



“Whether you think you can, or you think you can’t – you are right”

Henry Ford

Founder of the Ford Motor Company

YEAR 8
HOMework
KNOWLEDGE ORGANISER
Spring Term 1

Name: _____

Tutor Set: _____



YEAR 8
HOMEWORK
KNOWLEDGE ORGANISER
Spring Term 1

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YEAR 8
HOMEWORK
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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: 6th January

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

Week 4: 27th January

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

Week 2: 13th January

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

Week 5: 3rd February

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

Week 3: 20th January

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

Week 6: 10th February

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

Spring
Term 1
Timetable



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 ✗
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 ✗
1	I go back to my donut and pick lessons that are red (<70%) to redo them to make them amber (>70%) or green (100%).	
2	I go back to my donut and pick lessons that are amber (>70%) to redo them to make them green (100%).	
3	When working on lessons that are red or amber and I cannot make them 100% , I rewatch the video and look at the building blocks which may help me.	
4	I complete a Fix-Up-5 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) 14th 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 = 6×9
 $= 54 \text{ m}$

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

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

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!" (pointing to Example 2)



A: Key Terms (Learn the spellings and definitions)

- Utopia:** A place, state, or condition that is ideally perfect in respect of politics, laws, customs, and conditions.
- Dystopia:** A futuristic, imagined universe in which oppressive societal control and the illusion of a perfect society are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. Dystopias, through an exaggerated worst-case scenario, make a criticism about a current trend, societal norm, or political system.
- Apocalypse** – disaster, catastrophe, destruction, the end of the world. In Dystopian literature, a new world may begin with those who lived.
- Revolution** – a revolt, rebellion, uprising in which people completely change their government or political system, usually by force.
- Protagonist** – “the good guy” who feels trapped, questions the situation, struggles to escape, and helps the reader to see/feel the negative aspects of the Dystopian world.
- Antagonist** – “the bad guy”, the adversary of “the good guy”. In Dystopian novels, it might be control by a government, a corporation, technology or religion/philosophical beliefs.
- Conformity** – everyone is the same, in actions and how they are treated in a Dystopian world. People are expected to behave the same, and follow orders, without having individual thoughts or ideas.
- Propaganda** - a form of communication aimed at influencing the attitude of the community toward some cause or position by presenting only one side of an argument.
- Allusion** – making an indirect reference to somebody or something. Ex: “Don’t act like a Romeo in front of her.”
- Symbolism** – words or a visual that represents a deeper meaning; what does the author want you to feel?
- Freewill** – doing something willingly rather than being ordered/forced to do it.

C: Characteristics of a Dystopian Society

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

B: Ways to start a sentence

- Noun:** a person, place, thing, animal, or abstraction (quality, concept, etc.).
Ex. Ashley took a steadying breath, walked up to the porch, and rang the doorbell.
- Pronoun:** a substitute for a noun. Ex. She didn’t hear anything inside the house, not even the dog, Buster.
- Adjective:** a word that describes a noun or pronoun. Ex. Musty aromas drifted on the air, reminiscent of mushrooms, decaying pears, and the worm bin she’d built in seventh grade for extra credit.
- Article:** a type of adjective (a, an, the). Ex. A wave of revulsion washed over her.
- Verb:** an action or state of being. Ex. Take a breath, Ashley told herself.
- Gerund:** a noun created from a verb by adding “ing.” Ex. Collecting evidence wouldn’t be a bad idea, however.
- Adverb:** a word that describes a verb, adjective, or adverb and helps answer questions such as how, when, where, and in what way. Ex. Carefully she scraped up a few stained splinters and bundled them in a tissue.
- Conjunction:** a connector between parts of a sentence like clauses and phrases (and, or, but, yet, for, nor, so). Ex. But what about Buster?
- Preposition:** a link between nouns and pronouns and other parts of the sentence. Ex. Along the porch planks in the fading light, a human shadow appeared, carrying a shovel.
- Interjection:** an exclamation conveying emotion. Ex. “Oh! You’re here!”

