



YEAR 8  
HOMEWORK  
KNOWLEDGE ORGANISER  
Autumn Term 2

Name: \_\_\_\_\_

Tutor Set: \_\_\_\_\_



YEAR 8  
HOMEWORK  
KNOWLEDGE ORGANISER  
Autumn Term 2

# Contents Page

Page	Contents
Page 2	Contents
Page 3	Homework Timetable
Page 4	Head of School Page
Page 5	Maths – Hegarty Maths Advice
Page 6	English – Of Mice and Men
Page 7	English - Dreams
Page 8	Science – Diet and Exercise
Page 9	Science – Reactions
Page 10	Science – Forces: Space
Page 11	Spanish – Present Continuous
Page 12	Geography – Restless Earth

Page	Contents
Page 13	History – Crime and Punishment
Page 14	Philosophy and Ethics – What is equality?
Page 15	Art – Mark Making and Exploring the Art World
Page 16	Music – Stomp
Page 17-18	Drama – Bertolt Brecht: Epic Theatre
Page 19	Computer Science – HTML
Page 20	PE Boys & Girls – Warm Ups
Page 21	DT – Food
Page 22	DT – Textiles
Page 23	Notes/Reminder Page



YEAR 8  
HOMEWORK  
KNOWLEDGE ORGANISER  
Autumn Term 2

# Autumn Term 2 Timetable

The timetable below shows you which subjects you will be studying each day, for 30 minutes each, it does not show you which section of the subject KO to learn. This information will be given to you by your subject teacher and you should write this into your **planner**. The planner is also where you will have your KO work signed off each week.

### Week 1: 4<sup>th</sup> November

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

### Week 2: 11<sup>th</sup> November

	Subject 1	Subject 2
Monday	English	Drama
Tuesday	Science	Geography
Wednesday	Maths	Art
Thursday	Head of School	History
Friday	Spanish	PE

### Week 3: 18<sup>th</sup> November

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

### Week 4: 25<sup>th</sup> November

	Subject 1	Subject 2
Monday	English	PE
Tuesday	Science	Geography
Wednesday	Maths	Music
Thursday	Drama	History
Friday	Spanish	Head of School

### Week 5: 2<sup>nd</sup> December

	Subject 1	Subject 2
Monday	English	Phil & Ethics
Tuesday	Science	Geography
Wednesday	Maths	Computer Sci
Thursday	Science	History
Friday	Spanish	DT

### Week 6: 9<sup>th</sup> December

	Subject 1	Subject 2
Monday	English	Art
Tuesday	Science	Geography
Wednesday	Maths	Music
Thursday	Drama	History
Friday	Spanish	PE



### A: Our World – Capital Cities of Europe ( D – I)

Denmark	Copenhagen
Estonia	Tallinn
Finland	Helsinki
France	Paris
Georgia	Tbilisi
Germany	Berlin
Greece	Athens
Hungary	Budapest
Iceland	Reykjavik
Ireland	Dublin
Italy	Rome

### B: Our World – The five most common political systems

System	Examples of countries
Democracy	Australia, Zimbabwe
Republic	Argentina, Finland
Monarchy	Saudi Arabia, Swaziland
Communism	Cuba, Vietnam
Dictatorship	Belarus, North Korea

### C: The UK – Major Religions

Religion	Percentage of the Population
Christianity	59.5%
Islam	4.4%
Hinduism	1.3%
Sikhism	0.7%
Judaism	0.4%
Buddism	0.4%

### D: Local facts – Cities and towns in the East Midlands

Area/City/Town	Population
East Midlands	4 637 000
Leicester	348 300
Nottingham	321 550
Derby	248700
Northampton	212 100
Lincoln	130 200

### E: Academic Vocabulary: words to help you learn

Word	Definition
acquisition	the learning or developing of a skill, habit, or quality.
allocation	the action or process of allocating or sharing out something.
amendment	a minor change or addition designed to improve a text, piece of legislation, etc.
apparent	clearly visible or understood; obvious.
discretion	the quality of behaving or speaking in such a way as to avoid causing offence or revealing confidential information.
implementation	the process of putting a decision or plan into effect; execution.
initiative	an act or strategy intended to resolve a difficulty or improve a situation; a fresh approach to something
parameter	a limit or boundary which defines the scope of a particular process or activity.
subsequent	coming after something in time; following.
subsidiary	less important than but related or supplementary to something.



## Our weekly homework routines...

- 1 You will always be set at least one homework a week by your teacher.
- 2 Your teacher will choose the lesson they want you to learn and will pick it so that you are revising an important maths topic for revision. As such, you have already probably covered it in class but might have forgotten so your homework is to revise as, to be a great learner, you need to revise all the time (not just before tests!).
- 3 You need to spend **between 30 minutes and 1 hour** on your homework as this shows effort and commitment and will ensure that you do quality homework.
- 4 You will always be expected to
  - i) watch the video + take notes;
  - ii) write down your quiz workings neatly;
  - iii) mark your own work, make corrections and write down your score at the end.
- 5 Homework will be checked by your teacher in class once a week during your starter. You will be expected to bring your homework book to class and leave it open on the desk for your teacher to inspect.

## 10 things a student should do when completing HegartyMaths homework

Student checklist for good HegartyMaths homework		✓ or X
1	I always write the date, title, clip number and H/W for all my tasks.	
2	I always watch the video before attempting the questions.	
3	I always take full notes of all the examples modelled in the video.	
4	I copy every question that I attempt in my book.	
5	I show all my workings for every question in the quiz that I do.	
6	I try to model my work the way I was shown in the video by Mr Hegarty.	
7	I use a pencil and ruler for all diagrams.	
8	I mark my work correct/incorrect as I go.	
9	I write down corrections when HegartyMaths tells me the correct answer.	
10	I write down my score at the end of quiz .	

## 5 things you should do when you want to do extra work

Action		✓ or X
1	I go back to my donut and pick lessons that are <b>red</b> (<70%) to redo them to make them <b>amber</b> (>70%) or <b>green</b> (100%).	
2	I go back to my donut and pick lessons that are <b>amber</b> (>70%) to redo them to make them <b>green</b> (100%).	
3	When working on lessons that are <b>red</b> or <b>amber</b> and I cannot make them <b>100%</b> , I rewatch the video and look at the building blocks which may help me.	
4	I complete a <b>Fix-Up-5</b> where HegartyMaths gives me 5 practice questions on parts of maths that I might be weak on.	
5	If my teacher has given me a revision list of clips on HegartyMaths, then I pick a topic on that list and complete a homework the normal way by myself.	

