

**Year 8**

**Knowledge Organiser**

**Autumn 2021 - 2**

# 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    |

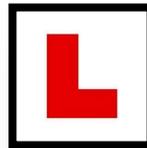
## Have I used the correct grammar?

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

- ❖ No slang *that lesson was bangin'*
- ❖ 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?

# L iteracy mat

## 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.

## 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*

Week	AO	Key Learning – Landscape	Disciplinary literacy in Art and Design	Definition	Resources
8	1	Using own landscape photo Enlarge to create a drawn outcome using a grid technique, sharp pencil and faint lines	<b>Hue</b>	Pure colour	
9	1	Atmospheric perspective <a href="#">Aerial perspective   art   Britannica</a>	<b>Tint</b>	Pure colour + white	
10 & 11	2	<b>Acrylic paint techniques linked to David Hockney</b>  1. Dry brush 2. Pointillism 3. Double loading 4. Scraffito 5. Stippling/broken brush 6. Blend/colour merge 7. Impasto 8. Tint and glaze	<b>Shade</b>	Pure colour + black	
			<b>Rule of Thirds</b>	A rule for composing visual images such as designs, paintings, and photographs. The guideline says that an image should be imagined as divided into nine equal parts by two equally spaced horizontal lines and two equally spaced vertical lines. Important elements should be placed at these intersections.	
12	4	Creation of outcome using enlarged image and a range of media using increasing levels of control Students able to practice in sketchbook if needed	<b>A1 – A5</b>	Sizes of paper that we use at ECC.	A3 paper Paint – watercolour block, powder and acrylic Pencil Black biro Fineliner Marker pen Felt pen
			<b>Atmospheric perspective</b>	the effect the atmosphere has on the appearance of objects when you look at them from a distance.	
13 & 14	4	Creation of outcome, DIRT and Evaluation	<b>Outcome</b>	a final product or end result.	
			<b>Evaluation</b>	to judge or determine the significance, worth, or quality of; assess.	

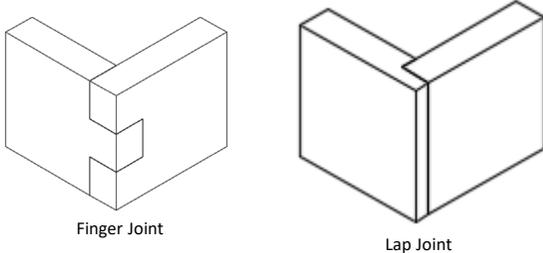


SCAN ME

Hockney sketchbooks

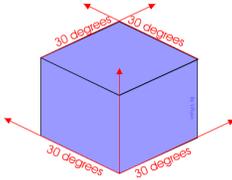
Part	Key Learning
1	<ul style="list-style-type: none"><li>• <b>Data science</b> uses scientific methods, processes, algorithms and systems to extract knowledge and insights from structured and unstructured data, and apply knowledge and actionable insights from data across a broad range of application domains.</li><li>• <b>Correlation</b> is a relationship or connection between two or more things.</li><li>• An <b>outlier</b> is a data point that differs significantly from other observations. An outlier may be due to variability in the measurement or it may indicate experimental error.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>Data cleansing</b> is a process in which you go through all of the data within a database and either remove or update information that is incomplete, incorrect, improperly formatted, duplicated, or irrelevant.</li></ul>

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p><b>Balanced meal planning</b> - The body needs food for growth and repair of body cells, energy, warmth, protection from illnesses and keeping the body working properly. The Eatwell guide shows how eating different foods can make a healthy and balanced diet. It divides foods into groups and shows how much of each food group is needed for a healthy diet. The main nutrients in food are carbohydrate, protein and fats. These are called macronutrients. Vitamins and minerals are called micronutrients. A diet refers to the foods you eat. To have a healthy diet it must contain a good balance of all the necessary nutrients. If too much of one nutrient is eaten then the diet becomes unbalanced and possibly unhealthy.</p>	<p><b>Multicultural</b> made up of or include more than one ethnic group or culture.</p> <p><b>Balanced diet</b> - a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.</p>	 <p>SCAN ME</p>
2	<p><b>Stir fry</b> is a traditional Chinese method of cooking that cooks food quickly, keeping vegetables crunchy and conserving nutrients, especially vitamin C. Stir frying involves using a wok on a very high heat. High risk foods such as chicken, beef, prawns and rice can be incorporated into stir fried dishes. In order to keep food safe high risk foods should be prepared on the correct coloured chopping boards – red for raw meat and blue for raw fish. High risk foods should be stored in the fridge at 5C prior to cooking. High risk food should be cooked to 75C or above to ensure bacteria is killed during the cooking process. Once cooked the food should be served immediately or quickly cooled to 5C within 90 minutes and stored in the fridge.</p>	<p><b>High risk</b> - Foods that are ready to eat, foods that don't need any further cooking, and foods that provide a place for bacteria to live, grow and thrive</p> <p><b>Wok</b> - a bowl-shaped frying pan used typically in Chinese cooking.</p> <p><b>Cross contamination</b> - the process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.</p>	 <p>SCAN ME</p>
3	<p><b>Savory rice</b> – Rice is classified as a cereal grain. When rice is harvested the grains of rice are milled. For brown rice the outer husk is removed and the bran layer remains. For white rice the outer husk is removed and the bran and germ – this process is called polishing. Rice is usually boiled or steamed. It can be fried, but does need to be boiled first. There are many different types of rice including short grain, long grain, arborio and brown rice. Cooked rice is classed as a high risk food because it contains a toxin producing bacteria called bacillus cereus. Rice should be cooled down to 5C within 90 minutes and stored in the fridge. Rice should be reheated to 121C to ensure any toxins are killed.</p>	<p><b>Bacillus cereus</b> - A toxin producing bacteria.</p> <p><b>Toxin</b> - A harmful substance produced within living cells or organisms.</p>	
4	<p><b>Fruit crumble</b> - Some foods are seasonal. This means they are only available at certain times in the year. Choosing seasonal foods has many advantages including they will likely to be locally grown and will support local farmers. The food miles will be low and they tend to be cheaper. The seasons (autumn, summer, spring and winter) allow different foods to be grown, reared and caught throughout the year.</p> <p>Dietary fibre is found in the cell walls of fruits, vegetables and cereals. Fibre is important as it keeps the digestive system healthy by helping food waste travel through the body more easily. If you don't eat enough fibre it can cause constipation which can eventually lead to cancer of the bowel. Fibre can reduce your chances of getting heart disease and type 2 diabetes. Adults should eat 30g of fibre a day.</p>	<p><b>Fibre</b> - includes the parts of plant foods your body can't digest or absorb. Unlike other food components, such as fats, proteins or carbohydrates — which your body breaks down and absorbs</p> <p><b>Seasonality</b> - the times of year when the harvest or the flavour of a given type food is at its peak.</p> <p><b>Stewing</b> – cooking fruit with a very small amount of water that turns to steam.</p>	
5	<p><b>Thai curry</b> – A Thai curry dish is made from curry paste, coconut milk or water, meat, seafood, vegetables or fruit, and herbs. Meat and seafood are sources of protein. Protein is one of the five nutrients and is an essential part of your diet. It is needed for growth, repair, maintenance and energy. Protein is made up of amino acids. High biological value proteins contain all the essential amino acids. They are mainly from animal sources – meat, fish, milk and eggs. Low biological value proteins are missing one or more essential amino acid. Such as nuts, peas and beans.</p>	<p><b>Amino acids</b> – the building blocks of protein.</p>	
6	<p><b>Chilli</b> - is made using minced beef. Minced meat is cut up or ground into small pieces to break down the muscle fibres in the meat to tenderise it. Meat is an excellent source of high biological value protein. Protein is needed for growth and repair of body cells. The fat content varies in different cuts of meat. Meat contains saturated fat which can cause heart disease. Lean mince contains less fat or visible fat can be trimmed from other meat cuts such as bacon. Meat is high in iron.</p>	<p><b>Minced</b>– Cut up or ground into very small pieces</p> <p><b>Tenderise</b> - A process to reduce the toughness of meat fibers in a cut of meat. Tenderizing breaks down the meat fibers and softens the meat, making it easier to chew.</p>	