D: Examples of Dystopian Novels

- The Time Machine H.G. Wells (1895)
- Brave New World Aldous Huxley (1932)
- 1984 George Orwell (1949)
- Lord of the Flies William Golding (1954)
- A Clockwork Orange Anthony Burgess (1962)
- Handmaid’s Tale Margaret Atwood (1985)
- The Hunger Games Suzanne Collins (2008)
- The Knife of Never Letting Go Patrick Ness (2008)

E: Spellings

1. Propaganda
2. Surveillance
3. Citizen
4. Indoctrinate
5. Obsolete
6. Totalitarian
7. Technology
8. Futuristic
9. Oppressive
10. Dehumanised



A: Key Terms (Learn the spellings and definitions)

allegory – A story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

tyrant – Someone who has total power and uses it in a cruel and unfair way. A tyranny is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – A rebellion is a situation in which people fight against those who are in charge of them.

harvest – The time when crops are cut and collected from fields.

corrupt – When people use their power in a dishonest way order to make life better for themselves.

treacherous – If you betray someone who trusts you, you could be described as treacherous.

C: The seven commandments

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

D: Context

- Written in 1945 by George Orwell
- Russian Revolution: in 1917, Tsar Nicolas was killed, and the country stopped being a monarchy. The country eventually became the world's first Communist state
- Communism: a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
- Socialism: a political and economic theory of social organization which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole. (in Marxist theory) a transitional social state between the overthrow of capitalism and the realization of Communism.
- George Orwell: Orwell was a democratic socialist and was critical of Stalin and dictatorships
- Spanish Civil War: 1936-1939. Orwell went to "fight against Fascism" in the Spanish Civil War
- Karl Marx: German philosopher and revolutionary leader who founded Marxism, which became the foundations of Communism and Socialism Bolsheviks Party led by Lenin whose goal was to overthrow the Provisional Government and set up a government for the proletariat. Changed their name to the Communist Party after the 1917 Revolutions

B: Characters

Mr Jones *Drunken owner of Animal Farm. Embodies the tyranny of man.*

Boxer *Devoted citizen and immensely strong. Innocent and naïve.*

Mr Pilkington *Owner of Foxwood . Sells land to Napoleon and praises his methods.*

Clover *Maternal , caring and loyal. Senses hypocrisy but cannot articulate it.*

Mr Frederick *Cutthroat businessmen. Trades with and manipulates Napoleon.*

Mollie *Shallow and childish. Craves ribbons and sugar. Deserts the farm*

Mr Whymper *Sly, greedy and self interested. Solicitor who aids Napoleon's tyranny.*

Benjamin *Stubborn, cynical and apathetic. Only stirred to passion by Boxer's removal*

Moses *Tamed raven of Jones. Spreads the idea of Sugarcandy Mountain.*

Dogs + Sheep *Instruments of fear and control, educated by Napoleon.*

Snowball *Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.*

Napoleon *Expels Snowball. Executes animals. Establishes himself as dictator. Controls with fear. Becomes Jones.*

Squealer *Mouthpiece of Napoleon. Uses propaganda to control the animals.*

Old Major *Wise, old pig. Inspires the rebellion with his rhetoric.*



A: Variation

Species: A group of organisms that can interbreed to produce fertile offspring

Variation: Difference within and between species

Continuous variation: differences have any numerical value

Discontinuous variation: Differences can be grouped into categories.

Variation is caused by the environment, genes or a combination.

B: Genes and DNA

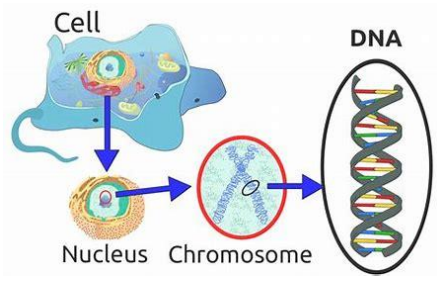
Gene: A small section of DNA on a chromosome

DNA: A molecule made of four bases that contain genetic information

Chromosome: Structure containing DNA

Genome: Entire genetic material of an organism.

Human cells have 23 pairs of chromosomes in somatic (body) cells. 23 single chromosomes in gametes (sex cells)



C: Inheritance

Allele: A version of a gene

Dominant : always expressed, even if there is only one copy present.

Recessive: Only expressed if two copies are present.

