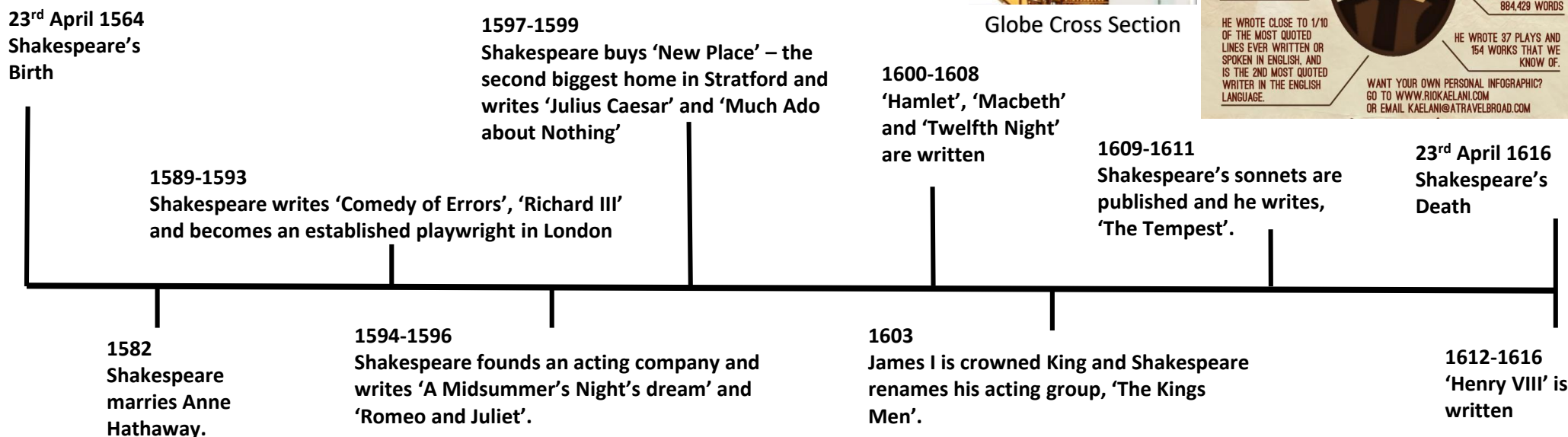
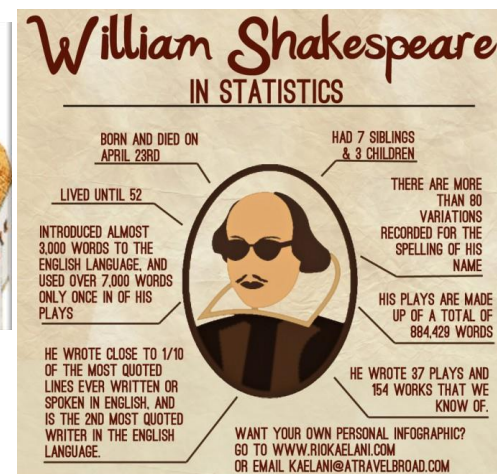
**Metaphor** - a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

**Simile** - a figure of speech involving the comparison of one thing with another thing of a different kind, used to make the description more emphatic or vivid (eg as brave as a lion).

- The Globe theatre was where many of Shakespeare's plays were performed.
- It was constructed in 1599, by the Burbage brothers.
- It was octagon shaped, roofless with a stage and three galleries surrounding it.
- It was 80x80ft and held around 3000 people.
- We do not know what the original Globe Theatre looked like.
- Shakespeare's Globe had to have special permission to have a thatched roof, there has been a law against thatched buildings in London since the Great Fire in 1666.



Globe Cross Section



# English – Shakespeare :Tragedy through Macbeth

CHARACTERS		PLOT STRUCTURE:		VOCABULARY:	QUOTATIONS:	
The witches / “weird women”	Presented by Shakespeare as supernatural beings who can foretell the future.	Act 1	<b>Exposition:</b> Macbeth and Banquo encounter three witches who give both men predictions. Macbeth writes a letter to his wife. She is excited by the news and summons evil spirits to give her the courage to kill the King and make the witches prediction come true. Macbeth arrives to announce that King Duncan is coming to spend the night at their castle.	supernatural weird/wyrd chiasmus tragedy prophecy protagonist	Witches: “Fair is foul and foul is fair” (1.1)	Shakespeare : Tragedy through Macbeth
Macbeth: Protagonist	A “brave” and loyal warrior whose vaulting ambition leads him to commit regicide.				Witches: ‘lesser than Macbeth and greater (1.3)	
Lady Macbeth: deuteragonist	Macbeth’s wife. Coerces Macbeth into committing regicide. Loses control and commits suicide at end of play.	Act 2	<b>Inciting Incident:</b> having agreed to kill King Duncan, Macbeth sees a dagger and wonders if it is a “dagger of the mind”, because he is having second thoughts. However, he resolves to kill King Duncan, who is found dead at dawn by Macduff. The king’s sons flee, fearing for their lives. In their absence, Macbeth is chosen to be king.	deuteragonist aside soliloquy dramatic irony conceit anagnorisis	Macbeth: “Stars, hide your fires. Let not light see my black and deep desires.” (1.4)	
Banquo (and his son Fleance)	Scottish nobleman; close friend of Macbeth. Betrayed and killed. Ghost haunts Macbeth at a feast.				Lady Macbeth: “Come, you spirits ..., unsex me here and fill me from the crown to the toe top full of direst cruelty.” (1.5)	
King Duncan	A fair and generous ruler who is butchered by Macbeth.	Act 3	<b>Rising Action:</b> Banquo suspects that Macbeth was involved in Duncan’s murder. Macbeth fears Banquo so has him killed but Fleance, his son and heir, escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reactions to a ghost that only he can see.	regicide hamartia hubris hallucination existential crisis	Lady Macbeth: “Look like the innocent flower but be the serpent under’t.” (1.5)	
Macduff	A Scottish nobleman, loyal to Duncan. Kills Macbeth to restore order to Scotland.				Lady Macbeth: “A little water clears us of this deed. How easy is it then.” (2.2)	
Malcolm	Duncan’s eldest son, the Prince of Cumberland.	Act 4	<b>Rising Action:</b> Macbeth, filled with insecurity, returns to the witches and is given three more predictions. Macbeth learns that Macduff has fled Scotland. He orders the execution of Macduff’s wife and children.	rhymed verse rhyming couplets blank verse metre repetition	Macbeth: ‘is this a dagger I see before me.’ (2.1)	
Characterisation is created through DAD: Description, Action, Dialogue.					Macbeth: ‘his silver skin laced with his golden blood.’ (2.3)	
HISTORICAL CONTEXTS		Act 5	<b>Climax, Denouement and Resolution:</b> Lady Macbeth appears on stage sleepwalking. Her mental health has deteriorated terribly. She is burdened by feelings of guilt. Duncan’s son, Malcolm, backed by the English army and Macduff, approach Macbeth’s castle. They chop down branches from the trees at Birnam Wood to disguise how big their army is. Birnam Wood appears to move. Macbeth says he fears no man as all men are born by women. Macduff announces he was not born naturally but was “ripp’d” prematurely from his mother’s womb. Macduff kills Macbeth and Malcolm becomes the next King of Scotland	symbolism imagery catharsis irony restoration lineage	Macbeth: ‘on my head they have placed a fruitless crown’ (3.1)	
The play Macbeth was written and performed in the Jacobean era (1603-1625), when King James I of Scotland became King James VI of England.					“Our fears in Banquo stick deep” and “Every moment he’s alive stabs me to the heart.”	
In 1604, English Catholics attempted to assassinate King James in the famous <b>Gunpowder Plot</b> . The play is a warning to English audiences that regicide leads to eternal damnation because Kings were chosen by God.					Macbeth: ‘Blood will have blood’ (3.4)	
The Great Chain of Being: the belief in a social hierarchy, planned by God, as follows: God – Angels – Demons – Humans – Beasts – Plants – Rocks. When Macbeth kills Duncan, this leads to a disruption in the natural order.					Lady Macbeth ‘all the perfumes of Arabia will not sweeten this little hand’ (5.1)	
					Malcom: ‘this dead butcher and his fiend-like queen’ (5.8)	

# Geography : How have rivers changed our landscape?

## Week 1 and 4 What is the long profile of a river?

**Drainage basin** – The area of land that a river drains.  
**Channel** – The area of a river the water flows through.  
**Valley** – The land either side of the river channel. The shape changes from a steep sided valley near the start of a river to flat at the end of the river.