Part	Key Learning	Disciplinary/ Literacy	Resources
1	<p><b>Timber</b> is the term given to natural and manufactured wood used in products. Timber comes from the natural source of trees. It's <b>recyclable, renewable and reusable</b>. There are two categories of natural wood; <b>hardwoods</b> and <b>Softwoods</b>. These names reflect the cell structure of the tree the wood comes from, not the strength or hardness of the wood.</p> <p><b>Hardwoods</b> come from deciduous trees which can take hundreds of years to mature. For this reason, the timber from these trees is generally more expensive.</p> <p><b>Softwoods</b> come from coniferous trees. These trees grow quickly, making softwood a highly <b>sustainable</b> readily available and less expensive than hardwoods. Softwoods absorb moisture more easily than hardwoods, so they're more likely to rot, this means they are most suitable for use in products designed to be used indoors. Softwoods aren't available in as many colours as hardwoods, but can easily be stained or painted to make them look like a more expensive hardwoods. Softwoods are commonly used in the construction industry as they are cheap and readily available.</p> <p><b>Pine</b> is one of the most common softwoods. It has a straight grain and is a light yellow colour. Pine is easy to work and is used in interior construction, such as joinery and window frames, and for making low-cost furniture. If its surface is treated, pine can be used outside too, however it can be knotty and prone to splitting.</p>	<p>Hardwoods Softwoods Manufactured Timber Recyclable Renewable Reusable Sustainable Pine Plywood Veneer Laminated</p>	
2	<p><b>Manufactured boards</b> use natural timber waste that is processed to form sheets. Manufactured boards are used to produce cheaper and lower quality products than those made with natural timber. Waste wood or low grade or recycled timber is used to give the product a natural pale brown finish. A <b>veneer</b> can be added to cover the rough finish of the manufactured timber and give the appearance of a better quality wood. A veneer is a thin slice of high quality wood that is bonded to the surface of a cheaper material to enhance its appearance.</p> <p>Plywood is a <b>laminated</b> board. Layers of wood veneers are glued at 90 degree angles to each other so the grain direction alternates. This makes plywood strong even when thin and means that it's stable in all directions. A layer of higher quality outer material is applied on the top and bottom to improve the appearance. Because of its stiffness and stability, plywood is often used for furniture, shelving and flooring.</p> <p>Manufactured boards have many advantages over natural timber. They can be produced using lower grade timber, making them more environmentally friendly. Manufactured boards have consistent properties throughout the board, making them more stable, less likely to warp or deform, and suited to high volume production. They are also manufactured in larger sheets than natural timber.</p>		
3-6	<p>Be able to use and name the following tools:</p>  <p>Be able to identify, describe and make a finger joint and a lap joint</p>  <p>Joints in wood provide a variety of levels of strength and structure. Joints are often glued with PVA to make them secure and permanent.</p> 	<p>Dimension Working Drawing Try Square Rule Tenon Saw Bench Hook Bench Vice Chisel Coping Saw Lap Joint Finger Joint</p> <p>Evaluate Criteria Specification</p>	  

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Ferrous metals contain iron and may rust. Iron and steel can corrode – this is known as rust Rust is a compound called iron oxide and is formed when iron and oxygen react in the presence of moisture or water. Most ferrous metals are magnetic.</p> <p>Non-ferrous metals such as aluminium don't contain iron. They are often more expensive than ferrous metals owing to their desirable properties which include: lightweight, good conductivity, ductile and malleable and resistant to corrosion.</p> <p>Designers and engineers need to communicate sizes of components on an orthographic drawing. To avoid any confusion when reading these, it is important that sizes of parts are clearly labelled.</p> <p>To make sure of this, a standard, common method is used to show the sizes of an object. These standard 'rules' must be followed when recording sizes. In the UK, we follow the rules outlined in British Standards 'BS 8888'.</p>	<p><b>Ferrous</b> <b>Non Ferrous</b> <b>Corrosion</b> <b>Hardness</b> <b>Toughness</b> <b>Malleability</b> <b>Oxide</b> <b>Orthographic</b> <b>Dimension</b></p>	
2	<p>Marking out consists of transferring the dimensions from an orthographic drawing to a workpiece in preparation for the next step, machining or manufacture. The use of marking out is to provide guidelines to work to, to control the size and shape of a component, and to position and size any features, such as holes, required in the component.</p> <p>An orthographic drawing represents a three-dimensional object using several two-dimensional views of the object. It is also known as an orthographic projection. Orthographic projections are working drawings in either a first or third angle (we use third angle in the UK) projection and show each side of a design without perspective. They are essentially a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan and carry out production.</p>	<p><b>Scriber</b> <b>Centre punch</b> <b>Steel rule</b> <b>Radius</b> <b>Diameter</b> <b>Circumference</b></p>	
3	<p>Steel can be joined by using a technique called brazing. A high temperature is needed for this and a brazing hearth is normally used. Brazing gives a permanent joint that is ideal for most metalworking projects in schools and colleges. In industry this technique is used on products such as bicycle frames where there is a need for a certain amount of flexibility in the joint.</p> <p>In simple terms, two steel parts are joined by heating them to a 'red' heat/colour and followed by applying a brazing rod to the joint. The brazing rod melts at a lower temperature than the steel and so it melts to form a molten liquid. This liquid brazing rod then flows along the joint between the two steel parts, aided by capillary action, filling any gaps and creating a strong and permanent joint.</p>	<p><b>Capillary action</b> <b>Annealing</b> <b>Ferrous</b> <b>Brazing</b> <b>Flux</b> <b>Oxidation</b></p>	
4	<p>Plastic dip coating provides a cost effective finish to metals. This type of coating offers surface protection combined with a decorative appeal, due to the vast range of colours that are available. Further to this, in many cases a powder coating improves the functionality of the product. Bike frames and car wheels are often powder coated as they spend the majority of their time outdoors and in conditions that will cause them to corrode/rust.</p>	<p><b>Dip coating</b> <b>Corrosion</b> <b>Polymer</b> <b>Plastic</b></p>	
5	<p>Structures All forms of civil engineering, mechanics or architecture requires the designers and engineers to have an understanding of materials, forces and structures. The complex world of making structures relies on understanding the mathematics of forces. Tensile strength, compression, torsion, load are all things that need to be considered when creating the built environment around us. As well as forces, understanding what properties a material possesses is vital to the functionality of a structure.</p>	<p><b>Tension</b> <b>Tensile strength</b> <b>Compression</b> <b>Torsion</b> <b>Load</b></p>	
6	<p>Engineer's research An engineer uses science, technology and maths to solve problems. We can see engineering everywhere in the world around us, improving the ways we work, travel, communicate, stay healthy, and entertain.</p> <p>Today, the field of engineering offers more career choices than any other discipline! In the past, there were four major engineering branches: mechanical, chemical, civil and electrical. Today, the number of available engineering careers/degrees is vast.</p>	<p><b>Mechanical</b> <b>Chemical</b> <b>Civil</b> <b>Electrical</b></p>	

