

Year 8

Knowledge Organiser

Autumn 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 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	Definition	Resources
1	3	Using the KO in Art and Design Observational drawing HPS – Hold, Pressure, Speed FORMAL ELEMENTS; COLOUR, SPACE, LINE, PATTERN, TEXTURE, SHAPE, FORM, TONE	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.	
2&3	1	Artist research Hockney drawing and painting landscapes Appropriate Background wash and title 5 images in colour (for HWK) 5 facts about the artist 5 keywords What does the artist do? How does the artist do it? Your comments Experiments in the style of the artist	Tone	refers to the lightness and darkness of an object to show it is a solid subject, and to create depth.	iPad : Digital : Works David Hockney Sketchbook Watercolour Acrylics Range of pencils Pen Scissors Glue
			Landscape	a section or expanse of rural scenery, usually extensive, that can be seen from a single viewpoint. a picture representing natural inland or coastal scenery.	
4	2	Explore Paint experiments in acrylic.	Composition	the arrangement and layout of artwork/objects.	<div data-bbox="1742 786 2032 958" style="background-color: #ADD8E6; padding: 10px; text-align: center;"> <p>Have a go, let us know!</p> </div> <div data-bbox="1813 958 1958 1053" style="text-align: center;">  </div> <div data-bbox="1757 1058 2018 1365" style="border: 2px solid black; padding: 10px; text-align: center;">  <p>SCAN ME</p> </div>
5	1	Visual analysis of David Hockney landscape work.	Abstract	a piece of art that is not realistic. It uses shapes, colours and textures.	
6&7	4	Dedicated Improvement and Reflection time (DIRT).	Acrylic	Acrylic paint is easy to mix and fast drying making it the ideal painting medium. Plastic based.	
			Analysis	Picking apart a piece of artwork using the formal elements of Art and Design.	

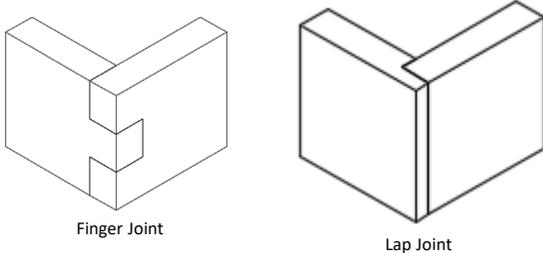
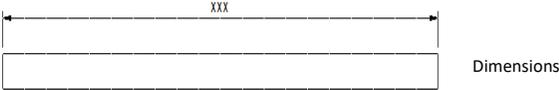
Have a go,
let us know!



Part	Key Learning
1	<ul style="list-style-type: none">• A sequence is a set of instructions performed in order, with each executed in turn.• A variable refers to data being stored by the computer.• A condition is an expression that will be evaluated as either true or false.• Iteration is when a group of instructions are repeatedly executed. We could use count-controlled iteration to restrict how many times it is executed.• Debugging is the process of detecting and correcting errors in a program.
2	<ul style="list-style-type: none">• Decomposition is breaking a problem down into smaller, more manageable subproblems.• A list is a collection of related elements that are referred to by a single name.• Comparison operators compare values and return true or false. The operators include: <, >, =• A logical operator is a symbol or word used to connect two or more expressions. Common logical operators include AND, OR, and NOT.

Part	Key Learning	Disciplinary/Literacy
1	<p><u>Sublimation Printing</u> 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><u>Computer Aided Design (CAD)</u> 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><u>Dyeing Fabrics</u> 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><u>Sewing Machines</u> 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><u>Plain seams</u> 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><u>Patchwork</u> 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 Tailor's chalk