A **drainage basin** usually has many small streams called tributaries that join the main river.  
 The **source** of the river is in the highlands and it is joined by *tributaries* at **confluences** as the river flows downstream.  
 The edge of a **drainage basin** is marked by highlands and is known as the *watershed*.  
 The river eventually flows through its *channel* to the *mouth* where it meets the sea

A river has different features as it flows from the source at the beginning, this is in highland areas like Dartmoor where the river Plym begins. As it flows downstream the channel, valley and sediment change.

### Upper course

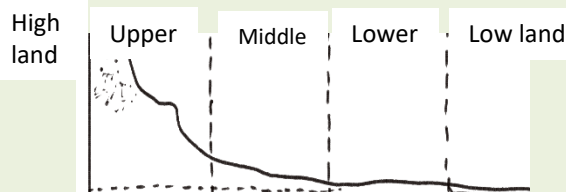
The channel is shallow and narrow. The valley is 'V' shaped. The sediment has rough boulders.

### Middle course

The channel is wider with small meanders.  
 The valley is wider with a floodplain.  
 The sediment is made of pebbles and gravel.

### Lower course

The channel is wider deeper and has large meanders.  
 The valley has a wide flat floodplain.  
 The sediment is sand, silt and clay.



## Week 2 and 5 How are river features formed?

**Hydraulic action** – the sheer force of water wears away bed and banks.  
**Abrasion** – material in the river scrapes the bed and banks.  
**Attrition** – Large material bumps into each other and breaks into smaller parts.

River features are formed due to two main processes, erosion and deposition.

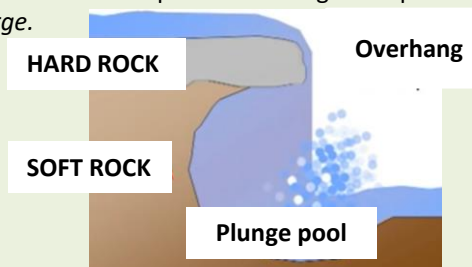
Firstly rock is weakened due to weathering. Then erosion happens, which is the removal of material from the river. There are three types of erosion shown in the **key words section**.

This material is then transported down the river by four methods;

**Traction** – large boulders rolled along the bed  
**Saltation** – sand and gravel bounced along the bed  
**Suspension** – small material floating in the water  
**Solution** – dissolved material in the water  
 When the river loses energy the material is deposited and can form features such as estuaries and deltas at the mouth of a river.

### Waterfalls – an erosional feature

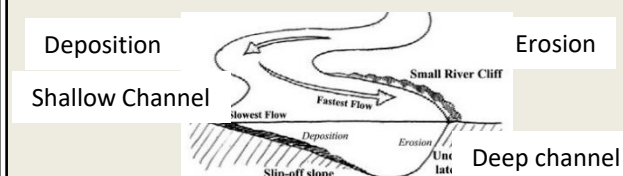
Formed where a river flows over *hard and soft rock*. The soft rock is easily eroded by *hydraulic action and abrasion* to leave a deep *plunge pool* and overhanging hard rock. The hard rock collapses under gravity and the process starts again. After many collapses the waterfall moves upstream cutting a steep sided gorge.



## Week and 6 Impacts and the future

**Slip off slope** - The build-up of deposited sediment on the inside of a meander.  
**Flood plain** - an area of flat land alongside a river. This area gets covered in water when the river floods.  
**Estuary** - is a tidal area where a freshwater river or meets the sea.

**Meanders – an erosional and depositional feature.**  
 Formed in the *middle and lower course* where the river begins to erode laterally (side to side).  
 Water flows faster round the outside bank and erodes the bank and forming a *river cliff* where the bank collapses into the river. Water flows slowly around the inside bank and deposits material building up new land on the *slip off slope*.



**The river Tees** is located in the north east of England. Its source is in the Pennines at 893m. High Force is a 20 metre high water fall found in the upper course of the river. In the middle course of the river the land is flat and low lying, this is where meanders are found and wide flood plains. The mouth of the river is near Middlesbrough there is an estuary where the river meets the sea.

### Grid references on OS maps

*Remember along the corridor and up the stairs.*  
 To find a grid reference first go along the bottom of the map until you reach the line before the place you want to find the grid reference of. Then go up the map to the line before the place. This will give you a 4 figure grid reference.

# History – Was the Post War World One of Progress?

**Definition of Era :** In the aftermath of World War II new dangers and challenges developed. Nuclear weapons made confrontations have the potential to end life on Earth and as tensions rose between USA and USSR new challenges developed as nations hoped for different ways to solve their disagreements. The second half of the 20<sup>th</sup> century was dominated by the Cold War. A conflict with clear sides but no actual fighting.

**Timeline :**  
 1945: The atom bomb is dropped on Hiroshima.  
 1945: UN established.  
 1946: Iron Curtain speech.  
 1961 Yuri Gagarin becomes the first man in Space.  
 1961: The Berlin Wall is built.  
 1962: The Cuban Missile Crisis.  
 1969: First man on the moon.  
 1989: The Berlin Wall is pulled down.  
 1991: The Cold War officially ends.

**Keywords and concepts :**  
**Cold War:** The phrase that describes the tension between America and the USSR as there was no direct fighting between the powers.  
**Mutually Assured Destruction:** The process by which both sides in a conflict will be destroyed.  
**Wall Fever:** The condition where many German's suffered from depression thinking about the Berlin Wall.

## Week 1 and 4

### Why did the Americans drop the atom bomb on Hiroshima?

The war in the Pacific was hell. The Japanese fought bravely and despite assured of defeat refused to surrender. The American's were forced to Island hop towards the Japanese mainland and battles at places such as Iwo Jima and Okinawa cost many lives. The American's had developed the atomic bomb through the Manhattan Project in secret and were now willing to use to end the war. The bomb changed everything. O1957: Sputnik launched.

On 6<sup>th</sup> August the Enola Gay dropped a bomb nicknamed "Fat Man" on a T-shaped bridge over Hiroshima. In an instant around 60,000 people were killed and a further 200,000 would die of radiation poisoning and the fallout from the bomb. Did the Americans drop the bomb out of revenge, or as a demonstration of American power to the Russians? They argued that it's usage saved the lives of many people that would have been lost had the war continued.

### The UN

The United Nations was established so countries could act together to face common challenges. It aims to promote peace and universal human rights. It's ran by a Secretary General and is based in New York. The main decision making body is the Security Council and the General Assembly although it also carries out important charitable duties through it's bodies UNICEF and UNESCO.