Part	Key Learning	Disciplinary/Literacy
1	<p><b><u>Sublimation Printing</u></b>            A sublimation printer and associated heat press, allows the user to 'sublimate' shapes, patterns and images, on to the surface of materials, such as polypropylene and textiles. It is a straightforward process, whereby a design is produced using CAD software. The design is printed using a sublimation printer, which is very similar to a regular ink jet printer, with the exception that it has been adapted for sublimation ink cartridges. The printed image, is placed on the surface to be sublimated, between the top and bottom plate of a heat press. Pressure and heat is applied (according to the manufacturers recommended time and temperature), turning the printed image into a gas. The gas penetrates the surface of the material and solidifies, produces a permanent image. Once cool, the printed product can be removed.</p>	Sublimation Natural fibre Synthetic Fibre
2	<p><b><u>Computer Aided Design (CAD)</u></b>            Computer Aided Design (CAD) is a vital tool for a Product Designer. CAD software allows a designer to quickly produce 3D images/designs. The design can then be rotated, colour rendered and analysed/evaluated. Then it can be improved. Software such as SketchUp, provided by Google, is ideal for a young designer or a professional.</p>	Computer Aided Design
3	<p><b><u>Dyeing Fabrics</u></b>            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.</p>	Mordant Resist dye
4	<p><b><u>Sewing Machines</u></b>            Home sewing machines are designed for one person to sew individual items while using a single stitch type at a time. In a modern sewing machine, the process of stitching has been automated so that the fabric easily glides in and out of the machine without the inconvenience of needles, thimbles and other tools used in hand sewing. Early sewing machines were powered by either constantly turning a handle or with a foot-operated treadle mechanism. Electrically-powered machines were later introduced.</p>	Bobbin Presser foot
5	<p><b><u>Plain seams</u></b>            Two pieces of fabric are joined together with a running stitch allowing for a seam allowance, which must be measured correctly to the desired width otherwise the garment being sewn will be the wrong size or shape, and needs neatening to prevent fraying (achieved by overlocking or pinking shears)</p>	Raw edge Pinking shears Seam allowance
6	<p><b><u>Patchwork</u></b>            Patchwork or "pieced work" is a form of needlework that involves sewing together pieces of fabric into a larger design. The larger design is usually based on repeating patterns built up with different fabric shapes (which can be different colours). These shapes are carefully measured and cut, basic geometric shapes making them easy to piece together.</p>	Measuring tape Tailors chalk

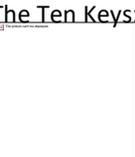
Part	Key Learning	Disciplinary/Literacy
1	<p><b><u>Isometric Drawing</u></b></p> <p>Isometric drawing is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30-degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection. In early meetings with a client, the designer can display 3D drawings of this type in order to ascertain if the design is developing the way the client wants.</p>	 <p>Parallel Isometric</p>
2	<p><b><u>Design Specification</u></b></p> <p>The specification is probably the easiest section of a design project, if all the research has been carried out. The specification draws on the information collected and presented during the research section. The specification is a number of straightforward statements, made clearly outlining the nature of the project to be designed and manufactured. If the research section has not been completed fully, the specification will also be lacking.</p>	<p>Client Consumer Design brief</p>
3	<p><b><u>Sewing patterns</u></b></p> <p>A pattern is a collection of shapes (similar to a template) that are attached to the surface of the material to aid shaping it. For example, a tailor making a garment could use a pattern to mark the required shapes for the garment onto a piece of fabric to then be cut out and assembled.</p>	<p>Grain line Seam allowance Pattern markings</p>
4	<p><b><u>Thermochromic inks</u></b></p> <p>Inks and dyes are used on almost every product and packaging. The role inks / colour plays can be crucial to the success or failure of a product. Thermochromic inks can change from colourless to colourful OR colourful to colourless very quickly. Although thermochromic inks were introduced in the 1970s, they are used extensively today. For example, in the food industry, on packaging they can convey the freshness of a product.</p>	<p>Smart materials Stimuli</p>
5	<p><b><u>Stencilling</u></b></p> <p>Stencilling produces an image or pattern by applying pigment to a surface under an intermediate object with designed gaps in it which create the pattern or image by only allowing the pigment to reach some parts of the surface.</p>	<p>Bridges Islands</p>
6	<p><b><u>Testing against the specification</u></b></p> <p>Designers will have written a design specification, developed from the design brief and based on the results of completed research. This is where a specific list of criteria is written that a designer can follow as a set of rules. During the iterative design process, this specification should be referenced to and designs evaluated against it to ensure the final solution is the best fit.</p>	<p>Criteria Iterative</p>

Part	Key Learning <a href="#">Performance skills - GCSE Drama Revision - BBC Bitesize</a> <a href="#">Shakespeare in Shorts: Hamlet   BBC Teach - YouTube</a>	Disciplinary Literacy
1	<p><b>Act 1</b> - The King of Denmark has died and his wife, Gertrude, has married his brother, Claudius. The king's son Hamlet has come home to Elsinore for his father's funeral. Hamlet sees the ghost of his father. The ghost tells him that it was his brother Claudius, the new king, who killed him and commands Hamlet to get revenge.</p> <p><b>Ghosts</b>- This motif reoccurs throughout the play and represents the constant presence of death around Hamlet. It also represents the constant haunting memories. This plays into the theme of reality vs. imagination/ supernaturalism.</p> <p><b>Dramatic Monologue</b>: a dramatic monologue is a poem in which an imaginary character speaks to a silent listener. This poem is in the form of a speech or narrative in which the speaker unconsciously reveals certain aspects of his or her character</p>	<p><b>Devising</b> – Creating a piece of drama from a starting point/stimulus.</p> <p><b>Improvisation</b> – Working as a team or individually to explore ideas practically and create a performance.</p> <p><b>Characterisation</b> – Creating a character; changing your voice and movement to play a particular role.</p> <p><b>Still Image/freeze frame</b> A still image is when the action in a play or scene is frozen, as in a photograph or video frame.</p>
2	<p><b>Act 2</b> - Hamlet has been behaving strangely and Claudius asks Hamlet's childhood friends, Rosencrantz and Guildenstern, to find out why. A group of travelling actors visit the castle and Hamlet asks them to perform a play about a man who murders a sleeping king, to see how Claudius reacts. Hamlet tells his girlfriend Ophelia that he never loved her and then asks Gertrude how she can be happy when her husband has only just died.</p> <p><b>Dialogue</b>: A conversation that takes place between two characters</p>	<p>Elements to make it look interesting are: Levels Gesture space and facial expressions.</p> <p>You can use a still image at the start and end of a play. You can also use it during a performance to highlight a key moment.</p>
3	<p><b>Act 3</b> - The actors perform the story of the murder of a sleeping king and Claudius storms out. This confirms Hamlet's belief that Claudius killed his father. Hamlet and his mother Gertrude argue about his behaviour. During their argument Hamlet accidentally kills Polonius, Ophelia's father.</p> <p><b>Yorick's (Jester's) Skull</b>- The skull represents death and the afterlife. When Hamlet picks up the skull of Yorick and begins to talk to it, he questions death, and what happens after. Hamlet eventually realizes that no matter what kind of a life someone may lead, everybody dies and ends up in the same place after death – as mere dust.</p> <p><b>Soliloquy</b>: An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play</p>	<p>Role-play Role-play is the acting out of a scene or performance in a particular role. Being a CHARACTER and being someone else/ acting as someone else.</p>
4	<p><b>Act 4</b> - Hamlet will not tell anyone where Polonius' body is. Claudius sends him to England, but he doesn't arrive. Ophelia's brother, Laertes, comes home and finds Ophelia has gone mad with grief. She kills herself and Claudius and Laertes plot to murder Hamlet.</p> <p><b>Monologue</b>: A long, speech by one character in a play during a conversation</p> <p><b>Flowers</b>- Different flowers hold different meanings; these are often representative of the recipient. Here are some examples: is a symbol of remembrance; Pansies represent thoughts; Fennel represents flattery and violets represent faith.</p>	<p><b>Split Stage</b> Split stage is when two or more scenes are performed on stage at the same time. Remember to freeze. It helps to show different locations.</p>
5	<p><b>Act 5</b> - Hamlet agrees to fight Laertes. During the duel, Gertrude drinks poison and both Hamlet and Laertes are fatally wounded. Hamlet kills Claudius before he dies.</p> <p><b>Poison</b>- This plays a big role in Hamlet. It is a symbol of betrayal, corruption, deceit, revenge and is the reason for many deaths in the play. This is not only literal poison but also the metaphoric act of pouring poison into people's ears.</p>	<p><b>Vocal Skills</b> Tone of voice, Pitch, Pace, Pause, Volume</p>
6	<p><b>Context</b> - Elizabethans believed that God set out an order for everything in the universe. This was known as the <b>Great Chain of Being</b>. On Earth, God created a social order for everybody and chose where you belonged. In other words, the king or queen was in charge because God put them there and they were only answerable to God (the <b>Divine Right of Kings</b>). This meant that disobeying the monarch was a sin. It also led to the idea that if the wrong person was monarch everything would go wrong for a country, including whether the crops would be good, or if animals behaved as they should. The Elizabethans were very <b>superstitious</b>.</p> <p><b>Revenge tragedies</b> describe drama in which the dominant motive is revenge for a real or imagined injury; it was a favourite form of English tragedy in the Elizabethan and Jacobean eras and found its highest expression in William Shakespeare's Hamlet. The main features of a <b>Shakespearean Tragedy</b> are that: characters become isolated or there is social breakdown, ends in death, there is a sense that events are inevitable or inescapable, there is usually a central figure who is noble but with a character flaw which leads them towards their eventual downfall.</p>	<p><b>All Drama lessons ARE practical and you will be using the above skills to bring to life everything you have learnt in English- Strengthen your knowledge and understanding of the text.</b></p>