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Introduction - Bread tasting Sensory evaluation – when you eat food you are judging its following characteristics: appearance, taste, smell and texture. All foods products need to be acceptable to eat by a wide variety of people. Sensory evaluation helps us to make sure that a food product meets expectation, allows us to compare it to another food product and check on the quality and shelf life of a food product over time. Bread is a staple food in much of the world. Bagels, pitta bread, soda bread, Naan bread and croissants are all examples of bread products from around the world.</p>	<p>Aroma – smell. Mouthfeel – How a food product feels in the mouth. Sensory descriptors – words to describe the appearance, texture, taste and aroma of food. Staple food – Foods which make up the main part of the traditional diet.</p>	 <p>SCAN ME</p>
2	<p>Bread is made from strong flour, yeast, salt and water. Fat is often added to extend the shelf life while sugar is added for sweetness, colour and to feed the yeast. The type of flour used to make bread is strong flour, which is high in a protein called gluten. Gluten forms when water is added to flour and mixed. Bread dough needs gluten to support the gas bubbles of carbon dioxide that are created during the making process to give bread a light texture. Yeast is used in leavened bread. Yeast produced carbon dioxide gas and rises the bread. Yeast is killed by too much sugar, salt and heat.</p>	<p>Prove – leaving dough to rise. Gluten – Stretchy protein found in flour. Fermentation – The process when yeast converts sugars to give off carbon dioxide gas.</p>	 <p>SCAN ME</p>
3	<p>Pizza – Factors influencing different cuisines The climate or weather is a controlling factor for what farmers can grow. The landscape of a region governs which crops and animals are raised for food. In the north of Italy a hard wheat called Durum wheat can be grown due to the cooler climate. Durum wheat has a high gluten content perfect for making bread. Southern Italy has a warmer climate and is perfect for growing crops such as tomatoes and Olives.</p>	<p>Durum wheat – a hard wheat. Climate - the weather conditions prevailing in an area in general or over a long period.</p>	
4	<p>Pasta is a food that contains starch, a carbohydrate which provides energy for our bodies. Starch is a complex carbohydrate, providing slower release of energy than simple carbohydrates such as sugars. Pasta especially wholemeal pasta is a source of fibre. Durum wheat flour is also used to make pasta as it is high in protein, holds its shape during cooking, making a stretchy dough. Basic pasta dough is made from flour, salt, eggs, oil and water. Pasta is available in different shapes and varieties – for example Farfalle – bow ties, Penne – tubes, Fusilli – twists. Different shaped pasta is designed to hold different styles of sauce.</p>	<p>Carbohydrate – one of the five nutrients – a macro nutrient. Whole grain – All the edible parts of the grain – the germ, endosperm and bran. Al dente – firm to the bite, a description of the texture of correctly cooked pasta.</p>	
5	<p>Lemon drizzle cake - The benefits of eating fruit. A diet rich in a variety of fruits and vegetables can make us healthier. The aim is to eat at least five portions of fruit and vegetables each day. Try eating a rainbow of coloured fruit everyday to provide you with all the micronutrients your body requires. Fruits contain a variety of micronutrients especially vitamin C. They are also a good source of fibre. Adding fruit such as sultanas, strawberries, blueberries and lemon to a cake can add flavour, texture and colour to the dish as well as improve the nutritional value.</p>	<p>Creaming – the process of creaming fat and sugar together, which traps tiny air bubbles into the mixture. Juice – to squeeze the juice from fruits or vegetables. Zest - scrape off the outer coloured part of the peel of (a piece of citrus fruit) for use as flavouring.</p>	
6	<p>Macaroni cheese incorporates a cheese sauce using the roux method. A sauce is a well flavoured liquid which has been thickened. Sauces are added to food to provide colour, flavour and texture. They can bind different ingredients together, make a dish look appetising and attractive. Starch is the main food source of plants. It is made up of molecules of glucose. Starch is very useful because it can thicken mixtures – this is called gelatinisation.</p>	<p>Gelatinisation – the name of the process for when starch granules are mixed with a liquid and heated; they swell and break open, causing the liquid to thicken. Roux – a mixture of melted fat and flour, which is used as a base of a sauce.</p>	

Part	Key Learning	Disciplinary/ Literacy	Resources
1	<p>Timber is the term given to natural and manufactured wood used in products. Timber comes from the natural source of trees, it's recyclable, renewable and reusable. There are two categories of natural wood; hardwoods and softwoods. These names reflect the cell structure of the tree the wood comes from and not the strength or hardness of the wood.</p> <p>Hardwoods 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>Softwoods come from coniferous trees. These trees grow quickly, making softwood a highly sustainable, 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>Pine 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>Manufactured boards 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 veneer 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 laminated 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>Aim: Create a piece of drama from a given stimuli Use freeze frames to portray a character's life taken from a news article . Brainstorm the word "fame" and feedback answers. Devise two Freeze Frames/Still images – the good and bad sides of fame Thought – track some of the Freeze Frames and explain this technique. Back to brainstorms; choose one word or phrase from brainstorm Devise a scene using their new word or phrase as a stimulus</p>	<p>Devising – Creating a piece of drama from a starting point/stimulus. Improvisation – Working as a team or individually to explore ideas practically and create a performance.</p>	<p>Performance skills - GCSE Drama Revision - BBC Bitesize</p>
2	<p>Aim : Create a piece of drama from a given stimuli- drama on a newspaper/magazine article Use a current newspaper or magazine article as stimulus and devise a scene showing how the article was researched. Was the celebrity's privacy invaded? What event happened?</p>	<p>Characterisation – Creating a character; changing your voice and movement to play a particular role. Still Image/Freeze Frame</p>	
3	<p>Aim: To use Split stage/split focus to portray the different sides of the story. Perform to the group and are to use split focus using performance skills. Rehearsal How did you come up with your improvised scenes? Where the performances clear? Did they fit with their article? Did you find staying in character hard? Was it clear who was talking and when? Which side of the stage was portraying which event?</p>	<p>A still image is when the action in a play or scene is frozen, as in a photograph or video frame. Elements to make it look interesting are: levels gesture space and facial expressions.</p>	
4	<p>Aim: To use narration within your drama piece. Narration is the use of a written or spoken commentary to convey a story to an audience. To show the emotion of the characters. Narration is conveyed by a narrator: a specific person to deliver information to the audience, particularly about the plot (the series of events). Narration is merely optional in most other storytelling formats, such as films, plays, television shows, and video games, in which the story can be conveyed through other means, like dialogue between characters or visual action. How did you add narration into your devised theatre? How have you seen emotions of the characters? How did you show emotions of your character? Do you see any characters differently now?</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. Role-Play</p>	
5	<p>Aim: To use interviewing skills in role Now devise scene with newspaper reporter and one or two characters from previous scenes. This should be improvised and ideally the reporter should be from another group and should devise questions while watching group perform. This scene could show how journalists can betray / anger their subjects just to get a good story. You could see it as a scene from a Talk show. How did the Interviewer work? What were they like? Which ones were successful and why, was it down to the questioning?</p>	<p>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. Split Stage</p>	
6	<p>Aim: For all pupils to perform in front of peers. To develop presentation skills to the class. Perform their own devised theatre. Evaluation of performances How did the Interviewer work? What were they like? Which ones were successful and why, was it down to the questioning??? What did you enjoy about the performances you watched? What could be improved and why? How did your performance go? What went well? What needs to be worked on?</p>	<p>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. Vocal Skills Tone of voice, Pitch, Pace, Pause, Volume</p>	