## Week 2 and 5

### The Development of the Cold War

After WW II ended a new potentially more dangerous conflict developed between America and Russia. Partly this was based on different ideas about how the countries should be run with America favouring Capitalism and Russia favouring Communism. It also developed because of the personalities involved. During the war the American President Roosevelt had enjoyed a friendly relationship with the leader of Russia Joseph Stalin. However when Roosevelt died in 1945 his successor Harry S. Truman was determined to take a tougher stance towards Russian actions in Eastern Europe. The powers met at Yalta and Potsdam to arrange how Europe should be governed but by 1946 Churchill described the establishment of an "Iron Curtain" over Europe that would divide Europe for nearly 50 years.

### The Space Race

With the threat of nuclear conflict on Earth an alarming possibility the super powers also sought to compete in space. The Russians launched the first satellite called Sputnik in 1957, followed by the first man in Space Yuri Gagarin in 1961. The Americans were left trailing behind their Soviet rivals. However in 1969 they successfully landed on the Moon. This was more than a contest for conquest of the stars, it demonstrated a countries technical superiority and led to many advancements on Earth. It was however expensive. It also led to massive innovations in communication technology as well scientific developments that are ongoing to this day.

## Week 3 and 6

### The Cuban Missile Crisis

The most dangerous clash of the Cold War came in 1962 around the island of Cuba. It had been taken over by a revolutionary called Fidel Castro and following a disastrous failed American invasion at the Bay of Pigs was forced to seek protection from the USSR. An American U2 Spy Plane soon discovered that the Russians were building nuclear missile sites on the island and with potential missile carrying ships detected the Americans decided to establish a blockade of the island. For 13 days a nuclear war seemed the most likely outcome and the world held it's breath. At the 11<sup>th</sup> hour however a change of attitude and rushed diplomacy led to an agreement being reached in which the Russians withdrew their military from Cuba and in return the Americans promised to never invade Cuba and also to withdraw their nuclear weapons from Turkey thus ushering in a new period of greater communication and co-operation between America and the USSR which became known as Détente.

### The Berlin Wall

Another frequent flash point was the city of Berlin. It had been divided after WW II and split between the victorious allies. However it lay far in the Eastern Communist sector of Berlin. As Germany was split so was Berlin. In 1961 in an attempt to stop East Germans fleeing to seek a better life in the West the Communist erected the Berlin Wall. It would remain a source of great tension and a powerful symbol of the Cold War throughout it's existence. Germans talked of "Wall Fever" a sickness brought on by it's existence. It's eventual collapse in 1989 brought the end of Communism in many countries in Eastern Europe and it's destruction was seen as a vital victory for freedom loving people everywhere.





## My French Knowledge Organiser How Can I Use It? Yr8

Knowledge organisers are useful tools when it comes to learning and recalling information.

Here are some ideas for you to do some 15 mins retrieval tasks in the classroom :

### Tricky Spelling

- Create your own list of tricky words that you really want to spell correctly and use the same method to learn them.
- Use highlighters to colour-code tricky parts of the word e.g. silent letters, accents, double consonants, tricky sequence of vowels/ consonants etc. Use DEL method !
- You could also use mnemonics to help you.

### SELF-QUIZZING !

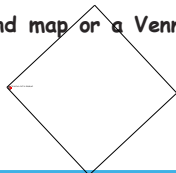
- Look , say, cover , write, check ( watch help video)



### Key Vocabulary



- Test your friends - test each other on the meaning of each word. You could write the words out on separate cards, with the meaning on the back.
- Play Bingo - using a blank grid, choose French words from the key vocabulary and get a friend or your teacher to read out an English word from the list. See how long it takes for you to match a line.
- Link it! Draw a mind map or a Venn diagram to show links between words.



### Key Phrases



- Create a set of double-sided cards with the French on one side and the English on the other side and use these to test yourself - you could also work with a partner.
- Click on the QR codes and use the quizlets and Flippity retrieval games made for you on each topic. There are more than 10 games to suit your preferred learning style.

### Group It!

- You could also colour-code it using three colours: 'I know it', 'I almost know it' and 'I need to know it better'.

### Tricky Pronunciation

- Click on the QR codes and listen to my recorded vocabulary and phrases on your phone, then record yourself saying them - how does it compare?
- Create your own list of important words that you really want to pronounce correctly and follow the same process as above

### False Friends

- These words look and sound similar to an English word but are misleading as they have a different meaning - make sure you pay extra attention to those , make a poster of those?

### Useful Grammatical Structures

- Make a set of cards containing the grammatical structures suggested - working with a partner, place the cards face down in a pile, take turns to pick one and make a sentence that contains this structure and relates to the topic.

### More Advanced Grammatical Structures

- Are you aiming for the top marks and looking to impress the examiner? Try incorporating some of these more complex structures in your answers to the key questions on the topic you are studying:

create at least one sentence with each structure. Use your grade 9 phrases, your "ASSASSIN" and

" 10 KEYS" phrases



## Qu'est-ce que tu aimes faire? What do you like to do?



<b>Dans mon temps libre</b> In my free time	<b>j'aime</b> I like	<b>jouer au foot</b> to play football		<b>dans la mer</b> in the sea	
	<b>j'adore</b> I love	<b>jouer au tennis</b> to play tennis		<b>dans le parc</b> in the park	
<b>De temps en temps</b> Every now and then	<b>je raffole de</b> I'm crazy about	<b>jouer au rugby</b> to play rugby		<b>dans le jardin</b>	
<b>D'habitude</b> Usually		<b>jouer aux cartes</b> to play cards		<b>dans le jardin</b> in the garden	<b>avec mon copain</b> with my pal
<b>Le soir</b> In the evening	<b>je préfère</b> I prefer	<b>jouer sur mon portable</b> to play on my phone		<b>dans le magasin</b> in the shop	<b>avec mes amis</b> with my friends
<b>Le week-end</b> At the weekend	<b>je n'aime pas</b> I don't like	<b>regarder la télé</b> to watch TV		<b>chez moi</b> at my house	<b>avec mon collègue</b> with my school
<b>Souvent</b> Often	<b>je déteste</b> I hate	<b>regarder Youtube</b> to watch Youtube		<b>chez mon ami</b> at my friend's house	<b>avec mon équipe</b> with my team
<b>Tous les jours</b> Every day	<b>je dois</b> I have to	<b>faire du sport</b> to do sport		<b>au stade</b> at the stadium	<b>avec mon chien</b> with my dog
<b>Tous les samedis</b> Every Saturday	<b>je peux</b> I can	<b>faire du vélo</b> to do cycling		<b>à la piscine</b> at the swimming pool	<b>avec ma famille</b> with my family
<b>Quelquefois</b> Sometimes	<b>je voudrais</b> I would like	<b>faire du bowling</b> to do bowling		<b>à la boulangerie</b> at the bakery	<b>seul/e</b> on my own
<b>Quand je peux</b> When I can		<b>faire du judo</b> to do judo		<b>à la plage</b> at the beach	
<b>Normalement</b> normally		<b>faire de la cuisine</b> to do cooking		<b>en plein air</b> outdoors	
		<b>faire les magasins</b> to do the shopping			
		<b>faire les devoirs</b> to do homework			
		<b>aller en ville</b> to go into town			
		<b>aller à la plage</b> to go to the beach			
		<b>aller au cinéma</b> to go to the cinema			
		<b>nager</b> to swim			
		<b>danser</b> to dance			
		<b>lire</b> to read			
		<b>écouter de la musique</b> to listen to music			
		<b>tchatter</b> to chat			
		<b>me bronzer</b> to sunbathe			
		<b>rester chez moi</b> to stay at home			

mais (but) et (and) car (because) par exemple (for example) alors (then) où (where) quand (when) surtout si (especially if) si (if)