You will **always** produce a set of well-written notes of all the modelled examples in the video as we want you to be an expert note-taker and to revise before you try the quiz. **If you know the material, you still have to take the notes as sometimes you have to revise topics you already know and it's good for your long-term maths memory.**

**VIDEO NOTES**  
Hegartymaths Perimeter (2) 14<sup>th</sup> July 2016

**Example 1**  

 Perimeter =  $7 + 7 + 7 + 7$   
 $= 4 \times 7$   
 $= 28 \text{ mm}$

**Key Words**  
 • Length  
 • Units  
 • Distance

**Example 2**  

 Perimeter =  $4 + 9 + 4 + 9$   
 $= 18 + 18$   
 $= 36 \text{ m}$

**Example 3**  

 Perimeter =  $6 \times 9$   
 $= 54 \text{ m}$

**Example 4**  
 Work out the perimeter of a square with side length 5cm.  
 Perimeter =  $4 \times 5$   
 $= 20 \text{ cm}$

**Example 5**  
 Work out the perimeter of an equilateral triangle with side length 4.1mm.  
 Perimeter =  $3 \times 4.1$   
 $= 12.3 \text{ mm}$

**Handwritten notes:**  
 • "Don't forget Units!"  
 • "Double dash means same length but not same as single dash."  
 • "Regular means all sides are same length."  
 • "Always draw a sketch from the information given."  
 • "Doesn't matter which method you use, they all work!"  
 • "Here is an example of a great homework!"



## A: Plot

It is a parable about what it means to be human. Steinbeck's story of George and Lennie's ambition of owning their own ranch, and the obstacles that stand in the way of that ambition, reveal the nature of dreams, dignity, loneliness, and sacrifice.

### Protagonist

The protagonist of the story is George. He is the kind-hearted ranch hand who is concerned about his friend Lennie and watches out for him.

### Antagonist

The antagonist of the story is George's trying to care for Lennie. Because he has a giant's body and a child's mind, Lennie accidentally kills Curley's wife; at the same time he kills the dream of owning a farm that has kept George and Lennie positive about the future

## C: Context

Steinbeck encourages us to empathise with the **plight of migrant workers** during the **Great Depression**.

The **prejudices** of 1930s America are exposed, including **racism**, **sexism** and **ageism**. Steinbeck explores the tension between the **inevitability of fate** and the **fragility of human dreams**. Theme of **fate** runs through the novella parallel to the idea of the **American Dream** (if you work hard you can achieve anything you want to). Instead our lives have a **predestined fate**.

**The American Dream** is shown to be impossible: **reality** defeats **idealism**. Lennie and George's dream of owning a farm and living off the "fatta the lan" symbolises this dream. For **poor migrant workers** during the **Depression**, the **American Dream** became an **illusion** and a **trap**.

The novella explores the human need for **companionship** and the tragedy of **loneliness**.

## D: John Steinbeck

An **American** writer (1902-1968) who was born in Salinas, where the novella is set. As a teenager, he spent his summers working as a hired hand on neighbouring ranches, where his experiences of rural California and its people impressed him deeply. He often wrote stories as morals or **allegories**, that attempted **to criticise or consider the social problems presented by the Great Depression or struggles of particular groups that suffered segregation**.

## B: Key Quotations

1. George: "Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place..."
2. Slim: "Carl's right, Candy... I wisht somebody'd shoot me if I got old an' a cripple"...Candy looked helplessly at him, for Slim's opinions were law.
3. Candy: "I ought to of shot that dog myself, George. I shouldn't of ought to let no stranger shoot my dog"
4. They looked at one another, amazed. This thing they had never really believed in was coming true. George said reverently, "Jesus Christ! I bet we could swing her." His eyes were full of wonder.
5. Crooks: "Ever'body wants a little piece of lan'. I read plenty of books out here. Nobody never gets to heaven, and nobody gets no land."
6. Curley's wife: 'She stood still in the doorway, smiling a little ..."They left all the weak ones here..."
7. Curley's wife: "Well, you keep your place then, Nigger. I could get you strung up on a tree so easy it ain't even funny."
8. About Curley's wife: "And the meanness and the plannings and the discontent and the ache for attention were all gone from her face. She was very pretty and simple, and her face was sweet and young."

## E: Themes

Hopes and dreams, loneliness and companionship, brutality and dignity, man v. natural world, freedom and confinement, justice and injustice, power and powerlessness, prejudice: sexism, ageism, racism, migrant workers.

**Symbols:** setting of Soledad, the brush, the Gabilan mountains, sycamore tree, water, animals, light and dark, contents of the bunkhouse and Crook's room, the barn.

## F: Spellings

1. Predetermined
2. Narrative
3. Foreshadowing
4. Microcosm
5. Predetermined
6. Misogyny
7. Predatory
8. Derogatory
9. Hierarchy
10. Idealism
11. Characterisation
12. Racism
13. Inequality
14. Prejudice
15. Allegory





## A: Poetry

Lawrence Ferlinghetti (Born March 24, 1919)

'Two Scavengers in a Truck, Two Beautiful People in a Mercedes'

Robert Frost (March 26, 1874 – January 29, 1963) 'The Road not Taken'

Maya Angelou (April 4, 1928 – May 28, 2014) 'Still I Rise'

W. B. Yeats, 13 June (1865 – 28 January 1939)

'He Wishes for the Cloths of Heaven'.

## C: Who was Martin Luther King?

Occupation: Civil Rights Leader

Born: January 15, 1929 in Atlanta

Died: April 4, 1968 in Memphis

Best known for: Advancing the Civil Rights Movement and his "I Have a Dream" speech

Religious leader and civil rights activist in the 1950s and 1960s.

He is considered one of the great speakers of modern times, and his speeches still inspire many to this day.

## D: Vocabulary

Enchanting: as if made by magic

Exquisite: something with a special, rare beauty

Radiant: emitting rays of light or bright with joy and hope

Resplendent: shining brilliantly

Abhorrence: strong feeling of extreme dislike

Timid: lacking confidence

Tremor: shaking of the body caused by fear

Trepidation: feeling of alarm/anxiety

Melancholy: a depressed/gloomy state of mind

Isolated: separated from other persons or things

Nefarious: extremely wicked and/or criminal



## B: I Have a Dream speech – rhetorical devices

**Repetition:** the action of repeating something that has already been said or written.

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

**Allusion:** an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference.

**Direct Address:** a construction in which a speaker or writer communicates a message directly to another individual or group of individuals. The person who is addressed may be identified by name, nickname, the pronoun you,

**Antithesis:** a person or thing that is the direct opposite of someone or something else.

## F: Common misspellings (careers)

- Committed
- Conscientious
- Experience
- Immediate
- Independent
- Maintenance
- Manager
- Miscellaneous

- Personnel
- Recommend
- Referred
- Reference
- Relevant
- Schedule
- Until

## E: A Midsummer Night's Dream Characters

Theseus: the duke of Athens. He is a strong and strict ruler of the city.

Oberon: the king of the fairies who controls the love potion.

Hippolyta: Theseus's bride. She was a fearless warrior.

Titania: the fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.

Egeus: Hermia's stubborn father who wants her to marry Demetrius or be put to death.

Bottom: a weaver and actor who has his head turned into a donkey.