Part	Key Learning SharePoint Resources	Disciplinary Literacy
1	<p>Act 1 - 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>Ghosts- 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>Dramatic Monologue: 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>Iambic pentameter = 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>Prose and verse = 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>Act 2 - 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>Dialogue: A conversation that takes place between two characters</p>	<p>Rhyming couplets = 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>Act 3 - 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>Yorick's (Jester's) Skull- 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>Soliloquy: 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>Fortune = fate/ destiny, the things that happen to a person in life</p>
4	<p>Act 4 - 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>Monologue: A long, speech by one character in a play during a conversation</p> <p>Flowers- 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>Opposition = the act of resisting, fighting against</p>
5	<p>Act 5 - 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>Poison- 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>Mortality = life ending</p>
6	<p>Context - Elizabethans believed that God set out an order for everything in the universe. This was known as the Great Chain of Being. 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 Divine Right of Kings). 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 superstitious.</p> <p>Revenge tragedies 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 Shakespearean Tragedy 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>Resolution = determination, decided</p> <p>Antithesis= direct opposite</p>

Part	Disciplinary Literacy	Key Learning
1 and 4	<p>Climate change – Changes in climate as a result of natural causes or Human activity</p> <p>Greenhouse effect – Trapping of heat in the atmosphere by gases</p> <p>Greenhouse gases – Gases which trap heat such as carbon dioxide and methane.</p>	<p>Climate crisis Lines of latitude and longitude are used to locate places accurately on the earth's surface. Latitude runs from east to west and includes the equator. Longitude runs from north to south and includes the Greenwich meridian and the date line.</p> <p>Climate change is happening due to the enhanced greenhouse effect leading to global warming. Human activity has led to an increase in greenhouse gases (GHG's). The burning of fossil fuels such as oil and gas has led to an increase in carbon dioxide (CO₂) as carbon is stored in these fuels and when burnt is released.</p> <p>Methane is a gas that is linked to agriculture (farming) and rubbish. Cows for example belch out a lot of methane, rice farming produces the gas. As the population grows and there is more food needed more methane is produced. When the rubbish we throw away decomposes (breaks up) methane is released. This is why climate change is environmental geography. Most scientists agree that there is a link between an increase in these gases and a rise in global temperature. This increase in temperature has many effects such as the polar ice caps melting leading to more water in our oceans leading to sea level rise.</p>
2 and 5	<p>Mitigation – means to reduce or prevent the effects of something happening</p> <p>Adaptation – strategies that respond to the problems to limit the effects</p> <p>Carbon capture – A method to take CO₂ out of the atmosphere and store it</p>	<p>Managing the impacts To mitigate the amount of CO₂ countries are trying to reduce how much is in the atmosphere.</p> <p>Many countries are reducing how much fossil fuels they burn to make electricity and are opting for renewable energy sources such as wind farms. Countries are trying to reduce the number of cars on roads by having more cycle lanes and increasing public transport.</p> <p>Some areas are having to use adaptation to manage the effects of climate change, the Maldives for example has built a sea wall around the capital Male to stop sea level rise flooding the city.</p> <p>Countries where water is in limited supply will suffer as temperatures increase as there will be less water, they are looking at how they conserve water and transfer water from other places.</p> <p>Carbon capture can involve planting trees which absorb carbon other natural carbon sinks are ocean algae and peat bogs like Dartmoor. Some new technology tries to grab the carbon before it is released and then store it.</p> <p>You can do your bit by reducing how much electricity you use and think about how much you travel by car.</p>
3 and 6	<p>Microplastics – tiny pieces of non-biodegradable plastic which are toxic and harm organisms</p> <p>Biodegradable – capable of being decomposed by bacteria.</p> <p>Recycling - the action or process of converting waste into reusable material.</p>	<p>Plastics in our oceans Plastic is made from crude oil which is extracted from the ground. Making things from plastic is popular as it can be easily made into different shapes, it has many uses and is cheap.</p> <p>Plastic though is not biodegradable and when thrown away will be in our environment for hundreds of years.</p> <p>Each year 400 million tonnes of plastic is produced 40% is single use.</p> <p>8 million tonnes of plastic enters the world's oceans each year, this floats around. Micro plastics are often eaten by marine organisms finding its way into the food chain.</p> <p>Many plastics can be recycled into other products. This means that less oil is needed, conserving the resources we have. Different plastics can be sorted out and made into different materials. Plastic drink bottles can be made into material for clothes. Meaning less going to landfill and less in the oceans. Micro beads have been banned by law in products like face scrubs and toothpaste.</p> <p>You can help by making sure all plastic is put in for recycling, reduce the amount of plastics you buy and look for products made from recycled plastic.</p>