# The 10 Keys



 Definitions	Definition	Examples
Conjunctions	A word that connects two shorter sentences together	Mais <i>but</i> Et <i>and</i> Cependant <i>however</i> Donc <i>therefore</i> Aussi <i>also</i> Ou <i>or</i>
Reasons	To explain your opinion	Car <i>because</i> Parce que <i>because</i> Vu que <i>seen that</i> Puisque <i>since</i>
Future	The tense which describes actions that "are going to" happen in the future	Je vais + infinitive verb <i>I am going to...</i> Nous allons + infinitive verb <i>we are going to...</i> e.g. Je vais manger <i>I am going to eat</i>
Negatives	When "no" or another negative word is used in front of a verb to describe when something doesn't happen	Je n'ai pas de <i>I don't have</i> Je ne...jamais <i>I ...never</i> e.g. je n'ai pas de sœur <i>I don't have any sister</i> je ne vais jamais <i>I never go</i>
Opinions	To express whether you like or dislike something or describe your feelings towards it	J'adore <i>I love</i> J'aime <i>I like</i> Je n'aime pas <i>I don't like</i> Je déteste <i>I hate</i> Oh <i>la la</i> quel désastre ! <i>Oh no what a disaster!</i>
Qualifiers	A word used before an adjective to alter the intensity	Très <i>very</i> Un peu <i>a little</i> Assez <i>quite</i> Trop <i>too</i>

## Avoid repetitions!

**boring:** ennuyeux, assommant, fatigant, lassant, fade, monotone, barbant

**exciting:** intéressant, passionnant, palpitant, captivant, réjouissant, fascinant

**fun:** amusant, drôle, marrant, tordant, comique, rigolo(te), hilarant

**great:** génial, super, impeccable, chouette, extra, épatant, superbe, fantastique

**rubbish:** nul, pénible, odieux, insupportable, atroce, affreux, abominable

## COMPARATIVES

plus ... que	more ... than
moins ... que	less ... than
aussi ... que	as ... as
plus ...	more ...
moins ...	less ...
meilleur(e)s que ...	better than ...
pire(s) que ...	worse than ...
le / la / les plus ...	the most ...
le / la / les moins ...	the least ...

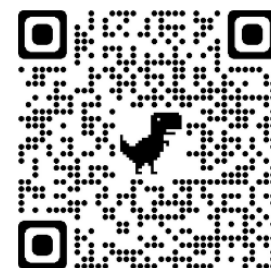
## OPINIONS

à mon avis	in my opinion
d'après moi	according to me
selon moi	according to me
à mes yeux	in my eyes
je pense que	I think that
je crois que	I believe that
je considère que	I consider that
je trouve que	I find that
j'estime que	I guess that
il me semble que	it seems to me that
personnellement, je ...	personally, I ...

## Have fun revising

<https://www.blooket.com/solo?id=60105f89ef555d0015679b86>

<https://quizlet.com/8xiufv?x=1qq&i=1odw>  
y7 :



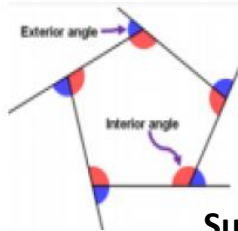
# Maths - Foundation and Higher: Lines and Angles

## KEY VOCABULARY

polygon, interior, exterior, tessellation, parallel, perpendicular, corresponding, alternate, co-interior, isosceles, scalene, clockwise, anticlockwise, obtuse, acute, reflex

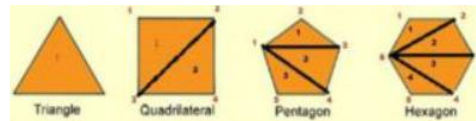
Circumference	The distance around the edge of the circle
Radius	The distance from the centre of the circle to the edge of the circle
Diameter	The distance across the circle from edge to edge, going through the centre
Tangent	A straight line that touches the circle
Chord	A line that touches each edge of the circle but does not go through the centre
Segment	The area created between the circumference and a chord
Arc	Part of the circumference
Sector	A slice of the circle - looks like pizza!

Interior angle + Exterior angle = 180 degrees  
(angles on a straight line)



Exterior angles  
The sum of the exterior angles in any shape (or polygon) = 360 degrees

## Sum of Interior angles



In a triangle ( $n = 3$ ) =  $180^\circ$

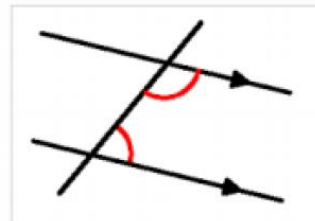
In a square ( $n = 4$ ) = 2 triangles  
=  $2 \times 180^\circ = 360^\circ$

In a Pentagon ( $n = 5$ ) = 3 triangles  
=  $3 \times 180^\circ = 540^\circ$

In a Hexagon ( $n = 6$ ) = 4 triangles  
=  $4 \times 180^\circ = 720^\circ$

For REGULAR polygons only with  $n$  sides  
**SUM OF INTERIOR ANGLES** =  $(n - 2) \times 180^\circ$

Co-interior angles equal  $180^\circ$

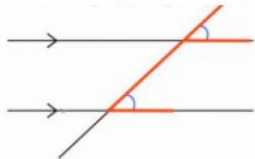


## Key Words

**Parallel:** Two or more lines that never meet. The lines are annotated with arrows on a diagram.

**Perpendicular:** Two lines that intersect at  $90^\circ$ .

Corresponding angles are equal

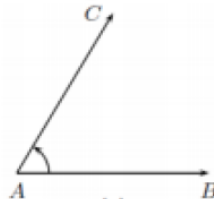


Alternate angles are equal



## Angle and line notation

Angle CAB. Three letters are used to notate an angle, the middle letter is the angle.



A line is notated by two letters. Line AB is the line between A and B.

A ————— B

Vertically opposite angles are equal



## Exterior angle

For REGULAR polygons only with  $n$  sides:

$$\text{EXTERIOR ANGLE} = \frac{360^\circ}{n}$$

## Interior angle

For REGULAR polygons only with  $n$  sides:

$$\text{INTERIOR ANGLE} = \frac{(n-2) \times 180^\circ}{n}$$

## Example: REGULAR Octagon

**Method 1** (using formulae)

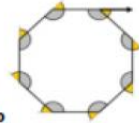
$n = 8$

Sum of Exterior angles =  $360^\circ$

Exterior angle =  $360^\circ \div 8 = 45^\circ$

Sum of Interior angles:  $(8 - 2) \times 180^\circ = 1080^\circ$

Interior angle:  $1080^\circ \div 8 = 135^\circ$



**Method 2** (using angle facts)

$n = 8$

Sum of Exterior angles =  $360^\circ$

Exterior angle =  $360^\circ \div 8 = 45^\circ$

Interior angle + Exterior angle =  $180^\circ$

Interior angle =  $180^\circ - 45^\circ = 135^\circ$

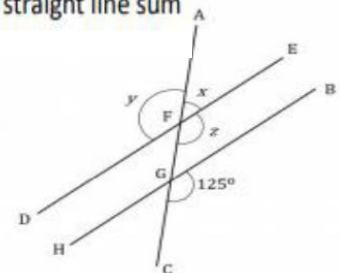
Sum of Interior angles =  $8 \times 135^\circ = 1080^\circ$

$z = 125^\circ$  as corresponding angles are equal.

$y = 125^\circ$  as vertically opposite angles are equal.