Hermia: Egeus's daughter who is in love with Lysander.

Puck: Oberon's mischievous servant who puts the potion on people's eyes.

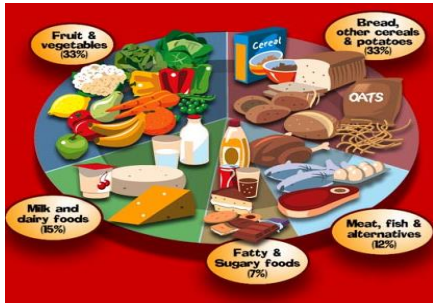
Lysander: he is in love with Hermia and runs away to the forest with her.

Demetrius: he wants to marry Hermia and is disgusted by Helena's love for him.

Helena: Hermia's friend who is desperately in love with Demetrius.



**A: Balanced Diets**



Nutrient	Why we need it
Water	Keeps cell hydrated
Fibre	Aid digestion
Carbohydrates	Proved glucose for respiration (releases energy)
Protein	Growth and repair
Fats	Protection, insulation and cell membranes
Vitamins and minerals	Help the immune system

**BMI** = Body Mass Index

**BMR** = basal metabolic rate

An unbalanced diet is not having enough of each nutrient.

Obesity = consuming more calories than the body needs

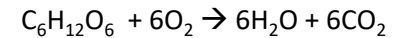
**B: Respiration**

Respiration happens in a part of the cell called the mitochondria.

Respiration releases energy from glucose.

**Aerobic** respiration occurs in the **presence** of oxygen

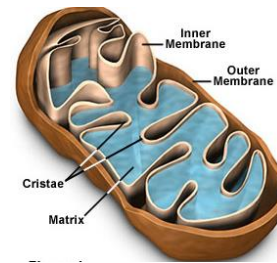
Glucose + oxygen → Carbon dioxide + water (+ energy)



**Anaerobic** respiration occurs in the **absence** of oxygen

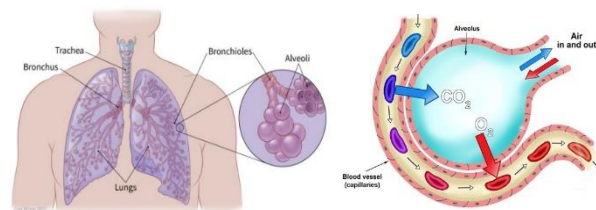
In animals: Glucose → Lactic acid (+ energy)

In **yeast** (fermentation): Glucose → ethanol + carbon dioxide



**C: Inhalation and exhalation**

The lungs are where gas exchange happens. Oxygen is breathed in and is absorbed into the blood stream and carbon dioxide produced in respiration is returned to the lungs where it is breathed out.



What happens in the body when we <u>inhale</u>	What happens in the body when we <u>exhale</u>
Ribcage moves <b>UP</b> and <b>OUT</b>	Ribcage moves <b>DOWN</b> and <b>IN</b>
The diaphragm <b>contracts</b> – it moves <b>down</b>	The diaphragm <b>relaxes</b> – it moves <b>up</b>
The <b>volume</b> inside your chest <b>increases</b>	The <b>volume</b> inside your chest <b>decreases</b>
The <b>pressure</b> inside your chest <b>decreases</b>	The <b>pressure</b> inside your chest <b>increases</b>
Air is drawn <b>into</b> the lungs	Air is forced <b>out of</b> the lungs

**D: Metabolism**

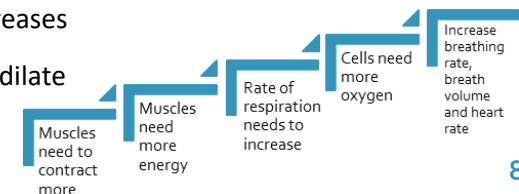
Metabolism: the sum of all the chemical reactions in the body.

Metabolism is affected by: age, gender, fitness levels

**E: Response to Exercise**

When we exercise we need more oxygen and glucose for respiration to supply our working muscles with energy. So our bodies have the following responses:

- Heart rate increases
- Breathing rate increases
- Blood vessels vasodilate







**A: Lab Safety and hazard symbols**

Precautions: Wear a lab coat, Wear goggles, Always stand up when carrying out experiments, have access to eyewash-station, wear closed toe shoes.



Corrosive



Oxidising



Moderate hazard

Hazard symbols have no words so they are easy to understand.

Chemical tankers are labelled so emergency services can deal with spills if they have an accident.

**C: Acids**

All acids have the H<sup>+</sup> ion and taste sour.

Common acids are lemon juice, vinegar and battery acid (sulphuric acid)

Acids range from 0-6.9 on the pH scale. Strong acids are 0-3.9 and weak 4.0-6.9.

**D: Alkali and bases**

A base is a substance that neutralises an acid.

Alkalis are soluble bases.

All alkalis have an OH<sup>-</sup> ion and feel soapy.

Alkalis range from 7.1-14 on the pH scale. Strong alkalis are 11-14 and weak 7.1-10.9.

Common alkalis:

- Oven cleaner
- Soap
- toothpaste

**B: Indicators for acids and alkalis**

Indicators indicate if a substance is an acid or an alkali

There are 5 different types of indicators for acids and alkali

Multi-indicators - these are great as they can actually tell you the strength of a substance which an indicator cannot do

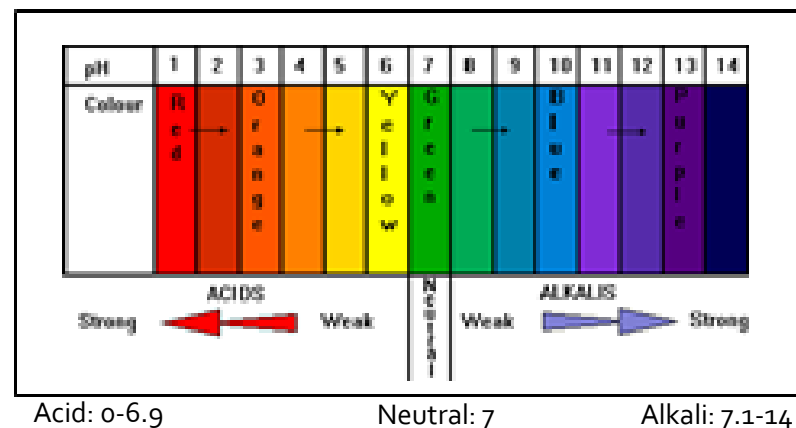
Universal indicator – multi indicator

Red litmus paper – single indicator

Blue litmus paper – single indicator

pH probe – multi indicator

Red cabbage – single indicator



Acid: 0-6.9

Neutral: 7

Alkali: 7.1-14

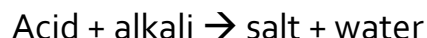
Indicators can be used to check the pH of: soil, swimming pools and industrial waste.