Part	Key Learning <a href="#">SharePoint Resources</a>	Disciplinary Literacy
1	<p><b>Act 1</b> - The King of Denmark has died and his wife, Gertrude, has married his brother, Claudius. The king's son Hamlet has come home to Elsinore for his father's funeral. Hamlet sees the ghost of his father. The ghost tells him that it was his brother Claudius, the new king, who killed him and commands Hamlet to get revenge.</p> <p><b>Ghosts</b>- This motif reoccurs throughout the play and represents the constant presence of death around Hamlet. It also represents the constant haunting memories. This plays into the theme of reality vs. imagination/ supernaturalism.</p> <p><b>Dramatic Monologue</b>: a dramatic monologue is a poem in which an imaginary character speaks to a silent listener. This poem is in the form of a speech or narrative in which the speaker unconsciously reveals certain aspects of his or her character</p>	<p><b>Iambic pentameter</b> = rhythm that Shakespeare uses in his plays. The rhythm of iambic pentameter is like a heartbeat, with one soft beat and one strong beat repeated five times.</p> <p><b>Prose and verse</b> = Shakespeare writes in a combination of prose and verse. Prose is a conversational way of speaking which doesn't have a set rhythm or structure. Verse always has a set rhythm and structure.</p>
2	<p><b>Act 2</b> - Hamlet has been behaving strangely and Claudius asks Hamlet's childhood friends, Rosencrantz and Guildenstern, to find out why. A group of travelling actors visit the castle and Hamlet asks them to perform a play about a man who murders a sleeping king, to see how Claudius reacts. Hamlet tells his girlfriend Ophelia that he never loved her and then asks Gertrude how she can be happy when her husband has only just died.</p> <p><b>Dialogue</b>: A conversation that takes place between two characters</p>	<p><b>Rhyming couplets</b> = two lines written in iambic pentameter that end in the same sound, or a rhyme. They are often used to sum up the end of a character's speech.</p>
3	<p><b>Act 3</b> - The actors perform the story of the murder of a sleeping king and Claudius storms out. This confirms Hamlet's belief that Claudius killed his father. Hamlet and his mother Gertrude argue about his behaviour. During their argument Hamlet accidentally kills Polonius, Ophelia's father.</p> <p><b>Yorick's (Jester's) Skull</b>- The skull represents death and the afterlife. When Hamlet picks up the skull of Yorick and begins to talk to it, he questions death, and what happens after. Hamlet eventually realizes that no matter what kind of a life someone may lead, everybody dies and ends up in the same place after death – as mere dust.</p> <p><b>Soliloquy</b>: An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play</p>	<p><b>Fortune</b> = fate/ destiny, the things that happen to a person in life</p>
4	<p><b>Act 4</b> - Hamlet will not tell anyone where Polonius' body is. Claudius sends him to England, but he doesn't arrive. Ophelia's brother, Laertes, comes home and finds Ophelia has gone mad with grief. She kills herself and Claudius and Laertes plot to murder Hamlet.</p> <p><b>Monologue</b>: A long, speech by one character in a play during a conversation</p> <p><b>Flowers</b>- Different flowers hold different meanings; these are often representative of the recipient. Here are some examples: is a symbol of remembrance; Pansies represent thoughts; Fennel represents flattery and violets represent faith.</p>	<p><b>Opposition</b> = the act of resisting, fighting against</p>
5	<p><b>Act 5</b> - Hamlet agrees to fight Laertes. During the duel, Gertrude drinks poison and both Hamlet and Laertes are fatally wounded. Hamlet kills Claudius before he dies.</p> <p><b>Poison</b>- This plays a big role in Hamlet. It is a symbol of betrayal, corruption, deceit, revenge and is the reason for many deaths in the play. This is not only literal poison but also the metaphoric act of pouring poison into people's ears.</p>	<p><b>Mortality</b> = life ending</p>
6	<p><b>Context</b> - Elizabethans believed that God set out an order for everything in the universe. This was known as the <b>Great Chain of Being</b>. On Earth, God created a social order for everybody and chose where you belonged. In other words, the king or queen was in charge because God put them there and they were only answerable to God (the <b>Divine Right of Kings</b>). This meant that disobeying the monarch was a sin. It also led to the idea that if the wrong person was monarch everything would go wrong for a country, including whether the crops would be good, or if animals behaved as they should. The Elizabethans were very <b>superstitious</b>.</p> <p><b>Revenge tragedies</b> describe drama in which the dominant motive is revenge for a real or imagined injury; it was a favourite form of English tragedy in the Elizabethan and Jacobean eras and found its highest expression in William Shakespeare's Hamlet. The main features of a <b>Shakespearean Tragedy</b> are that: characters become isolated or there is social breakdown, ends in death, there is a sense that events are inevitable or inescapable, there is usually a central figure who is noble but with a character flaw which leads them towards their eventual downfall.</p>	<p><b>Resolution</b> = determination, decided</p> <p><b>Antithesis</b>= direct opposite</p>