$x = 55^\circ$  because angles on a straight line sum to  $180^\circ$ .

## Example







## Key Words

### Soundtrack

Music which accompanies video games

### Synthesizer

An electronic musical instrument that generates audio signals

### Sound effects

An artificially created or enhanced sound, or sound process

### Chiptunes

A style of music which used simple melodies

### Stereo

Two-channel sound recording and sound reproduction using data from two speakers

### Mono

Music, that is recorded and or played back using one audio channel.

### ADSR

It's hardware which has an effect on an electrical instrument to make the notes Attack, Decay, Sustain or Release

### Cues

Cues are used to inform players what can be interacted with, where to look, and where to go within the game world

### Theme

A tune that can be linked with a certain game

### Orchestration

Adapting or writing music for an orchestra to play

### Leitmotif

Leitmotif is a "short, recurring musical phrase" associated with a particular person, place, or idea.

## Healthy Sex



### KEY CONCEPTS:

Where are teenage pregnancy rates a problem in the local area?

What are the potential physical, educational, emotional and economic impacts of being a teenage parent?

What are the possible health risks of having unplanned and/or unprotected sex?

How can these health risks be reduced?

What are the options for a teenage girl if she becomes pregnant?

### KEY TERMS:

**Teenage pregnancy rates**– the number of teenage girls who become pregnant per 1000 of the total number of teenage girls.

**STI/STD** – Short for Sexually Transmitted Infection/Disease.

**Contraception** – an artificial way to prevent pregnancy. Some methods can also reduce the risk of contracting an STI/STD.

**Barrier method** – A type of contraception that provides a physical barrier during sex, such as a condom. A barrier method will also greatly reduce the risk of potentially passing on an STI/STD.

### Notes:

<https://www.ceop.police.uk/safety-centre/>

<https://www.childline.org.uk/>  
0800 1111

[https://www.thinkuknow.co.uk/11\\_13/](https://www.thinkuknow.co.uk/11_13/)  
(11-13 year olds)

## Healthy Relationships

### KEY CONCEPTS:

What is peer pressure?

How can peer pressure affect teenagers?

What is consent?

What is the law around consent?

What does a healthy relationship look like?

How can you get help if you don't feel happy or don't feel safe in your relationship?

Where can you get support from outside of school?

### KEY TERMS:

**Peer Pressure** – when you believe you have to either do or not do something, in order to keep a friendship or intimate relationship.

**Abuse** – when someone is trying to force you to do something or behave in a way that you don't want to and you feel that you have no choice.

**Consent** – when you freely agree to do something and are happy to do it.

**Exploited** – when someone gets something and the other person gets very little in return.

**CEOP** – Child Exploitation and Online Protection Centre

# Physical Education - Badminton

## Kit Needed

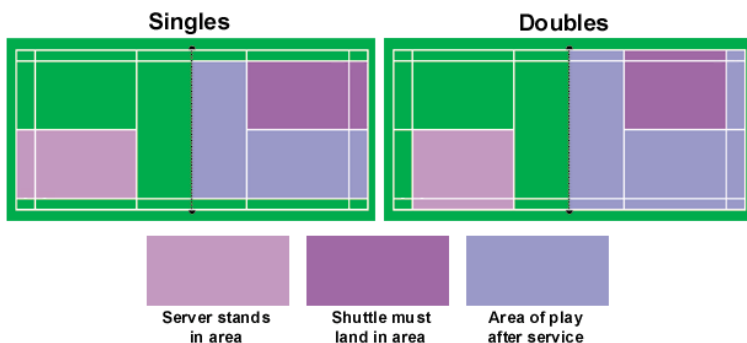
- Indoor trainers, white socks, short sleeved PE top and black Egguckland shorts, skort or leggings

## Equipment

- Badminton rackets, shuttles, nets, posts and bases

## 5 Key Rules

- Point is scored if opponent hits shuttle to land in your court
- Point is scored if opponent hits shuttle out of playing area or into net
- Serve must be underarm and served across to diagonal box
- Playing area for singles is long and narrow. Playing area for doubles is short and wide – use side tramlines for doubles.
- Serve from the left on an odd score and right for an even score



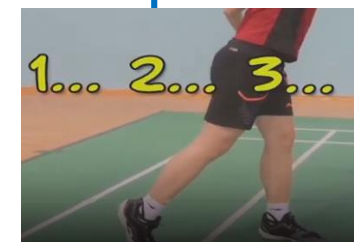
## Serve

- Starts the games
- Underarm
- Opposite foot forward to racket hand
- Hold shuttle in front at waist height and above racket head
- Flick wrist in direction and over the net

## Smash

- To win points through attacking play
- Sideways body – move behind shuttle
- Non Racket arm high (point at shuttle)
- Bend racket arm (scratch back)
- Hit shuttle at highest point whilst extending arm (whip shot)
- Aim to hit hard downward to opponents back court

## Basic body position



## Overhead clear

- To create space, force opponent to back court
- Basic sideways body – move under shuttle
- Non Racket arm high (point at shuttle)
- Bend racket arm (scratch back)
- Hit shuttle at highest point whilst extending arm
- Aim to hit shuttle to the back of court over opponents head

## Drop shot

- To create space at back of court and force opponent to front court
- Basic sideways body position – get behind shuttle
- Raise your non-racket arm and point at the shuttle
- Contact the shuttle as high as possible and out in front of your body. Straighten your elbow as you hit the shuttle. Push the shuttle as you hit it – NO wrist whip
- Aim to hit it to the front court

# Physical Education - Dance

## **Kit Needed**

- Short or long sleeved PE top and black Egguckland shorts, Skort or leggings – Bare Feet
- No socks or shoes to be worn whilst taking part in Dance Activities.

## **Equipment**

- Telephone numbers work sheets, music speaker.

## **Key Rules**

- Follow all instructions

## **Listen to teacher and others**

## **Key words**

- Sequence
- Linking
- staging
- Pulse raiser / warm up
- Stretch
- Development
- Awareness of others
- Body control/ tension/ extension
- Skill development
- Contact
- Sequence ideas/ lists
- Counter balance/ top and base
- Confidence
- Agility, speed and quickness
- Unison
- Canon
- RADS

## **Telephone Numbers**

0 = Jump  
1 = Turn  
2 = Roll  
3 = Arm Swing

4 = Lunge  
5 = Slide  
6 = Kick (No Contact)  
7 = Hop

8 = Balance  
9 = Punch (No Contact)

*Make up a dance using your Phone number*

R – Relationships  
A – Actions  
D – Dynamics  
S - Space

## ***Relationships – Who we move with***

**Around, canon, drag, follow, hold, in front of, match, mirror, near, next to, opposite, pass, questioning, side by side, together, through, under upside down**

## **Dynamics – How we move**

**Bold, bouncy, careful, calm delicate, determined, easy energetic, fast, firm, flowing, gentle, happy, heavy, hesitant, immediate, jerky, lazy, loud, mild, noisy, overt, quick, quiet, tender, untidy, urgent, vibrant, weighty**

## **Actions – What we do**

**Bend, bounce, clap, contract, dangle, entre, exit, explore, gallop, fall, freeze, kick, knock, nod, open, over, reach return, shrink, slide, spin stamp, stand, suspend, surround, tangle, travel, under, walk, wave, whip, wrap and zoom**

## **Space – Where we move**

**Above, across, angled, around, backwards, behind, below, circle, cross, curve, diagonal, drop, encircle, extend, far, flow, high, jagged, large, left, level, line, narrow, over, shape, side, sideways, snake, straight, triangular, under, up, upside, vertical, wall, weave, wide, zigzag**