**E: Neutralisation**

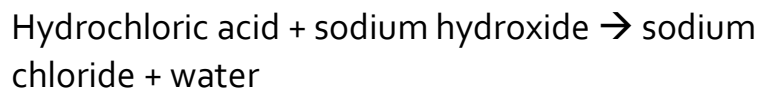
A reaction between an acid and an alkali.

Neutral substances have a pH of 7 and are green in universal indicator.

The general word equation:



An example of a neutralisation reaction:



Bee strings (acid) being treated with bicarbonate of soda (alkali) is an everyday example.

Titration are used to mix acids and alkalis precisely.

**F: How Science works**

Prediction	A statement based on a hypothesis that can be tested
Independent variable	The variable that changes during an investigation
Dependent variable	The variable measured during an investigation
Accurate data	Results from an investigation that are really close to the true answer.



**A: Forces in space**

**Mass** is measured in kilograms (Kg) and is the amount of particles in an object; **this stays the same** wherever you are.

**Weight** is measured in **Newtons (N)** and is the pull of gravity. This **changes** depending on what planet you're on.

**Gravity: a non-contact force** acting on all objects. Gravity **can change** depending on the mass of objects and the distance between objects

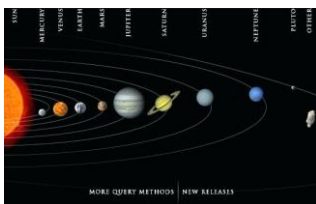
CQs: 1-8

**C: Stars and solar systems**

A solar system is a group of **planets orbiting a star**. Stars are **sun**s to the solar system they're in.

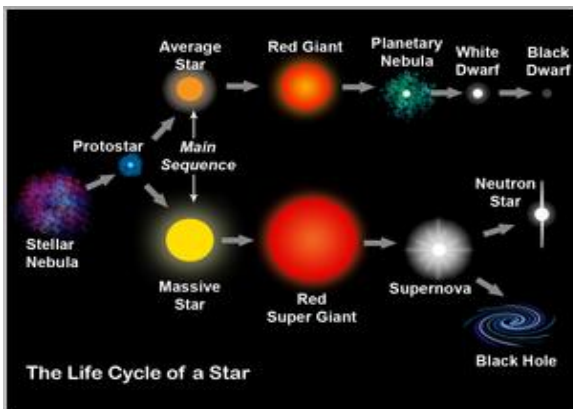
Stars have different lifecycles depending on their size (see image)

Planets are large objects that orbit stars; we have 8 planets orbiting the sun in our solar systems;



Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (in that orders from the sun outwards)

CQs: 15-21



**E: Viewing the galaxies**

CQs: 27-32

Galaxy: is a collection of stars; ours is called the 'milky way'.

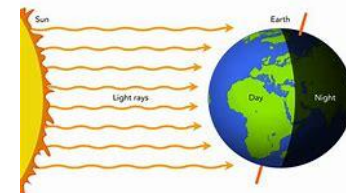
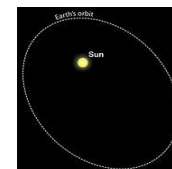
Light travels at  $3 \times 10^8$  m/s, and the total distance light travels in a year is known as a 'light year'.

Our nearest star is called **Alpha centauri** and out nearest galaxy is the '**Andromeda**' galaxy.

**F: Earth and Sun**

CQs: 33-38

The earth spins/rotates on its axis. One earth day (24hours) is one full rotation. It is this rotation that gives us night and day. Whilst rotating, the earth also orbits the sun; one full orbit takes 1 years (365 ¼ days).



**G: UK seasons**

CQs: 39-45

Axis: an imaginary line which something rotates on

The tilting and rotating of the Earth on its axis,, together with the earth orbit of the sun cause the seasons: spring, summer, autumn and winter. For example, in the summer the Earth northern half (hemisphere) tilts towards the sun, making the UK hotter and the days longer.



Winter is the opposite: the northern hemisphere of the Earth tilts away from the sun, meaning the uk is further away from the sun, making it colder. But also, the amount of time spend in the light is shorter and so therefore are the days.

**B: Calculations**

How to measure: weight is measured with a Newton meter and calculated using the equation Weight= mass x gravitational field strength

mass is measured with a digital balance;

gravitational field strength is measured through the amount of gravity exerted on an object. Units N/kg (Newton kilograms)

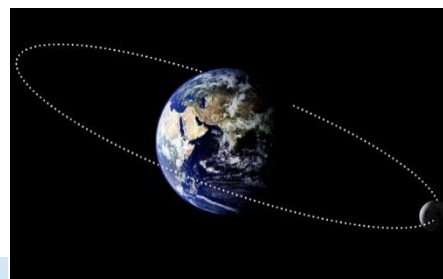
CQs: 9-13

**D: objects in orbit**

**Asteroid:** a rocky object orbiting a star; **Meteor:** an asteroid within earths atmosphere; **Meteorite:** an asteroid that reaches earths surface; **Comet:** An object made of ice that orbits a star; **moons** are objects that orbit planets.

Planets orbit in an **elliptical** shape; whereas most objects are simply passing through the solar system and don't start orbiting the sun like Earth and the other objects in our solar system.

CQs: 22-26 & 46





**almorzar (ue) – merendar (ie) –**  
*to have lunch to snack*  
almuerzo meriendo  
almuerzas meriendas  
almuerza merienda  
almorzamos merendamos  
almorzáis merendáis  
almuerzan meriendan



**Remember!**

Me gusta **la** camisa (singular – one)  
**But:**  
Me gustan **los** vaqueros (plural – more than one)  
Which other opinion phrases behave in the same way?  
**La** falda **es** elegante (singular – one)  
**BUT**  
**Los** pantalones **son** elegantes (plural – more than one)

**Large numbers**

The number 100 changes from **ciento** to **cien** before both masculine and feminine nouns:  
cien euros = 100 euros; cien personas = 100 people  
It then continues as **ciento uno**, **ciento dos**, etc.  
ciento veinte euros = 120 euros;  
ciento cincuenta personas = 150 people  
Numbers ending in **-cientos** agree with the noun:  
doscientos/as; trescientos/as; cuatrocientos/as

doscientos gramos = 200 grammes;  
doscientas manzanas = 200 apples

**Note:**  
quinientos/as (500); setecientos/as (700);  
novecientos/as (900).

- Take turns with a partner to write down a series of high numbers.  
Person A reads out their list in Spanish and person B writes down the numbers.



**A The imperfect tense – ‘used to’**

This past tense is used to talk about what you **used to** do. It is also used to say what **was happening** in the past – you will learn more about this in Unit 2A.