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p><b>Ecosystem</b> - A community of plants and animals that interact with each other and their physical environment.</p> <p><b>Biodiversity</b> - is the variety and variability of life on Earth</p> <p><b>Sustainable management</b>- Preserving coral reefs for future generations without harming the prospects of people using them today.</p>	<p><b>Coral reefs are important ecosystems</b> called 'the rainforests of the sea' due to the diverse range of plants &amp; animals they support. They cover less than 0.1% of the world's ocean surface, they provide a home for at least 25% of all marine species. They form in warm, shallow water (&lt;25m &amp; 20°C-28°C). Reefs grow faster in clear water as sunlight can penetrate. A coral reef is made up of millions tiny animals called coral polyps. Algae convert sunlight into energy for the reef. The polyps make hard calcium carbonate which over thousands of years to form reefs. <b>Global distribution</b> - Coral reefs are found between 30°N &amp; 30°S of the equator. <b>4 types</b>, Fringe, Barrier, Patch, Atoll. <b>Value to humans</b> - coral provide sand for beaches, attracting tourists who provide valuable income for local people. Coral reefs protect coastlines from strong currents, waves and tropical storms, &amp; reef fish feed local populations with a valuable source of protein. <b>Threats to biodiversity</b> - coral colonies are threatened by souvenir collection by divers. Shallow reefs can be trampled by the large number of visitors. Fuel spills from powerboats and jet skis can affect the fish that inhabit the reefs. Local people can overfish and local sewage disposal. <b>Reef bleaching</b> continues because of global warming and increasing water temperatures. <b>Sustainable management</b> catch quotas for fishermen can protect threatened reef fish species. Education for tourists to understand the importance of this ecosystem</p>
2 and 5	<p><b>Push factors</b> These are the negative reasons why people want to move out of an area.</p> <p><b>Pull factors</b> These are the positive factors that attract people to a place</p> <p><b>Economic migrants</b> These are people who are moving to find work and better paid jobs.</p>	<p><b>Push factors: War and conflict</b> - Refugees from Syria and Yemen, who have been forced to move for their safety. <b>Poverty</b> - No jobs leading to people having no money, in many African countries there is no support from the government. <b>Health and hygiene</b> - Often these areas of poverty have no health care as they must pay to see a nurse or doctor. There are no toilets or running water leading to disease. <b>Pull factors: Higher paid jobs</b> so they can afford <b>better housing</b> and <b>hygiene</b>, &amp; more services. However, jobs available are often <b>seasonal</b> or low paid. More qualified migrants may look for skilled work i.e. medical or educational jobs, many nurses &amp; doctors in the NHS are migrants. "Looking for work"(44%) and "escaping poverty" (29%) are the main reasons people migrate. <b>Fast Fashion</b> - We consume more clothes than we did in 2000. The average person buys 60% more clothing, but it's kept for half as long. This is due to cheap clothing made in LIC's because labour, rents, and energy are cheap. Clothes are mass produced and then sold in high street stores. By changing fashion trends &amp; using social influencers, clothing brands can continue to make large profits. This '<b>fast fashion</b>' is causing many problems in the countries they are produced in as conditions for the workers are sometimes poor &amp; dangerous. One T-shirt uses 3182 litres of water – resulting in water shortages. 20% of water pollution comes from textile factories. Many garments contain micro plastics, when the garments are thrown away these plastics do not degrade and are left in our environment</p>
3 and 6	<p><b>Superpowers</b> - powerful countries able to influence international events.</p> <p><b>Globalisation</b> – The creation of a more connected world via increases in the movement of goods &amp; people worldwide.</p> <p><b>Resource management</b> control and monitoring of resources so that they do not become depleted or exhausted</p>	<p><b>Superpowers</b> control global events as they have lots of resources &amp; they have a lot of land. They produce many products leading to them becoming rich countries with a large population &amp; powerful militaries. <b>USA, Russia, China</b> and India are good examples of superpowers. Followed by the <b>MINT's</b> (Mexico, Indonesia, Nigeria and Turkey) which are developing due to increasing population and wealth. <b>China</b> is trying to control trade in the South China Sea. There's an estimated 11 billion barrels of untapped oil &amp; 190 trillion cubic feet of natural gas under this sea. The <b>Spratly Islands</b> in the sea, possess rich natural resources &amp; fishing areas. China, Philippines and Vietnam all lay claim to the South China sea, resulting in military tension. China has reclaimed land in the South China Sea &amp; constructed ports, military installations, &amp; airstrips—particularly in the Spratly Islands. China has militarized Woody Island by deploying fighter jets, cruise missiles, and a radar system. <b>India 's space programme</b> sends satellites into space so it isn't reliant on other country's satellites. It also is trying to explore the moon. It will spend \$1.43 billion on trying to put an astronaut on the moon in 2022. <b>29.8%</b> (360 million people) of India's population live in <b>poverty</b>. The UK has a population of 66.5 million, and &gt;5% live in poverty (less than \$1:25 per day.) In India 40% of children are malnourished and half the population have no toilets - wouldn't the mission's \$70m budget be better spent on feeding the hungry or on fixing the energy system (more than 600 million Indians were left without electricity in the world's worst power cut).</p>

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Long term – something that builds over a long period of time. Short term – an immediate result of an event.</p>	<p><b>What were the main causes of the First World War?</b>  <b>Militarism – Alliances – Imperialism - Nationalism</b>  The terms above MAIN were LONG TERM causes of WW1, they are a combination of reasons that have built up over several years. <b>Militarism:</b> People took pride in their armies &amp; navies. To make sure that theirs were the best, countries spent more &amp; more money on bigger &amp; bigger armies. Nobody wanted the smallest army, so countries got caught up in an arms race. <b>Alliances:</b> Different sides, partnerships between countries. <b>Imperialism:</b> Many countries had their own empires, the race to gain control of other nations, particularly Africa led to tensions &amp; fierce rivalries among European countries. <b>Nationalism:</b> People were proud of their countries, people of different nations, especially Europe were convinced that their people, country &amp; the way of doing things were best. Sadly, one way to prove this was to have a war with your rivals. <b>Short term cause of the First World War</b> On 28th June 1914, the heir to the Austrian throne <b>Archduke Franz Ferdinand</b> was assassinated in the Bosnian city of Sarajevo. Bosnia was part of the Austro-Hungarian Empire, conquered by Austrians in 1908. Many Bosnians were unhappy about this because they wanted to join their neighbours Serbia, Serbians felt the same to. A gang of Serbians called the <b>'Black Hand'</b> planned the assassination of the Archduke. The European Alliances stepped in: The <b>Triple Entente</b> versus the <b>Triple Alliance</b>. By 12th August 1914 the First World War began.</p>
2 and 5	<p>Conscription – being forced to join or do something usually the army. Volunteer – someone who chooses to join an organisation or activity.</p>	<p><b>Why did men join up?</b> When the British government asked for volunteers aged between 19-30 there was a great rush to 'join up'. A wave of Patriotism swept the country &amp; by Christmas 1914, over a million men enlisted. Propaganda posters were used to encourage men to join up, these posters had powerful messages designed to play on people's feelings. Newspapers also supported the propaganda campaign by only writing about victorious battles, with defeats hardly getting a mention. By January 1916, a total of 2.5 million men had agreed to fight. Some felt 'pushed' while others felt the 'pull' of the excitement of war. <b>Trench Warfare</b> Trenches soon became a <b>permanent</b> feature of warfare and the trench lines <b>changed little</b> in three and a half years. <b>Sandbags</b> protected the soldiers from bullets and <b>shrapnel</b>. Barbed wire was set up to delay any enemy advance. The ground between the trench lines became pock-marked with <b>shell craters</b>. The British developed the <b>tank</b> to destroy machine gun positions, cross rough ground and go through belts of <b>barbed wire</b>. The deadly fire of the machine guns forced entire armies to live almost underground for months on end. <b>Artillery</b> attacks from the air, <b>poison gas</b> attacks causing severe damage to eyes &amp; lungs, plus tanks!</p>
Part 3 and 6	<p>Truce – an agreement to temporarily stop fighting. No man's land – an area between two armies that neither side controlled. Front – where two armies meet.</p>	<p><b>Trench Conditions</b> The trenches stretched from the English Channel right the way across France to Switzerland, 400miles. Trenches were long, <b>narrow ditches</b> dug into the ground where soldiers lived. They were very muddy, <b>uncomfortable</b> and the toilets overflowed. These conditions caused some soldiers to develop <b>medical problems</b> such as trench foot. There were many lines of German trenches on one side and many lines of Allied trenches on the other. In the middle was no <b>man's land</b>, which soldiers crossed to attack the other side. Historians can learn a lot from the <b>letters, diary's &amp; poems</b> written by soldiers about their experiences of trench life. Soldiers suffered with <b>lice</b> infested clothing, the constant threat of <b>'trench foot'</b> as well as living alongside <b>rats</b> who fed off dead bodies of soldiers. Rations were insufficient &amp; many men suffered from malnutrition. Legend has it that on <b>Christmas Day 1914</b> British and German soldiers left their trenches for a friendly game of football - <b>a truce</b> that was very short-lived. No-one can be sure that match ever took place but there were several sections of the Front where the fighting stopped for <b>a few hours</b> and the two opposing sides sang Christmas carols. In other places, the fighting continued.  <b>Battle of the Somme</b> The Battle of the Somme, fought in <b>northern France</b>, was one of the <b>bloodiest</b> of WW1. For <b>five months</b> the British and French armies fought the Germans in a brutal battle of attrition on a <b>15-mile front</b>. The aims of the battle were to relieve the French Army fighting at Verdun and to weaken the German Army. However, the Allies were unable to break through German lines. In total, there were over one million dead and wounded on all sides.</p>

Part	Key Learning: Moi et mes goûts				Disciplinary Literacy	Resources																																																	
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¿Qué hay en tu ciudad? (What is there in your city?) ¿Cómo es? (How is it?) ¿Cómo era (How was it?)