# Physical Education - Football

## Kit Needed

- Moulded studs, Long/ Short sleeved top, Black Egguckland shorts, Shin pads, Long black socks

## Equipment

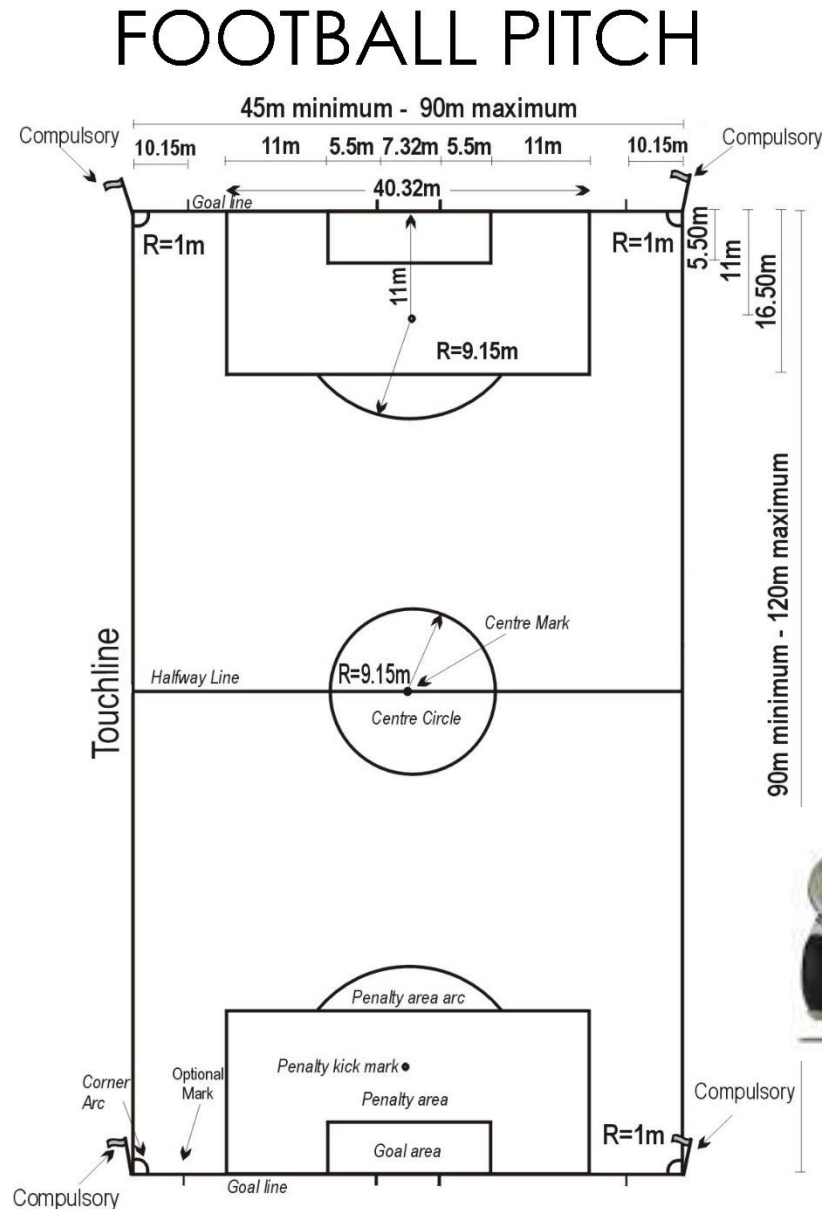
- Footballs, posts, bibs

## 5 Key Rules

- A player can control the ball with any part of their body except their arms
- A player must get the ball and not the player when making a tackle. If the tackling player makes contact with the attacking player then a free-kick is awarded
- If a player is the last person to touch the ball before the side of the pitch then a throw in is awarded to the opposition
- If the ball crosses the goal line (either side of the goal) and was last touched by a defensive player then a corner is awarded
- If the ball crosses the goal line (either side of the goal) and was last touched by an attacking player then a goal kick is awarded

## Key Terms

- Pass- how you transfer the ball from one team member to another
- Shot- when a player attempts to score a goal with their feet
- Header- when a player controls or strikes the ball with their head



# Physical Education - Netball

## Kit Needed

- White trainers, white socks, short or long sleeved PE top and black Egguckland shorts, skort or leggings

## Equipment

- Netballs, posts and bases and position bibs

## 5 Key Rules

- Do not move with the ball
- 3 seconds holding the ball
- No contact
- No closer than 1 metre from the person with the ball
- Only allowed in your positions areas

## Positions

- Goal Keeper- Marks the goal shooter to stop the shooting
- Goal Defence- Marks the goal attack to stop them shooting
- Wing Defence- Marks the Wing attack to stop them feeding the ball into the shooting 'D'
- Centre- Marks the other centre. Controls the game from mid court
- Wing Attack- Aim's to feed the ball into the shooting 'D' to provide shooting opportunities
- Goal Attack- To score goals and be a link between mid court and the shooting 'D'
- Goal Shooter- To score goals within the 'D'

# Netball

## Passing

- Basic body position
- High arms
- Extend elbows to straight to release

## Defending

- Basic body position
- Use both arm over the ball and follow where attack holds it.
- When moving, remain close to attacker and ensure you can see player and the ball

## Basic body position



## Footwork

- Catch the ball and land one foot before the other
- The first foot can not be moved
- The second foot can be moved to pivot
- If landing with both feet at same time, you can choose which one to use to pivot

## Shooting

- Basic body position or feet shoulder width apart
- High arms
- Ball above head in both hands
- Extend elbows to straight to release towards the net aiming for the back of the ring

# Physical Education - Keywords

Badminton		Dance		Football	
Key Word	Definition	Key Word	Definition	Key Word	Definition
<b>Shuttlecock</b>	The object that is hit to play the game.	<b>Dynamics</b>	when used as a dance term it expresses the way in which shape of movement is executed (effort, speed and force)	<b>Attacker</b>	A player whose job is to play the ball forward towards the opponent's goal area to create a scoring opportunity.
<b>Court</b>	The playing area			<b>Corner Kick</b>	A free kick taken from the corner of the field by an attacker. The corner kick is awarded when the ball has passed over the goal line after last touching a defensive player. The shot is taken from the corner nearest to where the ball went out.
<b>Racket</b>	Piece of equipment you use to hit the shuttlecock	<b>Relationships</b>	refers to the relationship the dancers' body parts have to everything else (spatial relationships, time relationships, relationship to music, and to each other).	<b>Cross</b>	A pass played across the face of a goal.
<b>Serve</b>	A type of shot that starts the game			<b>Defender</b>	A player whose job is to stop the opposition attacking players from goal scoring.
<b>Overhead Clear</b>	A type of shot that is aimed to the back of the court			<b>Dribble</b>	Keeping control of the ball while running.
<b>Smash</b>	A type of shot that aims to win a point	<b>Sequence</b>	a particular order in which related things follow each other	<b>Free Kick</b>	A kick awarded to an opposition player when an player has committed a foul. Free kicks can be either direct or indirect.
<b>Backhand</b>	A shot that is led by the back of the hand			<b>Goal Kick</b>	A goal kick is awarded to the defending team when the ball is played over the goal line by the attacking team. It can taken by any player though it is normally taken by the goalkeeper.
<b>Forehand</b>	A shot that is led by the palm of the hand.	<b>Canon</b>	a choreographic device or structure in which movements introduced by one dancer are repeated exactly by subsequent dancers in turn	<b>Goalkeeper</b>	The specialized player who is the last line of defence, who is allowed to control the ball with his hands when in the goal area.
<b>Baseline</b>	Back boundary line at each end of the court, that runs parallel to the net.			<b>Midfielder</b>	The playing position for players that are responsible for linking play between attackers and defenders.
<b>Tramlines</b>	The two parallel side lines and the two backlines are called tramlines	<b>Hesitate</b>	to be reluctant or wait to act because of fear, indecision, or disinclination	<b>Offside</b>	A player is in an offside position if he is nearer to his opponent's goal line than both the ball and the second-to-last opponent. This does not apply if the players is on their half of the field. An indirect free kick is awarded to the opposing team at the place where the offside occurred.
<b>Rally</b>	This occurs when the players hit the shuttlecock back and forth several times before one side scores a point	<b>Repetition</b>	a choreographic device in which movements or motifs are repeated.	<b>Penalty</b>	A penalty kick is awarded when a foul has been committed inside the penalty area in front of the goal. A penalty is taken by one player opposed only by the goal keeper.
		<b>Determination</b>	the quality of being determined; firmness of purpose	<b>Shot</b>	A kick, header, or any intended deflection of the ball toward a goal by a player attempting to score a goal.
		<b>Confidence</b>	the feeling or belief that one can have faith in or rely on someone or something	<b>Striker</b>	An attacking player whose job is to finish attacking plays by scoring a goal.
		<b>Agility</b>	ability to move quickly, easily and change direction	<b>Tackle</b>	To take the ball away from the opponent using the feet.
		<b>Unison</b>	Performing at the same time as your partner		