**Llevaba vaqueros, pero ahora llevo un traje.**  
*I used to wear jeans, but now I wear a suit.*



**Comparatives and superlatives**

How to compare things:

**barato** – cheap  
**más barato (que)** – cheaper (than)  
**el más barato** – the cheapest  
un jersey barato – a cheap jumper  
una falda barata – a cheap skirt

- How would you say: *cheap jeans? cheap sandals?*  
las botas caras – expensive boots
- How would you say: *more expensive boots? the most expensive boots?*

**menos caro** – less expensive  
La falda es **menos cara que** el vestido – *The skirt is less expensive than the dress.*



-ar verbs	-er and -ir verbs
<b>llevar</b> – to wear	<b>parecer</b> – to seem / look like
llevaba	parecía
llevabas	parecías
llevaba	parecía
llevábamos	parecíamos
llevabais	parecíaís
llevaban	parecían

There are two irregular verbs:  
**ser:** era, eras, era, éramos, erais, eran (*I was / used to be* etc.)  
**ir:** iba, ibas, iba, íbamos, ibais, iban (*I used to go* etc.)

**Me queda bien**

This is an impersonal expression. It changes depending on whether you are talking about a singular or plural item:

**me** queda bien – *it suits me*      **me** quedan bien – *they suit me*  
**te** queda bien – *it suits you*      **te** quedan bien – *they suit you*  
**le** queda bien – *it suits him (or her)*      **le** quedan bien – *they suit him (or her)*

	this	that (close)	that (far)
<b>ms</b>	este	ese	aquel
<b>fs</b>	esta	esa	aquella
	these	those (close)	those (far)
<b>mpl</b>	estos	esos	aquellos
<b>fpl</b>	estas	esas	aquellas



I play  
You play  
He/she plays  
We play  
You(pl) play  
They play

**B Radical or stem-changing verbs**

These verbs follow the regular pattern for the endings but change their spelling in the stem of the verb. For example, *u → ue*: jugar (to play); *o → ue*: poder (to be able); *e → ie*: preferir (to prefer). You will find them in the dictionary set out like this:

jugar (ue)	poder (ue)	preferir (ie)	querer (ie)
juego I can	puedo I prefer	prefiero I want	quiero I want
juegas You can	puedes You prefer	prefieres You want	quieres You want
juega He/she can	puede He/she	prefiere He/she	quiere He/she
jugamos We can	podemos We prefer	preferimos We want	queremos We want
jugáis You(pl) can	podéis You(pl)	preferís You(pl)	queréis You(pl)
juegan They can	pueden They prefer	prefieren They want	quieren They want

**Superlatives**

	the most / -est
ms	el más
fs	la más
mpl	los más
fpl	las más

**Don't forget!**  
good – **bueno**  
better – **mejor**  
best – **el/la mejor**







### A: The structure of the Earth

<b>The Crust</b>	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
<b>The Mantle</b>	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
<b>The Inner and outer Core</b>	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

### D: Types of Plate Margins

#### Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.

#### Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.

#### Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

### B: Volcanic Hazards

<b>Ash cloud</b>	Small pieces of pulverised rock and glass which are thrown into the atmosphere.	
<b>Gas</b>	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.	
<b>Lahar</b>	A volcanic mudflow which usually runs down a valley side on the volcano.	
<b>Pyroclastic flow</b>	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.	
<b>Volcanic bomb</b>	A thick (viscous) lava fragment that is ejected from the volcano.	

### E: What is a Natural Hazard

**A natural hazard** is a natural process which could cause death, injury or disruption to humans, property and possessions.

**A geological hazard** is a hazard caused by land and tectonic processes.

**A meteorological hazard** is a hazard caused by weather and climate

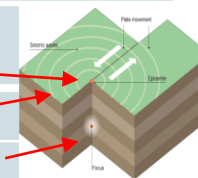
### G: Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

**SEISMIC WAVES** (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



### C: Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

### F: Earthquake Management

#### **PREDICTING** Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

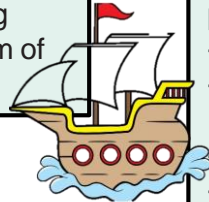
**PROTECTION** You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction



### A: The Introduction Of Prisons

Prisons were rarely used before the 19<sup>th</sup> Century. Before then, they were used to hold people before trial, which often lead to the death penalty. In the 18<sup>th</sup> Century, **transportation** was used – they would send unwanted criminals to America. However, after America declared its independence – and before Australia became a colony of Britain – prisons in England became full. They even began to use **hulks** (former warships) as prisons. Living conditions inside these hulks were dreadful, with around a quarter of prisoners dying per year from disease or violence. As a result, by the start of the 19<sup>th</sup> Century they were building prisons with a view to **incarcerating** prisoners as a form of punishment.



### B: Life in Prisons

The Victorians tried various types of punishments in prisons, such as:

**Isolation:** prisoners would spend a full year in isolation where they had no access to sunlight or one another. This was eventually scrapped because prisoners were going insane.

**Exercise:** Criminals were considered to be inherently (naturally) lazy and required exercise. They were made to walk blindfolded around the prison yard or walk repeatedly on the treadmill.

**Prisons were in need of reform because:**

- Genders were mixed (this often led to prostitution)
- Gaolers/prison guards were often corrupt
- Mothers were often there with children
- Living conditions were appalling

Social reformers, Thomas Howard and Elizabeth Fry, appealed to the government for this to change.

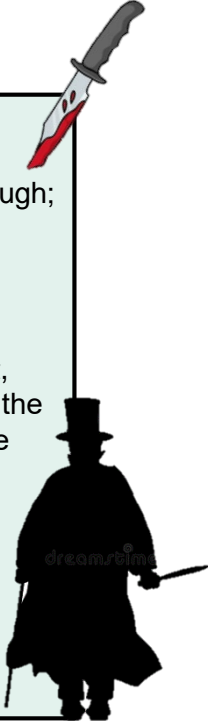


### C: Jack the Ripper

Jack the Ripper remains Britain's most notorious serial killer. He is famous for the mutilation and murder of five prostitutes from the Whitechapel area of London. This area of London was notoriously rough; it was a 'slum area' with narrow alleyways and heavy smoke in the atmosphere from local factories. This made it much easier to commit crimes. Prostitution had also become a very common 'profession' for poor women, including girls.

The case was especially famous because the Ripper was not caught, despite extensive media coverage and the killer seemingly 'taunting' the police with his 'Dear Boss' letter. It showed a number of failings in the police department, such as:

- The police were ineffective in 'high crime' areas of London
- Police pay and training was low, which led to corruption and low morale
- The police could not use forensics to pick up 'clues'
- Scotland Yard (the HQ of London's police force) were depicted as incompetent by the media, especially as the 'body toll' stacked up



### D: Modern Day Policing

The police force was created in 1829, but was limited to only London. Now it is nationwide and has a structure and infrastructure so that every community is protected. This includes:

- Specialist training for officers (e.g. Dog Handling Squad)
- The use of scientific process (e.g. fingerprints, DNA, modern autopsy)
- The use of technology (e.g. CCTV, vehicle recognition, international databases)
- Local Community Support Officers that act as modern day 'bobbies on the beat'.