Homozygous: two alleles present are the same

Heterozygous: The two alleles present are different

Genotype: The pairs of alleles present

Phenotype: The expression of the genotype

Males have the XY chromosome, Females have the XX chromosome. You have a 50:50 probability of having a boy/ girl. Sex is determined by chromosome 23.

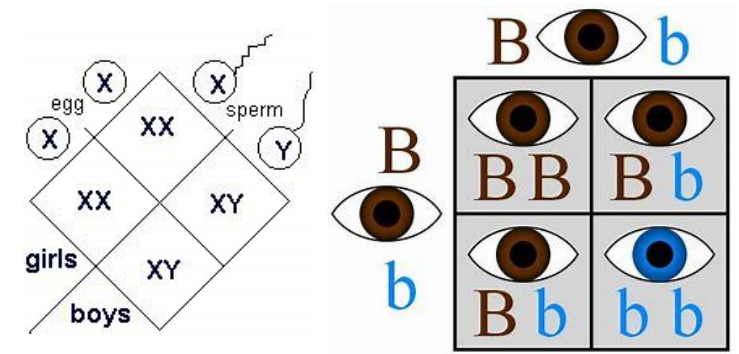
Punnet square diagram: genetic cross diagram used to predict the outcomes and probability of genotypes

D: Gregor Mendel

Was a scientist who carried out breeding experiments on plants and observed the factors passed on. He asked scientific questions and made observations. His work led to a knowledge of genetic inheritance before DNA was discovered.

Mendel's work was not accepted by most scientists when he was alive because:

- When he presented his work he did not communicate well
- His work was published in a less well known scientific journal
- He could not explain the science behind why the characteristics were inherited.



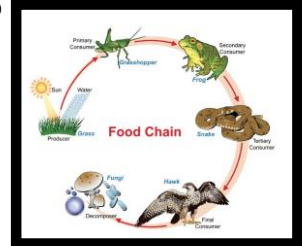


Reactions - Ecology

Arrows shows Energy Flow

A: Food Chains

Energy levels of living organisms presented via a food chain



- Producers - Organisms that produce their own food directly from the sun
- Primary Consumers- Organisms that eats producers
- Tertiary Consumers - Organisms that eats secondary consumers
- Carnivore- Animals that just eats meat
- Herbivore- Animals that just eat plants

B: Feeding Relationships

Predator - a consumer that kill and eats animals for food
Prey - An organism that is eaten by a predator

Predator -prey relationships
When the prey population increases i.e. rabbits, then the population of the predator increases as well i.e. the fox and vice versa.



C: Food Chains

Extinction of species
When all members of a species have died out
It takes time for one population to respond to changes in the other population.

Factors that contribute are:

1. new competition
2. new predator
3. new disease



D: Calculation for distribution of species

Calculation of the mean of population per m²

$$\text{Total population size} = \frac{\text{Total area}}{\text{area sampled (with Quadrat)}} \times \text{Number of organisms of that species counted in sample}$$

$$\text{Total population size} = \frac{400 \text{ m}^2}{2.5 \text{ m}^2} \times 300$$

$$\text{Total population size} = 48000$$

E: Distribution of species

Quadrats comes in various sizes
Such as: 0.5m x 0.5m



- **Sampling** of plants or slowly moving animals (such as snails) can be done using a **sampling** square called a **quadrat**.
- A suitable size of a **quadrat** depends on the size of the organisms being sampled.
- For example, to count plants growing on a school field, one could **use** a **quadrat** with sides 0.5 or 1 metre in length.

Quadrats to sample and measure distribution

How are Quadrates used

They are placed randomly and repeated more than 10 times. This could be a field of tulips - see image

Specie distribution are affected by :
Biotic and **abiotic** factors

F: Research of distribution of species

Research bias
Is a process where the **scientists** performing the research influence the results, in order to portray a certain outcome





A: Types of waves

All waves transfer energy from one place to another without transferring matter

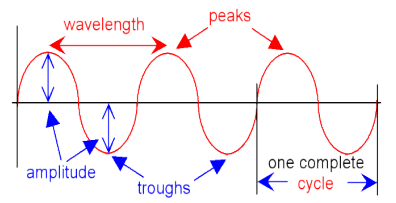
Longitudinal waves:

Sound travels as a longitudinal wave. Oscillations are parallel to the direction of energy transfer.