# Physical Education - Keywords

Components of Fitness		Fitness and Multi-Skills		Netball	
Key Word	Definition	Key Word	Definition	Key Word	Definition
<b>Speed</b>	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres	<b>Speed</b>	The ability to move the whole body or body parts quickly. Uses 'fast twitch muscle fibres	<b>Court</b>	The playing area
<b>Strength</b>	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres	<b>Strength</b>	The ability to apply force against an object or resistance. Use 'fast twitch' muscle fibres	<b>Umpire</b>	Two umpires control the game
<b>Power</b>	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'	<b>Power</b>	The ability to apply strength/force quickly. Uses 'fast twitch' muscle fibres. Calculate by measuring 'force x speed'	<b>Obstruction</b>	A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. Measured from the landing foot of the player in possession of the ball.
<b>Endurance</b>	The ability to maintain high levels of exercise for a sustained period of time	<b>Endurance</b>	The ability to maintain high levels of exercise for a sustained period of time	<b>Contact</b>	Any action that results in players touching or bumping into each other
<b>Cardio-vascular</b>	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles	<b>Cardio-vascular</b>	A combination of heart and lungs. Cardio-vascular fitness is the ability to sustain low/moderate exercise intensity by supplying oxygen to the muscles	<b>Centre pass</b>	The first pass used to start the game and restart after every goal that is scored
<b>Skill</b>	The ability to preform movements and techniques with control and precision	<b>Skill</b>	The ability to preform movements and techniques with control and precision	<b>Offside</b>	When a player makes contact with a part of the court which is not included in the players own playing area
<b>Agility</b>	The ability to change direction of the whole body or body parts with speed	<b>Agility</b>	The ability to change direction of the whole body or body parts with speed	<b>The 'D' or shooting circle</b>	The marked circle which the shooters must land in before attempting to make a goal
<b>Balance</b>	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.	<b>Balance</b>	The ability to maintain the 'centre of gravity' within the base of support without falling over or stumbling.	<b>Centre circle</b>	The small circle in the center of the netball court
<b>Co-ordination</b>	The ability to control one or more body parts at the same time	<b>Co-ordination</b>	The ability to control one or more body parts at the same time	<b>Feed the ball</b>	Any pass made to the shooters within the shooting circle
<b>Reaction Time</b>	The speed with which a person can react to a stimulus or situation	<b>Reaction Time</b>	The speed with which a person can react to a stimulus or situation	<b>Footwork</b>	This is the rule which limits the movement of the player's feet after catching the ball
				<b>Landing foot</b>	The first foot to be grounded after catching the ball. You can pivot on this foot.



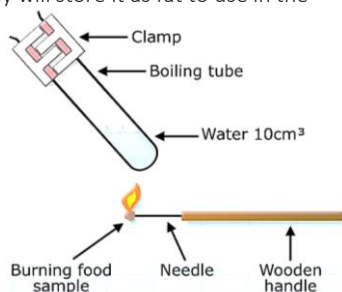
# Science – 8B : Energy (in foods and transfers)

## ENERGY IN FUEL

- Energy is stored in food and fuel.
- Energy in fuel is used to heat homes and cook food.
- Fuel is also burnt in power stations to produce current in order for electrical appliances to work at home.

## ENERGY IN FOOD

- Different foods are stores of different amounts of energy.
- When you are asleep your body needs energy for keeping warm and breathing.
- Children need more energy than adults so their brain, bones and muscles can grow.
- If you take in more energy than you need, your body will store it as fat to use in the future.



### PRACTICAL: Releasing energy in food

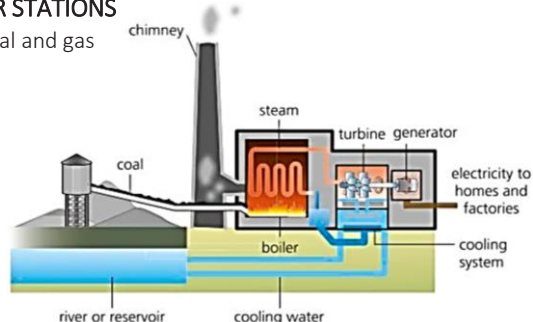
Once the food stops burning, the water should be stirred with the thermometer and the temperature recorded. By recording the temperature increase in the water, you can work out how much energy the food contains.

Energy can be **dissipated/ wasted** due to **friction** (energy transferred to a thermal store / sound) or when objects get **hot** and transfer energy to anything at a lower temperature. The efficiency of an appliance can be calculated by:

$$\text{Efficiency} = \frac{\text{Useful Energy Output}}{\text{Energy Input}} \times 100\%$$

## POWER STATIONS

burn coal and gas



1. Fuel is burnt in a furnace to heat water in the boiler.
  2. The water turns to steam; this turns a turbine.
  3. The turbine turns a generator which generates electricity.
- ☺ Fossil fuels are reliable and produce lots of electricity.
  - ⊗ Release carbon dioxide and contribute to global warming.
  - ⊗ Produce pollutants; sulphur dioxide, nitrogen oxides and particulates.

## RENEWABLE RESOURCES



- ☺ No carbon dioxide released
- ☺ May be free to use (wind and Sun)
- ⊗ Equipment may be expensive
- ⊗ Can be unreliable (weather/ time of day dependent)



## ENERGY STORES

1. Chemical
2. Thermal
3. Elastic
4. Kinetic
5. Gravitational potential
6. Nuclear
7. Magnetic
8. Electrostatic

*(Revision tip: use the first letter of each store to write a mnemonic to help you remember them).*

### Energy is transferred by:

1. Heating
2. Mechanically (by movement/ change in position)
3. Electric current
4. Waves (sound & light)

## REDUCING ENERGY USE

1. Use fewer appliances.
2. Use appliances with a lower power rating.
3. Use appliances for fewer hours.
4. Insulate the home; this reduces the rate at which energy is transferred to surroundings; reducing need to heat the house.
5. Governments can raise awareness; this will make fuel last longer and benefit the environment.