However, modern day crimes have also become more sophisticated, such as phone hacking and internet fraud!



## What is equality?







### A: Key terms and definitions

<b>Discrimination</b>	To act on your prejudice
<b>Equality</b>	To treat everyone equally
<b>Forgiveness</b>	To pardon a wrongdoing or accept someone's apology
<b>Racism</b>	Discrimination because of a persons race or country of origin
<b>Pacifism</b>	A belief that the use of violence is wrong.
<b>Prejudice</b>	A belief or opinion about a person or a group before knowing anything about them.
<b>Protest</b>	An action to show your disapproval or objection to something
<b>Stereotypes</b>	Widely held image or idea of a particular type of person or thing
<b>Ummah</b>	Worldwide community of Muslims

### B: Martin Luther King Junior

Martin Luther King, Jr., was a great man who worked for racial equality in the United States of America. He was born on January 15, 1929, in Atlanta, Georgia. Both his father and grandfather were Christian ministers. Young Martin was an excellent student in school. After graduating from college and getting married, Dr. King became a minister and moved to Alabama. During the 1950's, Dr. King became active in the movement for civil rights and racial equality. He participated in the Montgomery, Alabama, bus boycott and many other peaceful demonstrations that protested the unfair treatment of African-Americans. He won the Nobel Peace Prize in 1964. Dr. King was assassinated on April 4, 1968, in Memphis, Tennessee. Commemorating the life of a tremendously important leader, we celebrate Martin Luther King Day each year in January.

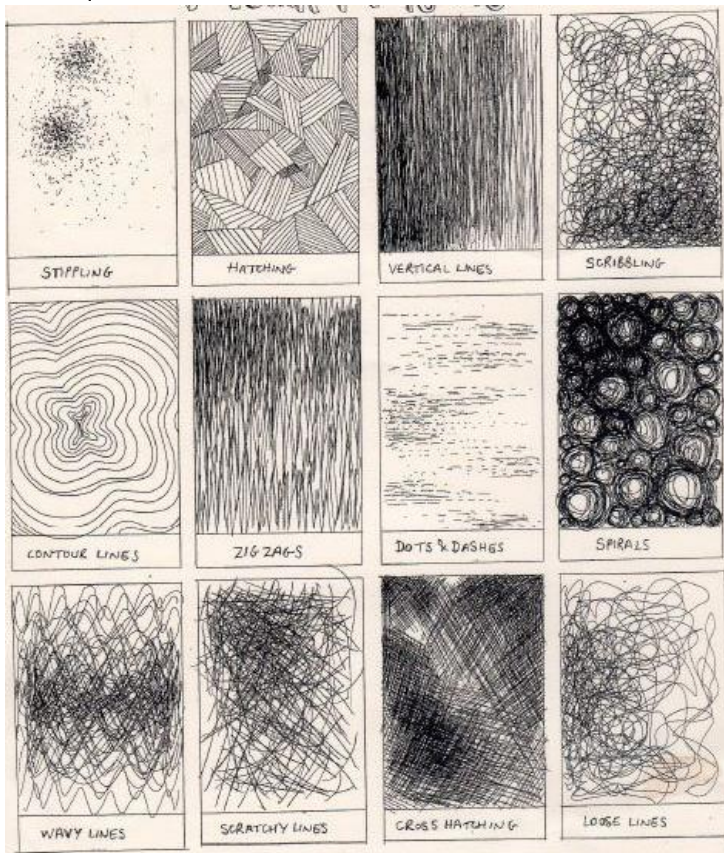
### C: Teachings

Sikhism 	Waheguru (God) created every being and is in everyone. Waheguru (God) is formless and colourless, and the differences between humans do not make one person better than another.
Christianity 	Everyone is equal in the eyes of God. You should treat your neighbour as you would like to be treated yourself (good Samaritan)
United Nations 	All forms of discrimination go against the Declaration of Human Rights: <ol style="list-style-type: none"> <li>1 All human beings are born free and equal in dignity and rights.</li> <li>2 Everyone is entitled to human rights and freedoms, regardless of your race or colour.</li> </ol>
Islam 	Everyone was created by Allah (God) and everyone is equal. A white person is not better than a black person, nor is a black person better than a white person except by their good actions.



## A: Mark making techniques

Understand how to get different tones with at least two techniques.



## B: Top tips

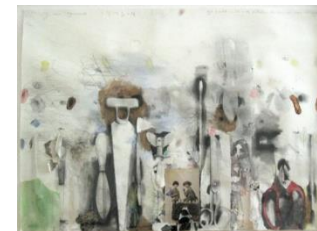
- Learn how to give your opinion about an artist and the reason why you like or don't like their work.
- Know what **Mixed media** means.
- Understand what directional shading is and practice it.
- Practice capturing tonal contrast and range.

## C: Jim Dine

- Jim Dine was born in 1935 in America.
- He mainly produced work of **everyday** objects but sometimes he used more **unusual** objects like skulls etc.
- His style is quite **painterly** and **expressive** and uses a lot of **textured** paint.

## D: Key words for Jim Dine

- Expressive
- Busy
- Painterly
- Contrasting
- Textured
- Repetitive
- Monochrome (Black and White- although his most recent work is colourful)



## E: Dolan Geiman

- Dolan Geiman is a mixed media artist.
- He produces his pieces from salvaged wood, found objects, and other recycled materials.
- Geiman's eco-friendly artwork also has folk art influences as well as **Urban** influences.
- Motifs such as birds and woodland creatures, music are popular and recurring themes in his art.
- Geiman grew up in a family where recycling and looking after the environment was hugely important.
- This is why he uses so much recycled materials in his work.

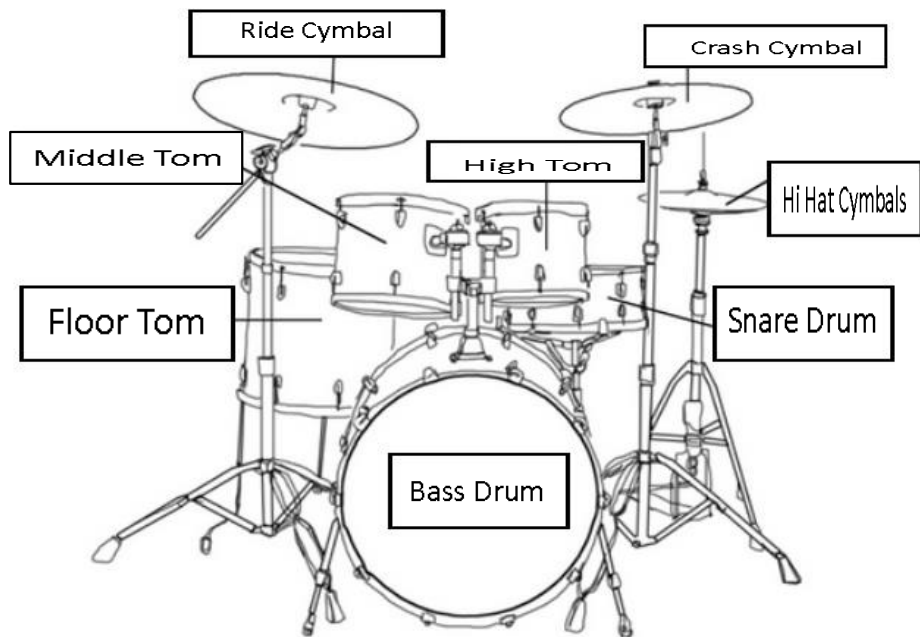
## F: Key words for Dolan Geiman

- Rural
- Urban
- Vintage
- Patterned
- Collaged
- Layered
- Rustic





### A: Parts of the Drum Kit



Bass Drum	Ride Cymbal
Snare Drum	Floor Tom
Hi Hat Cymbals	High Tom
Crash Cymbal	Middle Tom