	place	adjective	Expressing your opinion		como era
<b>En mi ciudad hay</b> <i>In my city there is</i>	<b>un castillo</b> <i>a castle</i> <b>un mercado</b> <i>a market</i> <b>un estadio</b> <i>a stadium</i> <b>un centro comercial</b> <i>a shopping centre</i> <b>un polideportivo</b> <i>a (multi) sports centre</i> <b>un cine</b> <i>a cinema</i> <b>un museo</b> <i>a museum</i>	<b>grande</b> <i>big</i> <b>pequeño/a</b> <i>small</i> <b>feo/a</b> <i>ugly</i> <b>hermoso/a</b> <i>beautiful</i> <b>entretenido</b> <i>(entertaining)</i> <b>nuevo/a</b> <i>new</i> <b>moderno/a</b> <i>modern</i> <b>antiguo</b> <i>old</i> <b>caro/a</b> <i>expensive</i> <b>divertido/a</b> <i>fun</i>	<b>Pienso que</b> <i>I think that</i>  <b>Creo que</b> <i>I believe</i>  <b>A mi parecer</b> <i>in my opinion</i>  <b>A mi modo de ver</b> <i>To my way of thinking</i>	<b>PRESENT</b>  <b>mi ciudad es</b> <i>my city is</i>  <b>mi pueblo es</b> <i>my town is</i>	<b>genial</b> <i>great</i> <b>divertido/a</b> <i>fun</i> <b>guay/chulo/a</b> <i>cool</i> <b>bonito/a</b> <i>pretty</i> <b>precioso/a</b> <i>beautiful</i>  <b>moderno/a</b> <i>modern</i> <b>antiguo/a</b> <i>old</i>  <b>industrial</b> <i>industrial</i> <b>rural</b> <i>rural</i>  <b>ruidoso</b> <i>noisy</i> <b>tranquilo</b> <i>quiet</i>  <b>sucio/a</b> <i>dirty</i> <b>limpio/a</b> <i>clean</i>  <b>la leche (awesome)</b>
				<b>PAST</b>  <b>Antes before</b> <b>En el pasado</b>  <b>mi ciudad era</b> <i>my city was/used to be</i>  <b>mi pueblo era</b> <i>my town was/used to be</i>	

y (and)

además (what's more)

aunque (although)

pero (but)

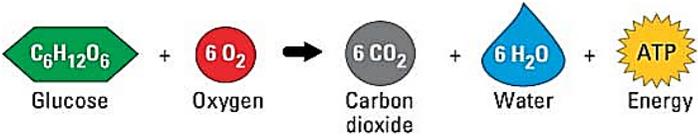
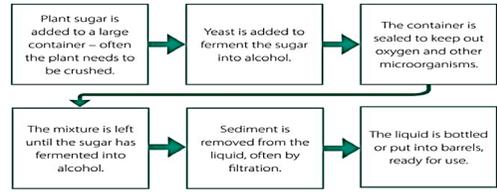
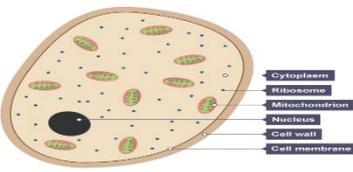
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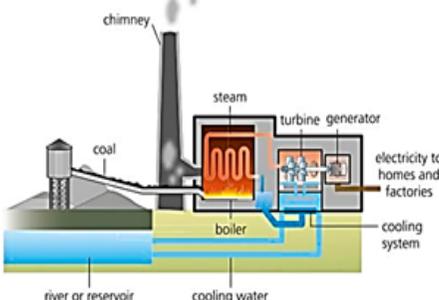
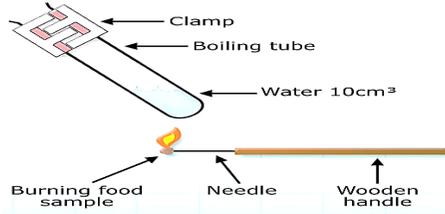
Part	Key Learning			
Algebraic Fractions	<b>Keyword</b>	<b>Definition</b>	<b>Examples</b>	
	<b>Variable</b>	A symbol for a value we don't know yet. It is usually a letter like x or y.	In $x + 2 = 6$ , x is the variable.	
	<b>Constant</b>	A fixed value. In Algebra, a constant is a number on its own, or sometimes a letter such as a, b or c to stand for a fixed number.	in " $x + 5 = 9$ ", 5 and 9 are constants.	
	<b>Like Term</b>	Terms that include the same variable raised to the same power are like terms. They can be added together	<p><math>7x</math> and <math>2x</math> are like terms because they are both "<math>x</math>".</p> <p><math>4x</math> and <math>3x</math> are like terms because they are both "<math>x</math>".</p>	
	<b>Substitution</b>	Replacing letters with values	<p>What is <math>x + 2</math> when <math>x=5</math>?</p> <p>Put "<math>5</math>" where "<math>x</math>" is: <math>5 + 2 = 5 + 2.5 = 7.5</math></p>	
	<b>Expanding</b>	Removing brackets by multiplying	To expand $3(a + b)$ we multiply 3 by $(a + b)$ to get $3a + 3b$	
	<b>Factorising</b>	Finding what to multiply to get an expression	$2y + 6 = 2(y + 3)$ , so the factors of $2y + 6$ are: 2 and $(y + 3)$	
	<b>Simplify</b>	Process of replacing a mathematical expression by an equivalent one, that is simpler (usually shorter)	<p><math>3x + 7x + 10x - 2x = 18x</math></p> <p><math>4y + 2x - 3y + 9x + y = 2y + 11x</math></p>	
	<b>Numerator</b>	The value on top of a fraction	<p>the numerator is 4</p> <p>the numerator is <math>7xy</math></p>	the numerator is $2(x+4)$
	<b>Denominator</b>	The value on the bottom of a fraction	<p>the denominator is 10</p> <p>the denominator is 9</p>	the denominator is $3x$