## ENERGY AND POWER

- The power rating of an appliance tells you *how much energy is transferred per second* – **the rate of energy transfer.**
- **Power (W) = energy (J) ÷ time (s)**
- You can calculate the cost of using an appliance at home using the equation: **cost = power (kW) x time (hours) x price (per kWh)**

**NOTE:** You may need to convert units when completing calculations.

KEYWORDS	DEFINITION
<b>Chemical energy store</b>	Emptied during chemical reactions when energy is transferred to surroundings; e.g. burning fuel.
<b>Dissipation</b>	Becoming spread out wastefully to the surroundings.
<b>Elastic energy store</b>	Filled when a material is stretched or compressed; e.g. stretching a spring.
<b>Energy</b>	Energy is needed to make things happen.
<b>Energy resources</b>	Something with stored energy that can be released in a useful way.
<b>Fossil fuels</b>	Non-renewable energy resource formed from dead animals and plants, millions of years ago. E.g. coal, oil and natural gas.
<b>Gravitational potential energy store</b>	Filled when an object is raised; e.g. book on a shelf or when climbing a ladder.
<b>Joules</b>	The unit of energy, symbol J 1 kilojoule (kJ) = 1000 J
<b>Kilowatt hour</b>	The unit of energy used by electricity companies, symbol kWh.
<b>Kinetic energy store</b>	Filled when an object speeds up/ moves; e.g. when a car accelerates.
<b>Law of conservation of energy</b>	Energy cannot be created or destroyed, only transferred between stores.
<b>Non-renewable</b>	An energy resource that cannot be replaced and will be used up, such as coal, oil or gas, or nuclear.
<b>Power</b>	How quickly energy is transferred by a device (watts).
<b>Renewable</b>	An energy resource that can be replaced and will not run out; e.g. solar, wind, waves, geothermal and biomass.
<b>Thermal energy store</b>	Filled when an object is warmed up; e.g. heating water in a kettle.
<b>Watts</b>	The unit of power, symbol W 1 kilowatt (kW) = 1000 W

# Science – 8F : Food Webs and DNA

There is lots of variation (different characteristics) between different species.  
 There will also be variation within the same species.  
 Organisms of the same species have more features in common with each other than with other groups.

## What causes variation?

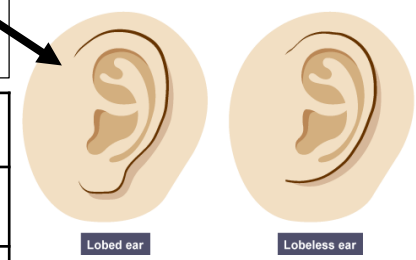
- Characteristics can be inherited from parents.
- Characteristic can be affected by the surroundings and events that happen to you.
- Many characteristics are affected by both, e.g weight and height.

## INHERITED VARIATION

- Children usually share some characteristics with their parents. This is because they get half of their DNA and inherited features from each parent.
- Each egg cell and each sperm cell contains half of the genetic information needed for an individual. When these join at fertilisation a new cell is formed with all the genetic information needed for an individual.
- Some examples include: eye colour, hair colour, skin colour, lobed or lobeless ears, ability to roll your tongue, blood group and genetic diseases.

## ENVIRONMENTAL VARIATION

- Variation caused by the surroundings.
- Characteristics of animal and plant species can be affected by factors such as: climates, diet, accidents, culture, education and lifestyle.
- Some examples include: a person's language, their religion, if they have dyed their hair, scars.



Plants and animals have to cope with changes in their environment; fire, climate change, disease, food supplies, increased competition.

## How do trees cope with seasons?

- Some lose leaves in winter (saves energy and fallen leaves provide nutrients).
- Some grow rapidly in spring.

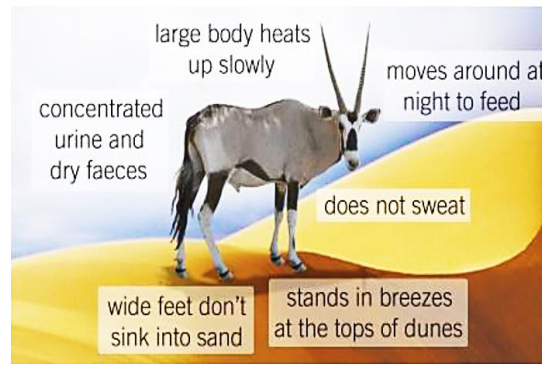
## How do animals cope with cold winter temperatures?

- Hibernation
- Migration → somewhere warmer / with more food
- Grow thicker fur

KEYWORDS	
<b>Adaptations</b>	Characteristic that helps an organism survive in its environment.
<b>Continuous variation</b>	Where differences in characteristics between living things can have any numerical value.
<b>Discontinuous variation</b>	Where differences in characteristics between living things can only be grouped into categories.
<b>Environmental variation</b>	Variation (differences) between organisms caused by environmental factors.
<b>Inherited variation</b>	Variation (differences) between organisms caused by genetic factors.
<b>Species</b>	A group of living organisms that have more in common with each other than with other groups. This allows them to mate to produce fertile offspring.
<b>Variation</b>	The differences within and between species.

## How can plants live in a desert?

- Waxy layer → reduces water loss
- Stems → store/ transport water
- Widespread roots → collect water from a large area
- Spines (instead of leaves → small surface area to reduce water loss / protection from being eaten)



TYPE	CONTINUOUS VARIATION	DISCONTINUOUS VARIATION
	Can take any value within a range	Only result in certain categories
<b>EXAMPLES</b>	Height, mass, hair length, hand span (normally characteristics that are a result of environment and genetics)	Blood group, eye colour and sex (normally inherited characteristics)
<b>GRAPH</b>	Histogram (with a curve added – normal distribution)	Bar chart

# My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	19/04/2021	20/04/2021	21/04/2021	22/04/2021	23/04/2021	24/04/2021	25/04/2021
2	26/04/2021	27/04/2021	28/04/2021	29/04/2021	30/04/2021	01/05/2021	02/05/2021
3	03/05/2021	04/05/2021	05/05/2021	06/05/2021	07/05/2021	08/05/2021	09/05/2021
4	10/05/2021	11/05/2021	12/05/2021	13/05/2021	14/05/2021	15/05/2021	16/05/2021
5	17/05/2021	18/05/2021	19/05/2021	20/05/2021	21/05/2021	22/05/2021	23/05/2021
6	24/05/2021	25/05/2021	26/05/2021	27/05/2021	28/05/2021	29/05/2021	30/05/2021

# My Homework

Week						
19/04						
26/04						
03/05						
10/05						
17/05						
24/05						
HALF TERM						



# My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
19/04 MONDAY			
20/04 TUESDAY			
21/04 WEDNESDAY			
22/04 THURSDAY			
23/04 FRIDAY			
26/04 MONDAY			
27/04 TUESDAY			
28/04 WEDNESDAY			
29/04 THURSDAY			
30/04 FRIDAY			
03/05 MONDAY			
04/05 TUESDAY			
05/05 WEDNESDAY			
06/05 THURSDAY			
07/05 FRIDAY			

# My Reading Record - To be completed at the end of each DEAR session

Date	Book Title	Pages	Main Events
10/05 MONDAY			
11/05 TUESDAY			
12/05 WEDNESDAY			
13/05 THURSDAY			
14/05 FRIDAY			
17/05 MONDAY			
18/05 TUESDAY			
19/05 WEDNESDAY			
20/05 THURSDAY			
21/05 FRIDAY			
24/05 MONDAY			
25/05 TUESDAY			
26/05 WEDNESDAY			
27/05 THURSDAY			
28/05 FRIDAY			

# Home Contact