### B: Facts about Stomp

Stomp is a percussion group that uses the body and ordinary objects to create a physical theatre performance.

They originated in Brighton, England.

Stomp combines Drama, Music and Dance to create a complex musical routine.

Each performance follows a 'scenario.' This could be:

Working as a builder

Reading the newspaper

Washing the pots





# Bertolt Brecht – Epic Theatre



## Section A: Bertolt Brecht



Bertolt Brecht was a German Theatre Practitioner and Playwright. He was born in Germany in 1898. When he was at University he developed a love for the theatre and started to write plays. Some of these were very successful and received good reviews.

He developed a style of theatre called **EPIC THEATRE**. This style of theatre focuses upon socio-political issues. Epic Theatre aims to present an argument and make the audience think rather than just simply be entertainment. Brecht once said that audiences “hang up their brains with their hats” when they enter the theatre. He also said “Change the world it needs it”

He disliked Stanislavski’s naturalistic approach to the theatre as it did not provoke thought and suggest change. Brecht wanted the audience to start thinking of solutions to the problems in their society.

In order to ensure that the audience are engaged within the argument and are using their brains rather than just sitting back and enjoying the play Brecht alienated the audience by using the Verfremdungseffekt. This is where the audience are reminded that they are watching a play not real life. Brecht didn’t want them to feel any emotion.

## Section B: Performance Style – Epic Theatre

### WHAT?

Epic theatre is a type of theatre that Brecht created in order to challenge the audience and make them think about socio-political issues.

Brecht believed that within Epic theatre  
The message should be clear and the audience must be critically aware

It should be un-emotional  
We should never pretend that the cast and director are unaware of what is about to happen

### WHY?

He wanted his audience to “change the world”. He believed that all too often audiences “hang up their brains with their hats in the cloakroom”

Epic theatre was designed to appeal more to the audiences’ reason than its emotions, therefore excluding sympathy and identification with the drama being presented on stage. He wanted to alienate the audience.

Epic Theatre was didactic. This means it was based on morals and made the audience think.

He disliked the way in which Stanislavskian style theatre simply entertained and did not provoke thought and suggest change. Brecht wanted the audience to start thinking of solutions to problems in their society.

### The Past

Brecht would always set his plays in the past so that the audience can look back dispassionately.

### Spass

Brecht wanted his plays to be fun. He believed that even though his plays were serious they could still be fun. Hence spass was introduced. Spass is a German word which translated means joke/jest. The audience were invited to laugh at characters and situations in order to make comment on the action. EG: laughing as issues may show how ridiculous they were.

### Montage

A montage is a series of freeze frames, images or scenes put together in no particular order. Often music is played over the top. <sup>17</sup>

## Section C: Dramatic Vs Epic



## Section D: Alienation Effect

The alienation technique was used to “make strange” and ensure that the audience were aware that they were watching a play and not real life, so that they focus on the issues and not the story.

Also known as *Verfremdungseffekt*

### How would they alienate the audience?

1. A play's ending might be announced at the beginning, so that the audience would not be in a state of suspense, wondering what was going to happen.
2. The actors might mingle with the audience in the bar before the play started, so that the audience didn't think that they were 'stars' or the actual characters they were portraying.
3. Banners and slides would be used to tell the audience what was happening on stage, and to destroy the illusion that they were witnessing 'real' events on stage.
4. The mechanics of the stage - lighting, sound equipment, props, projectors, and so on - would all be visible to the audience, so that they could not be fooled into thinking that they were watching 'reality'.
5. Characters would often address the audience directly (frequently 'out of role') in order to narrate the events unfolding on stage and prevent people from becoming 'drawn into' the action.
6. Songs would be used to break up the action, and give the audience a chance to reflect on what they were seeing. The effect might resemble the chorus in classical Greek theatre.
7. Characters would often speak in the third person. They would also say the stage directions.
8. Actors would often multi role.
9. Objects would be used as multiple props. EG A crate might be used as a table, a chair, a horse etc.

## DRAMATIC THEATRE

**PLOT:** Has a beginning, middle and end and issues raised in the play are solved. Often character based

**PRESENTS EXPERIENCES:** Focuses on characters lives. Makes the audience think they are watching real life.

**SUGGESTION:** May make suggestions but doesn't make you think

**THE SPECTATOR SHARES THE EXPERIENCE WITH THE CHARACTERS.** Non-critical. The audience simply watch and feel

**THE HUMAN BEING IS UNALTERABLE:** Preconceptions are reinforced

**LINEAR NARRATIVE:** One scene follows another. They link and tell a story. Progression.

**SUPENSE IN AWAITING OUTCOME:** Audience want to know what happens

**THOUGHTS AND EMOTIONS OF CHARACTERS DETERMINE THEIR BEHAVIOUR:** Characters are driven by feelings. Action and consequence

**FEELING:** The audience can allow itself to indulge in emotions

## EPIC THEATRE

**NARRATIVE:** Begins anywhere, continues and stops. Issues are not resolved. Often issue based/socio-political.

**PRESENTS VIEWS OF THE WORLD:** Makes the audience think. “Change the world it needs it”-Brecht.

**ARGUMENT:** Presents different opinions

**THE SPECTATOR STANDS OUTSIDE AND STUDIES.** Critical. Breaks the “fourth wall”. Actors directly address the audience

**THE HUMAN BEING IS ALTERABLE AND ABLE TO ALTER:** Change is possible both to the person and the world

**EPISODIC SCENE STRUCTURE:** Each scene can stand alone.

**SUSPENSE AT THE PROCESS INVOLVED:** Audience already know the outcome. Focus on how and why it happened.

**SOCIAL FORCES CREATE CHARACTERS AND THEREFORE DETERMINE THOUGHT/ACTIONS:** Characters can change as their circumstances do

**REASON:** makes the audience think. It is didactic. Questions why things happen





### A: HTML definition

Hypertext Markup Language, a standardized system for tagging text files to achieve font, colour, graphic, and hyperlink effects on World Wide Web pages.