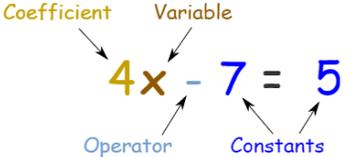
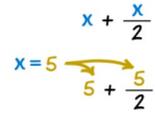
Part	Disciplinary Literacy	Key Learning: Britain in the Industrial Age
1 and 4	<p>Industrial: Factories Revolution: Rapid change Living conditions: How some people live their lives.</p>	<p><u>How did the Industrial Revolution change Britain?</u> Population: In 1700s approx. 80% of the population lived in the countryside. An explosion of people, there were 7 million people in Britain in 1750 by 1900 it was 40 million. Transport: 1750, roads were very bad, it could take 2 weeks to get from London to Edinburgh. By 1900 it took 9 hours by train. By 1840 4,000 miles of <u>canals</u> had been built. By 1880 approx. 300,000 people worked in jobs that depended on the <u>railways</u>, by 1900 there were over 20,000 miles of train tracks. Medicine: Improvements in midwifery by 1760 some hospitals provided maternity beds. In 1796 Edward Jenner discovered how to vaccinate against smallpox, Britain's worst disease. After 1870 anaesthetics and antiseptics were introduced to improve surgery. Law & Order: Many criminals were not caught as there were no police officers to track them down. In 1829 the Metropolitan Police Force were set-up. By 1856 every town in the country had its own police officers. Living conditions: Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in. Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease. Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers. Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean. Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.</p>
2 and 5	<p>Domestic: Home Discipline: Making sure people behave. Shillings: Old currency</p>	<p><u>The Factory Systems</u> Domestic system: Where people worked in their homes or small workshops rather than factories Spinning Jenny: invented in 1764, increased spinning of cotton/wool from 1 spool to 80 spools. Manufacturing: To make goods in a factory Factory System: People worked in factories to produce goods in large quantities, replacing the domestic system. Steam engines: Uses steam as a means to power machines. Mechanised: Machines are used to create goods, i.e. steam engines. Working conditions of the Factory Systems: Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods. Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children. Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake. Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths. Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.</p>
Part 3 and 6	<p>Purpose: the reason something is made. Suspect: A person who may have committed a crime. Interpretation: A view of the past.</p>	<p><u>Reflection: Improving use of sources.</u> Contemporary: Documents or, in recent times, films or audio recordings produced at roughly the same time as the event that you are studying. Secondary: After the event/date Inference: An idea or conclusion that is drawn from evidence and reasoning. An inference is an educated guess. Interpretation: Interpreting a source requires you to think a bit more about what a source says or shows about a topic. This requires you to identify implicit ('hidden' or less obvious) meanings in historical sources. You will need to do this most often with visual sources that take time to interpret. Who was Jack the Ripper: Jack: The ripper was known by many names, 'the butcher' & 'the doctor'. Modus Operandi: Latin for the 'mode of operation' used to describe a criminals methods/style of committing crimes. Prostitute: Someone who engages in sexual activity for payment Evidence: Sources of information Suspects:, M.J Druitt, Aaron Kosminski, Michael Ostrog Witness: Someone who saw the crime Victims: The person effected by the crime Police: Over 2,000 people were interviewed. Handed out 80,000 leaflets appealing for information</p>