<p>Week Beginning</p>	<p>1/11/21 22/11/21</p>	<p>29/11/21 8/12/21</p>																																								
<p>Subject Topic</p>	<p>The Blues and its beginnings. Playing a 12 bar Blues riff on the Bass guitar, Acoustic guitar and Keyboard</p>	<p>Playing a 12 bar Rock'n Roll Riff on a keyboard and discovering its impact on today's modern music</p>																																								
<p>Key Learning</p>	<div data-bbox="217 328 849 471">  <p>Keyboard</p> <p><b>12 bar blues</b> – A 12 bar pattern based on chords 1, 4 and 5</p> </div> <div data-bbox="217 485 735 656"> <table border="1"> <tr> <td>D<sup>b</sup></td> <td>E<sup>b</sup></td> <td>G<sup>b</sup></td> <td>A<sup>b</sup></td> <td>B<sup>b</sup></td> </tr> <tr> <td>C<sup>#</sup></td> <td>D<sup>#</sup></td> <td>F<sup>#</sup></td> <td>G<sup>#</sup></td> <td>A<sup>#</sup></td> </tr> <tr> <td>C</td> <td>D</td> <td>E</td> <td>F</td> <td>G</td> </tr> <tr> <td>A</td> <td>B</td> <td>C</td> <td></td> <td></td> </tr> </table> </div> <div data-bbox="217 664 839 792">  <p>Acoustic guitar</p> </div> <div data-bbox="217 799 818 942">  <p>Advanced Acoustic guitar</p> </div> <div data-bbox="217 1006 839 1120">  <p>Bass Guitar</p> </div>	D <sup>b</sup>	E <sup>b</sup>	G <sup>b</sup>	A <sup>b</sup>	B <sup>b</sup>	C <sup>#</sup>	D <sup>#</sup>	F <sup>#</sup>	G <sup>#</sup>	A <sup>#</sup>	C	D	E	F	G	A	B	C			<div data-bbox="880 371 1149 706">  </div> <div data-bbox="1160 378 1460 699"> <table border="1"> <thead> <tr> <th>Element of Music</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Pitch</td> <td>How high or low the notes are</td> </tr> <tr> <td>Tempo</td> <td>The speed of the music</td> </tr> <tr> <td>Dynamics</td> <td>The volume of the music</td> </tr> <tr> <td>Duration</td> <td>The length of the notes</td> </tr> <tr> <td>Silence</td> <td>Nothing being played</td> </tr> <tr> <td>Rhythm</td> <td>A pattern of notes</td> </tr> <tr> <td>Timbre</td> <td>The colour/tone of the instruments</td> </tr> <tr> <td>Texture</td> <td>The layers of the music/thick and thin</td> </tr> <tr> <td>Structure</td> <td>Sections within the music/How the music is built</td> </tr> </tbody> </table> </div> <div data-bbox="1502 321 1678 414">  </div> <div data-bbox="1481 421 1688 671"> <p><b>Work songs</b> - Rhythmic songs used to be sung whilst working eg. Working on the rail road</p> </div> <div data-bbox="1699 328 1999 556"> <p>- Bass clef - Your left hand would play this on a Piano and it is also used by lower sounding instruments such as a Cello.</p> </div> <div data-bbox="1709 571 1999 878"> <p><b>Spirituals</b> - This includes the "sing songs," work songs, and plantation songs that evolved into the blues and gospel songs in church, in the nineteenth Century.</p> </div> <div data-bbox="1419 706 1709 921"> <p><b>Call and Response</b> – When a person or group of people sing one part and another person or group of people answer them.</p> </div> <div data-bbox="880 706 1419 835">  <p>Good Boys Deserve Football Always</p> <p><i>Lines</i></p> </div> <div data-bbox="880 849 1419 978">  <p>All Cows Eat Grass</p> <p><i>Spaces</i></p> </div> <div data-bbox="1440 921 1906 978"> <p><b>Rock'n Roll 12 bar blues example</b></p> </div> <div data-bbox="890 1021 1947 1249">  <p>C E G A B<sup>b</sup> A G E C E G A B<sup>b</sup> A G E</p> </div>	Element of Music	Definition	Pitch	How high or low the notes are	Tempo	The speed of the music	Dynamics	The volume of the music	Duration	The length of the notes	Silence	Nothing being played	Rhythm	A pattern of notes	Timbre	The colour/tone of the instruments	Texture	The layers of the music/thick and thin	Structure	Sections within the music/How the music is built
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	<p><b>Staff</b> – a set of five horizontal lines and four spaces with each representing a different musical pitch</p> <p><b>Notation</b> - Writing music down so players can easily read the pitch and duration of the notes they are to play.</p> <p><b>Tabb</b> - (or tablature, tab for short) is a form of musical notation indicating instrument fingering rather than musical pitches. Tablature is common for fretted stringed instruments such as the guitar.</p> <p><b>Blues</b> - is a <b>music genre and musical form</b> which was originated in the Deep South of the United States around the 1860s by African-Americans from roots in work songs, and spirituals.</p>	<p><b>Rock'n'Roll</b> - was a form of popular music that evolved from rhythm and blues. It originated in the United States and is characterized by the use of electric guitars, a heavily accented beat, and a relatively simple phrase structure.</p> <p><b>Improvisation</b> – when a musician makes up the music on the spot</p> <p><b>Fluency</b> – keeping going, even if you make a mistake.</p> <p><b>Scat</b> – a type of blues singing using nonsense syllables instead of words.</p> <p><b>Syncopation</b>– emphasis on the 'off-beats'.</p>
Linked Assessment	Low stakes test Half Term Assessment	Low stakes test Half Term Assessment
Resources	Link to SharePoint	<a href="https://www.youtube.com/watch?v=oOlDe wpCfZQ">https://www.youtube.com/watch?v=oOlDe wpCfZQ</a>

Part	Key Learning	Disciplinary/Literacy	Linked Assessment
1	How are the sentences for offenders decided?	<p><b>Punishment</b> – to give criminals what they deserve!</p> <p><b>Deterrent</b> – to put off other people from offending</p> <p><b>Reformation</b> – to help offenders become better citizens and stop committing crime</p> <p><b>Reparation</b> - to help victims see that they have received justice</p> <p><b>Safety</b> – to make the community a safer place</p> <p><b>Court Fine</b> – money paid to the court</p> <p><b>Compensation Order</b> – money paid to the victim of the crime</p> <p><b>Reparation Order</b> – putting things right. For example, repairing any damage.</p> <p><b>Action Plan Order</b> – can require the offender to attend courses (for example a course on anger management or drug misuse).</p> <p><b>Attendance Order</b> – report to a centre run by the police for two hours twice a month for a total of 36 hours.</p> <p><b>Supervision Order</b> – the offender is supervised by a social worker, probation officer or another member of the Youth Offending team (YOT) for between 3 months and 3 years.</p> <p><b>Parenting Order</b> – <b>Parents are told</b> by the court to have a greater control over their child. Parents may have to attend parenting classes to help them do this. They could be fined up to £1000 if the parents don't agree to do this.</p> <p><b>Custodial Order</b> – young offenders are detained away from their family and friends</p> <p><b>Young Offenders' Institute</b> – where offenders over 15 can be sent</p> <p><b>Local Authority Secure Unit</b> - if they are younger than 15 they might spend half their sentence time in a <u>Local Authority Secure Unit</u> and the other half supervised in the community.</p>	
2	What are the consequences of crime?	<p><b>Insurance</b> – money paid as a protection in case of an accident or injury.</p>	
3	Assessment: For and Against...	Using all of your previous knowledge to plan and write under exam conditions a response to the statement opposite.	“ Are young people most to blame for crime?”

Part	Key Learning	Disciplinary/Literacy												
1	Energy is needed for life processes such as: <ul style="list-style-type: none"> <li>• growth and repair</li> <li>• movement</li> <li>• control of body temperature in mammals</li> </ul> Muscle cells carry out lots of respiration, so they contain large amounts of mitochondria.	<table border="1"> <thead> <tr> <th></th> <th>Aerobic</th> <th>Anaerobic</th> </tr> </thead> <tbody> <tr> <td>Needs oxygen?</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Needs glucose?</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Product(s) formed</td> <td>Carbon dioxide and water</td> <td>Lactic acid</td> </tr> </tbody> </table>		Aerobic	Anaerobic	Needs oxygen?	Yes	No	Needs glucose?	Yes	Yes	Product(s) formed	Carbon dioxide and water	Lactic acid
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2	<p><b>AEROBIC RESPIRATION</b></p>  <ul style="list-style-type: none"> <li>• Occurs inside the mitochondria.</li> <li>• A chemical reaction that transfers energy from organic molecules in food to your cells. The waste products are carbon dioxide and water.</li> <li>• NOTE: Respiration is NOT breathing.</li> </ul>	<p><b>Which organism respire anaerobically?</b></p> <ul style="list-style-type: none"> <li>• Animals normally respire aerobically. During vigorous exercise, they switch to anaerobic respiration.</li> <li>• Plants also respire aerobically. If the oxygen supply runs out (e.g. when the soil gets waterlogged), plants will switch to aerobic respiration in their roots.</li> <li>• Some microorganism respire anaerobically. This allows them to survive in environments with no or very little oxygen (e.g. gut bacteria).</li> </ul>												
3	<p><b>How does glucose get into the cells?</b></p> <p>Glucose is found in food. Once the food is digested, glucose molecules are absorbed into the bloodstream and then transported around the body in the blood. Glucose dissolves in plasma and can diffuse into cells for respiration.</p>	<p><b>FERMENTATION</b></p> <p>The <b>anaerobic respiration</b> of yeast is used to make beer and wine.</p> <p>In this case, the yeast respire without oxygen and produces alcohol (ethanol). This process is known as <b>fermentation</b>.</p>  <p>Yeast converts the sugar into alcohol by anaerobic respiration:</p> <p><b>glucose → carbon dioxide + ethanol (+ energy)</b></p>												
4	<p><b>How does oxygen get into the cells?</b></p> <p>Oxygen from the air diffuses into the bloodstream. Oxygen binds to haemoglobin in the red blood cells and gets carried around the body in the blood vessels. It then diffuses into the cells.</p>	<p><b>How do you make bread?</b></p> <p>Flour, water, and yeast are mixed to make dough. The dough is then left in a warm place to rise. This is caused by the yeast respiring, changing the sugars in the flour into ethanol and carbon dioxide. The carbon dioxide gas is trapped as bubbles inside the dough, making it rise.</p> <p>The dough is then baked. In the oven, the ethanol evaporates. The bubbles of gas expand, making the bread rise further.</p>												
5	<p><b>How does carbon dioxide leave the body?</b></p> <p>Carbon dioxide produces diffuses out of the cells and into the blood plasma. The blood transports it to the lungs, where it diffuses into the air sacs and then exhaled.</p>	<p><b>How do you make beer and wine?</b></p> <ul style="list-style-type: none"> <li>• Wine is made when yeast is used to ferment grape sugar.</li> <li>• Beer is made when yeast is used to ferment sugar in malted barley.</li> </ul> 												
6	<p><b>ANAEROBIC RESPIRATION</b></p> <p>glucose → lactic acid + energy</p> <ul style="list-style-type: none"> <li>• Anaerobic respiration takes place when there is not enough oxygen for aerobic respiration.</li> <li>• It happens during strenuous exercise like sprinting.</li> <li>• The lactic acid produced causes painful cramps in the muscles.</li> <li>• Breathing heavily after exercise, allows extra oxygen to break down the lactic acid (oxygen debt).</li> <li>• Energy from anaerobic respiration is LESS than the energy from aerobic respiration.</li> </ul> 	<p><b>YEAST</b></p> <ul style="list-style-type: none"> <li>• A microorganism used in the production of bread and many alcoholic drinks. They are made by fermentation.</li> <li>• Enzymes present in yeast speed up fermentation. The enzymes work best in warm conditions.</li> </ul> 												