### C: Web Design

**Web design** is a process of conceptualizing, planning, and building a collection of electronic files that determine the layout, colors, text styles, structure, graphics, images, and use of interactive features that deliver pages to your site visitors.

### B: HTML AND CSS



### E: Web Design Key Words

- Design
- Navigation/menu
- Content
- Layout/structure

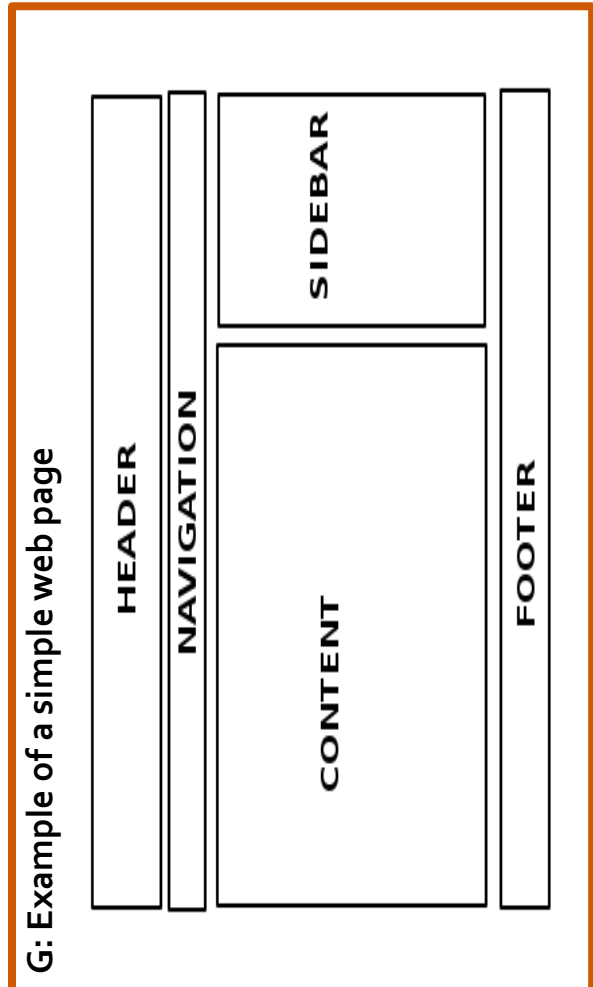
### D: Key terms and words to do with HTML

Tag	Description
<html> ... </html>	Declares the Web page to be written in HTML
<head> ... </head>	Delimits the page's head
<title> ... </title>	Defines the title (not displayed on the page)
<body> ... </body>	Delimits the page's body
<h n> ... </h n>	Delimits a level n heading
<b> ... </b>	Set ... in boldface
<i> ... </i>	Set ... in italics
<center> ... </center>	Center ... on the page horizontally
<ul> ... </ul>	Brackets an unordered (bulleted) list
<ol> ... </ol>	Brackets a numbered list
<li> ... </li>	Brackets an item in an ordered or numbered list
 	Forces a line break here
<p>	Starts a paragraph
<hr>	Inserts a horizontal rule
	Displays an image here
<a href="..."> ... </a>	Defines a hyperlink

### F: How to make a basic HTML page

```

<html>
<body>
<title>This is Sample HTML Page</title>
<head>
<body bgcolor="black" background="Background.jpg" bg
properties="fixed"
</head>
<marquee>Welcome to my html page</marquee>
<h1>Text</h1>
</body>
</html>
    
```

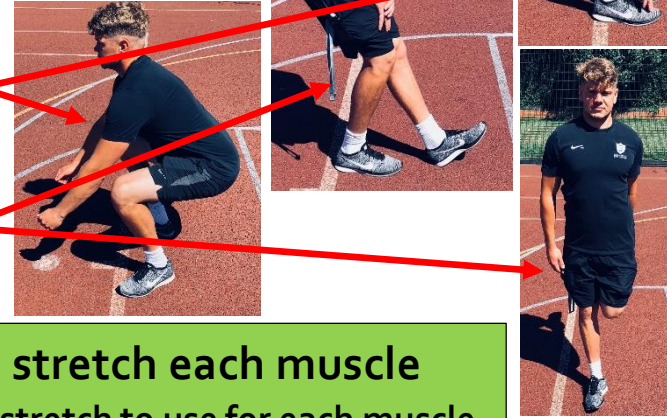


G: Example of a simple web page



### A: Location and names of muscles

Learn where they are found in the body and how to spell them.



### B: How to stretch each muscle

Learn which stretch to use for each muscle.



# Food

## A: Dietary Needs

People have different dietary needs that affect what they can and cannot eat.

Key words:

**Allergy:** an adverse reaction by the body to certain substances.

**Intolerance:** a condition that makes people avoid certain food because of the effects on their body.

**Allergic reaction:** the way someone responds to certain food. For example a rash, swelling and anaphylactic shock.



Vegan- Do not eat any animal products including meat, fish, eggs, cheese, milk and honey.



Vegetarian- Do not eat the meat of any animal but they do eat eggs, cheese, milk and honey.



Coeliac disease- An intolerance to gluten in food. Gluten is found in products such as bread, pasta and cakes.

## B: Seasonality

Seasonal food is the time of year when food is at its best, in terms of flavour or harvest. Many foods are available all year, as they are imported from other countries. When local seasonal food is available it tends to be fresher and cheaper - there has been less travel/storage from farm to fork.



## C: Food Around the World

In modern Britain, as in many countries around the world, people do not only eat their traditional cuisines. Travel abroad, immigration, the importation of foods from other countries and the ready availability of foods from different cuisines in shops and restaurants, means that many people eat foods and meals from different cuisines very regularly and incorporate these as part of their normal diets.



## D: Religious Diets

### Islam



- Meat must be halal
- Do not eat pork
- Do not drink alcohol
- Do not eat shellfish

### Judaism



- Meat must be kosher
- Do not eat pork
- Dairy foods and meat must not be eaten together

### Hinduism



- Many Hindu people are vegetarian
- Do not eat beef; the cow is seen as sacred





## Textiles

### A: Fashion through the Decades



### B: Decorative Techniques



Batik



Tie Dye



Stencils



Fabric Crayons



Mono Printing



Foam Printing

### C: Key Terms

**Fast Fashion** - a term used by fashion retailers to describe inexpensive designs that move quickly from the catwalk to stores to meet new trends.

**Up cycling**- Up cycling is the process of converting old or discarded materials into something useful and often beautiful.

**Design Brief**- a written description of what a new product should do and who it is produced for.

**Aesthetics** – making your final product attractive

### Design Brief

You have been asked to design and make a fabric bag to be sold at the V&A museum in London. Your bag will be sold as part of an exhibition on fashion through the decades. The bag must use key shapes and colours from your decade and should appeal to people who have visited the exhibition.







BE KIND

---

HARD

WORK