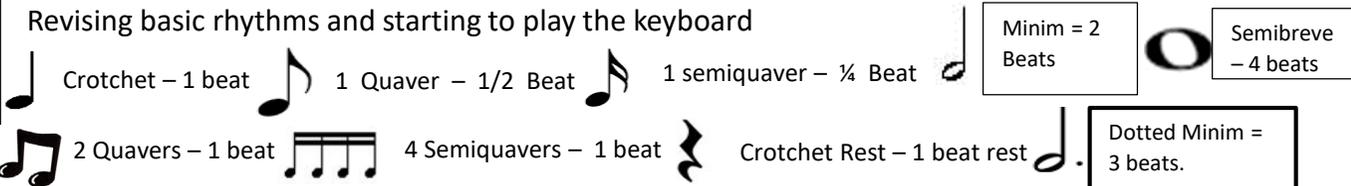
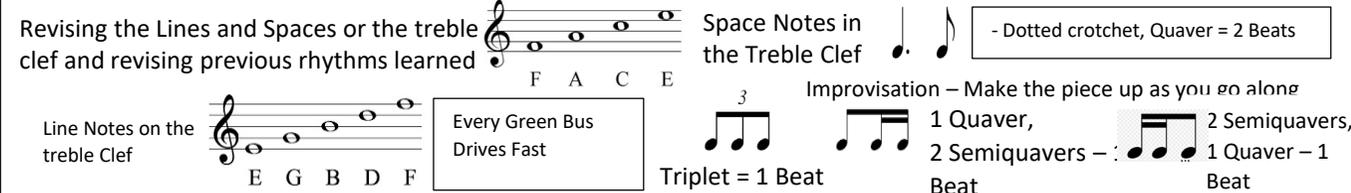
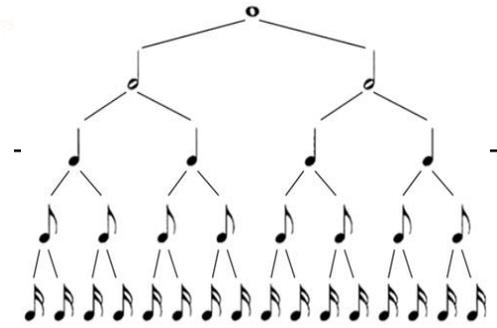
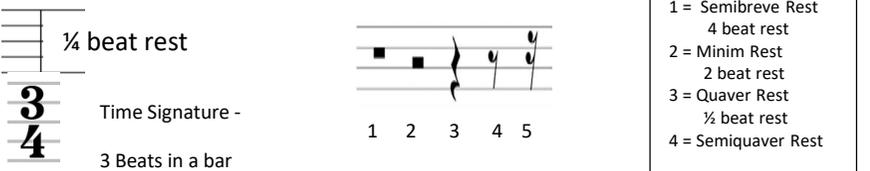
Part	Key Learning: Décrire un tableau/d'animal							Disciplinary Literacy	Resources																									
1	Verb Start	Picture Title	Position	Verb		Shapes	Adjectives	Un (M) a Une (F) a Beaucoup de (pl) a lot of																										
	Je vais décrire I am going to describe... J'ai choisi I have chosen...	L'Escargot. Les Codomas. La Perucca et la Sirène. Nature morte au citron. Souvenir d'Océanie.	Dans Le tableaux – In the picture au centre - in the centre en haut – at the top en bas – at the bottom à gauche to the left à droite – to the right	il y a there is/are il n'y a pas de there isn't/aren't je vois I see il a it has c'est it is beaucoup de a lot of des some	un a (m)	cercle  triangle  carré  rectangle  ovale  point  zigzag  coeur 	affreux – awful bien – good ennuyeux – boring intéressant – interesting joli – pretty magnifique – wonderful bizarre - strange			<table border="1"> <thead> <tr> <th>Shape (M)</th> <th></th> </tr> </thead> <tbody> <tr> <td>un avocat</td> <td>an avocado</td> </tr> <tr> <td>un fond</td> <td>a background</td> </tr> <tr> <td>un arbre</td> <td>a tree</td> </tr> <tr> <td>un citron</td> <td>a lemon</td> </tr> <tr> <td>un homme</td> <td>a man</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Shape (F)</th> <th></th> </tr> </thead> <tbody> <tr> <td>une main</td> <td>a hand</td> </tr> <tr> <td>une algue</td> <td>seaweed</td> </tr> <tr> <td>une guitare</td> <td>a guitar</td> </tr> <tr> <td>une personne</td> <td>a person</td> </tr> <tr> <td>une femme</td> <td>a woman</td> </tr> </tbody> </table>	Shape (M)		un avocat	an avocado	un fond	a background	un arbre	a tree	un citron	a lemon	un homme	a man	Shape (F)		une main	a hand	une algue	seaweed	une guitare	a guitar	une personne	a person	une femme	a woman
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Opinions Je pense que c'est I think it is Je l'aime I like it Je ne l'aime pas I do not like it	The Reason parce que c'est because it is parce qu'il y a because there is/are	une a (f)	ligne  étoile  spirale  un ligne ondulée  feuille 	Conjunctives et – and aussi – also mais – but cependant however puisque - since																														
2								 L'Escargot																										
3								 Les Codomas																										
4	Verb start:	Article	Noun	Adjective	Verb	Proper Noun	The Ten Keys: 	 La Perruche et la Sirène																										
	J'ai - I have Je n'ai pas (de) - I do not have any Je voudrais - I'd like Tu as - You have J'adore – I adore/love Ma soeur déteste - my sister detests/hates	un - a	cheval - horse lapin - rabbit chat - cat hamster - hamster oiseau -bird chien -dog poisson -fish cochon d'Inde - guinea pig	jaune -yellow marron - brown rouge - red marron - pink bleu/beue - blue gris/grise - grey vert/verte - green noir/noire- black blanc /blanche - white violet -violette – purple velu-velue - fluffy gentil-gentille - kind coquin-coquine - cheeky	qui s'appelle who is called qui s'appellent who are called Mon chien a My dog has Ma tortue a My tortoise has	Papillion Rosie Fifi Frosty Doudounne Pépé Peluche Rambo Bubulle																												
	Je n'ai pas I do not have	une - a	araignée - spider souris - mouse tortue - tortoise	un an– one year (old) deux ans – two years (old) trois ans – three years (old) quatre ans– four years (old) cinq ans -five																														
5							Key Question: As-tu un animal à la maison? Do you have an animal (pet) at home?	 Nature morte au citron																										
6							Intensifiers: un peu – a little assez – quite très – very super – great pas du tout – not at all	 Souvenir d'Océanie																										