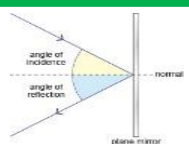
Transverse waves:

Ripples on the surface of water. Oscillations are perpendicular to the direction of energy transfer



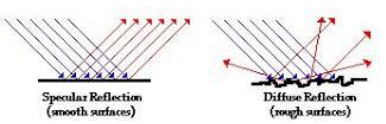
C: Reflection

Angle of incidence = angle of reflection



Specular reflection: wave is reflected by a smooth surface. There is a clear reflection

Diffuse reflection: rays are scattered in lots of different directions.



B: Wave definitions

Amplitude: The maximum displacement of a point on a wave away from its undisturbed position

Wavelength: The distance from a point on one wave to the equivalent point on the adjacent wave

Frequency: The number of waves passing a point each second. The unit of frequency is the Hertz, Hz.

Wave speed: The speed at which the energy is transferred through the medium. Measured in m/s

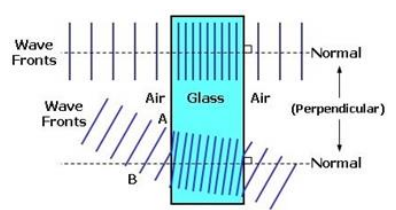
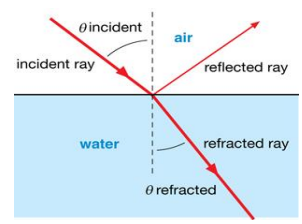
$$\text{period} = \frac{1}{\text{frequency}}$$

$$v = f \lambda$$

$$\text{wave speed} = \text{frequency} \times \text{wavelength}$$

D: Refraction

When a wave crosses a boundary and speeds up, slows down or changes direction. If a wave slows down it bends towards the normal, speeds up and bends away from the normal. The wavelength changes but the frequency stays the same



E: Sound waves

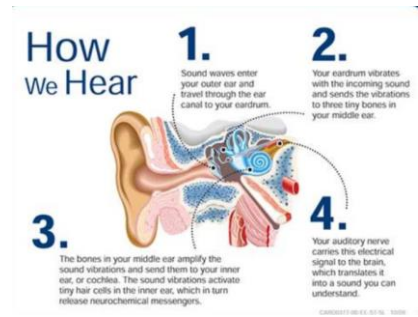
Sound waves travel through vibrations in the medium.

Humans hear sound because sound waves cause the ear drum to vibrate. Humans hear sounds from 20-20 KHz

A reflected sound is an echo.

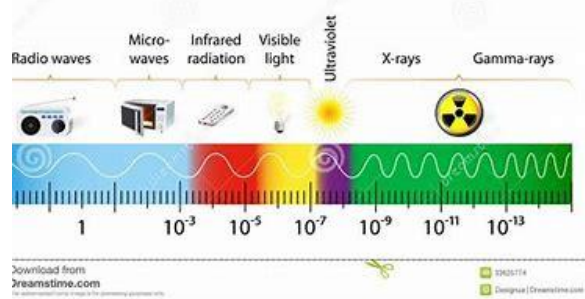
Ultrasound have frequencies above 20,000 Hz and can be used for medical and industrial imaging.

Sound waves can also be used to detect objects in deep water and for finding the depth of water.



F: The EM spectrum

THE ELECTROMAGNETIC SPECTRUM



All waves are transverse. They transfer energy from the source to the observer.

Waves travel at 300 000 000 m/s

Our eyes can only detect visible waves.

Area	Use
Radio waves	TV and radio
microwaves	Cooking food, satellite communication
Infrared	Electrical heaters, cooking food
visible	Fibre optics
UV	Energy efficient lamps, sun tanning
gamma	Medical imaging and treatment

Uv waves can cause the skin to age prematurely and can increase the risk of skin cancer.

X-rays and gamma rays are ionising and can cause mutations of genes and cancer.

G: Seeing colours

The colour of an object is determined by which wavelengths of light are more strongly reflected

The colours that reach an object that are not reflected are absorbed.