Part	Key Learning			Disciplinary/Literacy																																		
1	<p><b>ENERGY IN FUEL</b></p> <ul style="list-style-type: none"> <li>Energy is stored in food and fuel.</li> <li>Energy in fuel is used to heat homes and cook food.</li> <li>Fuel it also burnt in power stations to produce current in order for electrical appliances to work at home.</li> </ul>	<p><b>POWER STATIONS</b> burn coal and gas,</p> 	<p><b>ENERGY STORES:</b></p> <ol style="list-style-type: none"> <li>1. Chemical</li> <li>2. Thermal</li> <li>3. Elastic</li> <li>4. Kinetic</li> <li>5. Gravitational potential</li> <li>6. Nuclear</li> <li>7. Magnetic</li> <li>8. Electrostatic</li> </ol> <p><i>(Revision tip: use the first letter of each store to write a mnemonic to help you remember them).</i></p>	<table border="1"> <thead> <tr> <th data-bbox="1591 139 1750 207">Tier 3 KEYWORDS</th> <th data-bbox="1750 139 2040 207">DEFINITION</th> </tr> </thead> <tbody> <tr> <td data-bbox="1591 207 1750 285">Chemical energy store</td> <td data-bbox="1750 207 2040 285">Emptied during chemical reactions when energy its transferred to surroundings; e.g. burning fuel.</td> </tr> <tr> <td data-bbox="1591 285 1750 364">Dissipation</td> <td data-bbox="1750 285 2040 364">Becoming spread out wastefully to the surroundings.</td> </tr> <tr> <td data-bbox="1591 364 1750 442">Elastic energystore</td> <td data-bbox="1750 364 2040 442">Filled when a material is stretched or compressed; e.g. stretching a spring.</td> </tr> <tr> <td data-bbox="1591 442 1750 521">Energy</td> <td data-bbox="1750 442 2040 521">Energy is needed to make things happen.</td> </tr> <tr> <td data-bbox="1591 521 1750 599">Energy resources</td> <td data-bbox="1750 521 2040 599">Something with stored energy that can be released in a useful way.</td> </tr> <tr> <td data-bbox="1591 599 1750 678">Fossil fuels</td> <td data-bbox="1750 599 2040 678">Non-renewable energy resource formed from dead animals and plants, millions of years ago. 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2	<p><b>ENERGY IN FOOD</b></p> <ul style="list-style-type: none"> <li>Different foods are stores of different amounts of energy.</li> <li>When you are asleep your body needs energy for keeping warm and breathing.</li> <li>Children need more energy than adults so their brain, bones and muscles can grow.</li> <li>If you take in more energy than you need, your body will store it as fat to use in the future.</li> </ul>	<ol style="list-style-type: none"> <li>1. Fuel is burnt in a furnace to heat water in the boiler.</li> <li>2. The water turns to steam; this turns a turbine.</li> <li>3. The turbine turns a generator which generates electricity.</li> </ol> <ul style="list-style-type: none"> <li>☹ Fossil fuels are reliable and produce lots of electricity.</li> <li>☹ Release carbon dioxide and contribute to global warming.</li> <li>☹ Produce pollutants; sulfur dioxide, nitrogen oxides and particulates.</li> </ul>	<p><b>Energy is transferred by:</b></p> <ol style="list-style-type: none"> <li>1. Heating</li> <li>2. Mechanically (by movement/ change in position)</li> <li>3. Electric current</li> <li>4. Waves (sound &amp; light)</li> </ol>																																			
3	<p><b>PRACTICAL: Releasing energy in food</b></p> 																																					
4		<p><b>RENEWABLE RESOURCES</b></p> 	<p><b>REDUCING ENERGY USE</b></p> <ol style="list-style-type: none"> <li>1. Use fewer appliances.</li> <li>2. Use appliances with a lower power rating.</li> <li>3. Use appliances for fewer hours.</li> <li>4. Insulate the home; this reduces the rate at which energy is transferred to surroundings; reducing need to heat the house.</li> <li>5. Governments can raise awareness; this will make fuel last longer and benefit the environment.</li> </ol>																																			
5	<p>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.</p>	<ul style="list-style-type: none"> <li>☺ No carbon dioxide released</li> <li>☺ May be free to use (wind and Sun)</li> <li>☹ Equipment may be expensive</li> <li>☹ Unreliable weather.</li> </ul> 																																				
6	<p>Energy can be <b>dissipated/ wasted</b> due to <b>friction</b> (energy transferred to a thermal store / sound) or when objects get <b>hot</b> and transfer energy to anything at a lower temperature. The efficiency of an appliance can be calculated by:</p> $\text{Efficiency} = \frac{\text{Useful Energy Output}}{\text{Energy Input}} \times 100\%$	<p><b>ENERGY AND POWER</b></p> <p>The power rating of an appliance tells you <i>how much energy is transferred per second</i> – <b>the rate</b> of energy transfer.</p> <p><b>Power (W) = energy (J) ÷ time (s)</b></p> <p>You can calculate the cost of using an appliance at home using the equation: <b>cost = power (kW) x time (hours) x price (per kWh)</b></p> <p><b>NOTE:</b> You may need to convert units when completing calculations.</p>																																				

# My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	01/11/2021	02/11/2021	03/11/2021	04/11/2021	05/11/2021	06/11/2021	07/11/2021
2	08/11/2021	09/11/2021	10/11/2021	11/11/2021	12/11/2021	13/11/2021	14/11/2021
3	15/11/2021	16/11/2021	17/11/2021	18/11/2021	19/11/2021	20/11/2021	21/11/2021
4	22/11/2021	23/11/2021	24/11/2021	25/11/2021	26/11/2021	27/11/2021	28/11/2021
5	29/11/2021	30/11/2021	01/12/2021	02/12/2021	03/12/2021	04/12/2021	05/12/2021
6	06/12/2021	07/12/2021	08/12/2021	09/12/2021	10/12/2021	11/12/2021	12/12/2021
7	13/12/2021	14/12/2021	15/12/2021	16/12/2021	17/12/2021		

# My Homework

**Week**

**01/11/2021**

**08/11/2021**

**15/11/2021**

**22/11/2021**

**29/11/2021**

**06/12/2021**

**13/12/2021**

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

Date	Book Title	Pages	Main Events
01/11/2021			
02/11/2021			
03/11/2021			
04/11/2021			
05/11/2021			
08/11/2021			
09/11/2021			
10/11/2021			
11/11/2021			
12/11/2021			
15/11/2021			
16/11/2021			
17/11/2021			

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

Date	Book Title	Pages	Main Events
18/11/2021			
19/11/2021			
22/11/2021			
23/11/2021			
24/11/2021			
25/11/2021			
26/11/2021			
29/11/2021			
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13/12/2021			
14/12/2021			
15/12/2021			
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