Part	Key Learning: ¿Qué haces en tu tiempo libre? <i>What do you do in your free time?</i>							Resources
1	Subordinator Start Siempre – always Todos los días – all the days A menudo – often A veces – at times De vez en cuando – from time to time Cada semana – Each week Por la mañana – in the morning	Verb Suelo... I usually Tengo que... I have to Quiero ... I want Voy a ... I'm going to	Opiinion me gusta - it pleases me no me gusta - it doesn't please me me encanta me chifla me flipa me mola me apasiona me alegra - it happies me no aguanto odio Si fuera posible, me gustaría... If it were possible, I'd like to... Cuando sea mayor, me gustaría... When I'm older, I'd like to...	Infinitive Verb bailar – to dance nadar – to swim leer - to read sacar fotos –to take photos salir con mis amigos – to go out with my friends ver la tele – to watch TV escuchar música – to listen to music chatear en línea – to chat online navegar por internet – to surf the internet tocar la guitarra – to play the guitar hacer deporte – to do sport jugar al fútbol – to play football jugar al baloncesto – to play basketball		Adjective guay – cool divertido – fun aburrido – boring emocionante –exciting guay/chulo – cool increíble – incredible relajante – relaxing sano - healthy caro – expensive entretenido – entertaining un rollo – a pain la leche – awesome	Agreeing/ disagreeing Estoy de acuerdo I am in agreement Pienso igual I think the same Tienes razón (You have reason) = you're right Claro que sí Clearly yes No estoy de acuerdo I'm not in agreement No tienes razón You're not right ¡Qué tontería What nonsense	
2	Si... – If... Quando...– When...							
3	hace sol – It's sunny hace calor – it's warm hace frío – It's cold hace buen tiempo – it's good weather hace mal tiempo – it's bad weather hay tormenta – there's a storm hay niebla – there's fog							Phonics 
4								
5	Conjunctions: A word that connects two shorter sentences together.	Examples: Pero but Y and Sin embargo however Aunque although Ademas what's more	Comparison: When you compare two things using an adjective to say if something is more than, less than or as...as the other.	Examples: Más + adj + que more than Menos + adj + que less than Tan + como as ...as e.g. más emocionance que more exciting				
6	Future: The tense that describes actions that “are going to happen” in the future.	Voy a + infinitive verb I am going to Vamos a + infinitive verb we are going to e.g. voy a comer I am going to eat	Exclamations! ¡Qué interesante! How interesting! ¡Qué suerte! – How lucky! ¡Qué lío! What a mess!	¡Qué vergüenza! – How embarrassing! ¡Qué aburrido! How tedious/boring! ¡Qué lástima! What a shame! ¡Qué pesadilla! What a nightmare! ¡Qué raro! – How weird ¡Qué rollo! – What a pain!				