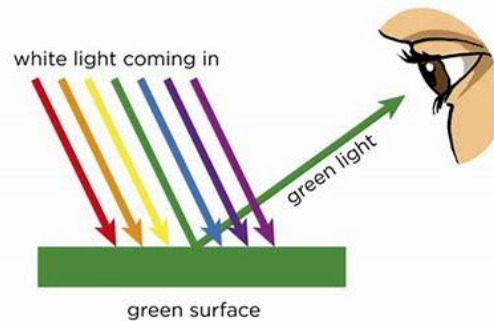
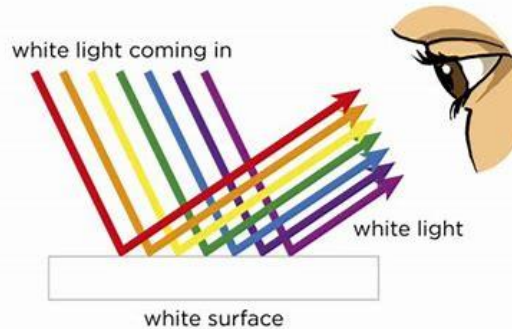
A white object will reflect all wavelengths of light equally

A black object will absorb all wavelengths of light

An opaque object does not transmit light

A translucent object transmits some light. It is partially see through

A transparent object transmits all light. It is see through

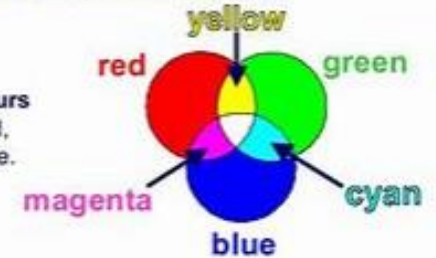


Primary and secondary colours

Colours are made by mixing other colours of light.

There are **three primary colours** of light used to make all other colours. What are these colours?

The three **primary colours** of light are red, green and blue.



The colours made by mixing two primary colours are called the **secondary colours** – magenta, yellow and cyan.



Periodicity – Reactions of Metals

A: Reactivity Series

LEARN IT

Metals can be ordered in terms of their reactivity. The most reactive metals are at the top. Gold is inert, meaning very unreactive.

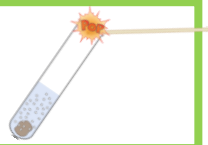
B: Reactions of metals with water and acid

metal + water → metal hydroxide + hydrogen
metal + acid → salt + hydrogen

The more reactive metals react more violently with water or acid. The least reactive metals will react so slowly that no reaction is observed.

Try writing out other examples.

lithium + water → lithium hydroxide + hydrogen
magnesium + nitric acid → magnesium nitrate + hydrogen



C: Displacement Reactions

More reactive metals displace less reactive elements from their compounds.

- copper can displace silver from silver nitrate solution, leaving silver and copper nitrate solution:
copper + silver nitrate → silver + copper nitrate



memory device	reactivity series	reaction with water	reaction with acid	extraction method
<u>P</u> lease	potassium	very violent, purple flame	very violent, explosive	metals more reactive than carbon must be extracted by electrolysis of molten compounds (ores)
<u>S</u> end	sodium	violent, melts, fizzes	very violent, flames	
<u>L</u> ady	lithium	rapid fizzing	very violent	
<u>C</u> atherine's	calcium	slow reaction	very rapid fizzing	
<u>M</u> onkeys	magnesium	very slow reaction	rapid bubbling	metals less reactive than carbon can be extracted by reduction with carbon
<u>A</u> nd	aluminium	slow reaction	steady bubbling	
<u>Z</u> ebraws	zinc	no reaction observed	slow bubbling	
<u>I</u> n	iron	no reaction observed	very slow bubbling	found native
<u>C</u> ages	copper	no reaction observed	no reaction	
<u>S</u> ecurely	silver	no reaction observed	no reaction	
<u>G</u> uarded	gold	no reaction observed	no reaction	

D: Extracting metals



Reduction with carbon
A particularly useful example is extracting metals from their ores for use. **Zinc, iron, and copper** are found in nature as compounds called ores. Iron ore is **iron oxide**. This is dug out of the ground in large mines and heated in a large blast furnace with carbon.
➤ carbon displaces iron from iron oxide
iron oxide + carbon → iron + carbon dioxide

Molten Electrolysis

- metals more reactive than carbon
- aluminium and sodium etc.
- high temperatures to melt ores
- very expensive high energy process



Native metals

- least reactive metals
- don't form compounds in nature
- gold, and silver
- the first metals to be discovered

E: Preparing crystals of a soluble salt

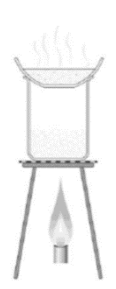


1. Add solid base (metal oxide) or metal to acid. An excess is used to ensure all acid is reacted. It is warmed up in a water bath to speed up the reaction.