Days of the week

lunes Monday
 martes..... Tuesday
 miércoles Wednesday
 jueves Thursday
 viernes..... Friday
 sábado Saturday
 domingo Sunday

Part	Key Learning			
Manipulating Terms	Keyword	Definition	Examples	
	Expression	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something.	$2 + 3$ $3x - 1$ $14y(x - 7)$ NOT $2 + 3 = 5$ NOT $33 = 8x + 1$ NOT y	
	Term	A term is either a single number or variable, or numbers and variables multiplied together. Terms are separated by + or - signs, or sometimes by divide.		
	Coefficient	A number used to multiply a variable. Variables with no number have a coefficient of 1. Sometimes a letter stands in for the number.	$6z$ means 6 times z, and "z" is a variable, so 6 is a coefficient. x is really $1x$ In $ax^2 + bx + c$, "x" is a variable, and "a" and "b" are coefficients	$\frac{x}{4}$ is the same as $\frac{1}{4}x$ so the coefficient would be $\frac{1}{4}$
	Variable	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.	
	Constant	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.	
	Like Term	Terms that include the same variable raised to the same power are like terms. They can be added together	$7x$ and $2x$ are like terms because they are both "x". $3x^6$ and $-2x^6$ are like terms because they are both " x^6 ".	But $7x$ and $7x^2$ are NOT like terms (the powers are different), they are unlike terms.
Simplifying Expressions	Keyword	Definition		
	Substitution	Replacing letters with values 		
	Expanding	Removing brackets by multiplying		
	Factorising	Finding what to multiply to get an expression		
	Simplify	Process of replacing a mathematical expression by an equivalent one, that is simpler (usually shorter)		
Examples				
What is $x + \frac{x}{2}$ when $x=5$? Put "5" where "x" is: $5 + \frac{5}{2} = 5 + 2.5 = 7.5$				
To expand $3(a + b)$ we multiply 3 by $(a + b)$ to get $3a + 3b$				
$2y + 6 = 2(y + 3)$, so the factors of $2y + 6$ are: 2 and $(y + 3)$				
$3x + 7x + 10x - 2x = 18x$ $4y + 2x - 3y + 9x + y = 2y + 11x$				

Part	Key Learning
1	<p>Revising basic rhythms and starting to play the keyboard</p> 
2	<p>Revising the Lines and Spaces of the treble clef and revising previous rhythms learned</p>  <p>Line Notes on the treble Clef: E G B D F</p> <p>Every Green Bus Drives Fast</p> <p>Space Notes in the Treble Clef: F A C E</p> <p>Triplet = 1 Beat</p> <p>Improvisation – Make the piece up as you go along</p> <p>1 Quaver, 2 Semiquavers – 1 Quaver – 1 Beat</p> <p>- Dotted crotchet, Quaver = 2 Beats</p>
3	<p>Recognise and understand different note values in relation to a Semibreve</p> <p>Learning to play music using the correct rhythm and note values.</p> <ul style="list-style-type: none"> ○ lasts as long as s. ○ lasts as long as s. ○ lasts as long as s. ○ lasts as long as s. 
4	
5	<p>Recognise and understand Bar lines, Time Signatures and Rests and to be able to leave the correct amount of rests in the pieces you play.</p>  <p>1 = Semibreve Rest 4 beat rest</p> <p>2 = Minim Rest 2 beat rest</p> <p>3 = Quaver Rest 1/2 beat rest</p> <p>4 = Semiquaver Rest</p>
6	<p>Revising the names of the notes on the lines and spaces in the Treble clef and to be able to write them within your written work</p> <p>To be able to read the music without having to write the letters underneath each note and to answer basic Music Theory questions</p> 

Musical Elements

- Timbre** *Sound quality*
- Pitch** *High or low sounds*
- Texture** *How many sounds?*
- Tempo** *Fast or slow?*
- Duration** *Long or short?*
- Structure** *The musical plan*
- Dynamics** *Loud or quiet?*



Part	Key Learning	Disciplinary Literacy	Resources
1	Why do young people break the law?	PIES – physical, intellectual, emotional, social	 <p>All resources will be added to the Class Teams site</p>
2	Why do some young people join criminal gangs?	<p>Gang – a group of young people that is involved in anti-social or criminal behaviour</p> <p>County Line Gangs – organised drug gangs who use young people to carry drugs across different parts of the country (to different counties)</p>	
3	Young Offenders and the Criminal Justice system	<p>Informal Warning – a telling off by the police or Youth Offending Team for a minor offence</p> <p>Reprimand – an official telling off that goes on the young person’s criminal record.</p> <p>Final Warning – this is for a more serious offence OR they have been in trouble before. They will be referred to a Youth Offending Team.</p>	
4	How are young witnesses supported by the criminal justice system?	<p>Crown Prosecution Service (CPS) – The government department that looks at the evidence police have gathered and decide whether to take a criminal case to court, based on two tests:</p> <ol style="list-style-type: none"> 1. Is there enough evidence to get a conviction. 2. Is it in the public interest to gain a conviction 	

Part	Key Learning	<p>FORCES Forces change the speed, shape or direction of an object. Force arrows show the direction AND size of the force. Forces always come in pairs; interaction pairs. Forces can be measured with a newtonmeter (force meter). Forces are measured in newtons (N). The size and direction of a resultant force determines how (and if) an object will move.</p>	<p>CONTACT FORCES</p> <ul style="list-style-type: none"> Reaction force Tension Friction & air resistance Applied force 	<p>NON-CONTACT FORCES</p> <ul style="list-style-type: none"> Magnetism Electrostatic Gravity 	<p>SPEED Speed is measured in miles per hour (mph) or kilometres per hour (km/h). The speed of an object is always relative to the speed of the observer.</p>
			<p>Speed = $\frac{\text{Distance}}{\text{Time}}$ Distance = Speed \times Time Time = $\frac{\text{Distance}}{\text{Speed}}$</p>		

Disciplinary Literacy

KEYWORD	DEFINITION
Acceleration	How quickly speed increases or decreases.
Air resistance (drag)	The force on an object moving through air that causes it to slow down.
Average speed	The overall distance travelled divided by overall time for a journey.
Balanced	Forces acting on an object that are the same size but act in opposite directions.
Contact forces	Force that acts by direct contact; e.g. friction
Distance-time graph	A graph that shows how far an object moves each second.
Driving force	The force that is pushing or pulling something.
Equilibrium	State of an object when all forces are balanced.
Friction	Force opposing motion which is caused by the interaction of surfaces moving over one another.
Gravitational field strength	The force from gravity on 1kg (N/kg)
Gravitational force/ gravity	A non-contact force that acts between two masses.
Interaction pairs	When two objects interact there is a force on each one that is the same size but in opposing directions.
Mass	The amount of matter 'stuff' in an object (kg).
Newtons (N)	Unit for measuring forces (N)
Non-contact force	Force that acts without direct contact, e.g. magnetism.
Relative motion	Different observers judge speeds differently if they are in motion too, so an objects speed is relative to the observer's speed.
Resistive forces	Any force that acts to slow down a moving object.
Resultant force	Single force that can replace all the forces acting on an object and have the same effect.
Speed	How much distance is covered in a given time.
Unbalanced	Opposing forces on an object that are unequal.
Weight	The force of gravity due to the Earth (planet/moon) on an object. Measured in N.

2	<p>These forces acting on a body</p>	<p>Give this resultant force</p>		<p>Speed = $\frac{\text{Distance}}{\text{Time}}$ Distance = Speed \times Time Time = $\frac{\text{Distance}}{\text{Speed}}$</p>

4	<p>a falling</p>	<p>b sitting on a table</p>	<p>DISTANCE-TIME GRAPH Shows the distance that something travels over a certain time. Horizontal / straight line \rightarrow object / person stays still. Slope \rightarrow the steeper the line, the faster the object / person is moving. The graph is curved for an accelerating and decelerating object.</p>	<p>Every object with mass exerts a force on every other object. A field is a region where something feels a force.</p>
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5	<p>All stationary objects are in equilibrium. The resultant force is zero. Objects moving at a steady speed have a resultant force of zero.</p>	
	<p>GRAVITY The gravitational force depends on; mass of each object and how far apart they are. If the mass is larger, the force is larger, if the distance is larger the force is smaller. Weight is calculated using the formula; weight (N) = mass (kg) x gravitational field strength (N/kg) Gravitational field strength (g) is different on other planets, moons and stars. Your weight would be different on different planets because g would be different. Gravity keeps things in orbit; the force acting on the Moon keeps the Moon in orbit around Earth.</p>	
6		

My Diary :

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

My Homework

Week

08/09/2021

13/09/2021

20/09/2021

27/09/2021

04/10/2021

11/10/2021

18/10/2021

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

Date	Book Title	Pages	Main Events
08/09/2021			
09/09/2021			
10/09/2021			
13/09/2021			
14/09/2021			
15/09/2021			
16/09/2021			
17/09/2021			
20/09/2021			
21/09/2021			
22/09/2021			
23/09/2021			
24/09/2021			

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

Date	Book Title	Pages	Main Events
27/09/2021			
28/09/2021			
29/09/2021			
30/09/2021			
01/10/2021			
04/10/2021			
05/10/2021			
06/10/2021			
07/10/2021			
08/10/2021			
11/10/2021			
12/10/2021			
13/10/2021			
14/10/2021			
15/10/2021			

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

Date	Book Title	Pages	Main Events
18/10/2021			
19/10/2021			
20/10/2021			
21/10/2021			
22/10/2021			