2. Filtration is done to remove excess solid.

The resulting filtrate is pure salt solution. Solutions go through the paper. Solids cannot pass through.



3. The water then is **evaporated off**. This is done using a Bunsen burner. A beaker allows less vigorous heating and is more safe as a result. **Crystallisation** can happen at room temperature. The slower the crystals form the larger they will be. They can be **dried** with some filter paper.

Past tense



Me gusta ir al cine or Me gusta el cine
I like to go to the cinema or I like the cinema.

Remember, if the noun is plural you need to say:
Me gustan las películas. *I like films.*

You use the following verbs in the same way.

A mí ...	me encanta – <i>I really like</i>	me fastidia – <i>it annoys me</i>
	me apasiona – <i>I love</i>	me aburre – <i>it bores me</i>
	me interesa – <i>it interests me</i>	no me interesa – <i>it doesn't interest me</i>
	me flipa / me mola – <i>it's great / ace (less formal)</i>	

Direct object pronouns – replacing things/objects

Pronouns are words we use to avoid repeating words for things we have already mentioned:

el melón	aquí lo tienes – <i>the melon, here it is</i>
la piña	aquí la tienes – <i>the pineapple, here it is</i>
los tomates	aquí los tienes – <i>the tomatoes, here they are</i>
las manzanas	aquí las tienes – <i>the apples, here they are</i>

Here are three more irregular verbs in the preterite tense.

estar – <i>to be</i>	ser – <i>to be</i>	tener (que) – <i>to have (to)</i>
estuve – <i>I was</i>	fui – <i>I was</i>	tuve (que) – <i>I had (to)</i>
estuviste	fuiste	tuviste
estuvo	fue	tuvo
estuvimos	fuimos	tuvimos
estuvisteis	fuisteis	tuvisteis
estuvieron	fueron	tuvieron

• Note: these verbs do not have a written accent.



Use the **preterite tense** to talk about completed actions in the past.

visitar (to visit)	beber (to drink)	salir (to leave / to go out)	irregular verbs
			ir (to go) ser (to be)
visité visitaste visitó visitamos visitasteis visitaron	bebí bebiste bebió bebimos bebisteis bebieron	salí saliste salió salimos salisteis salieron	fui fuiste fue fuimos fuisteis fueron

Other irregular verbs in the preterite include:
tener (e.g. **tuve** – I had), **hacer** (e.g. **hice** – I did / made) and **ver** (e.g. **vi** – I saw / watched).

Some verbs have a spelling change in the 'l' form only:
jugar → **jugué** llegar → **llegué** sacar → **saqué**



To say 'to' and 'to the':

a	Voy a casa de mis amigos.
	Voy a Madrid.
a + el = al	el mercado → Voy al mercado.
a + la = a la	la panadería → Voy a la panadería.
a + los = a los	los grandes almacenes → Voy a los grandes almacenes.
a + las = a las	las tiendas → Voy a las tiendas.

Relative pronouns que and lo que

The relative pronouns in English are *which, that, who, whom* and *whose*. The most common relative pronoun in Spanish is **que**. You can use it for people and things:

El museo **que** está en el centro de Madrid se llama El Prado.

*The museum **that** is in the centre of Madrid is called El Prado.*

When you are referring to a concept or idea, use **lo que**:

Lo que más me gustó fue el museo.

***What** I liked most was the museum.*

Remember! You use the **-ando** or **-iendo** endings to say what you are **doing**.

Paso horas escuchando mi MP3 – *I spend hours listening to my MP3.*

Paso mi tiempo libre haciendo sudoku – *I spend my free time doing sudoku.*

The immediate future

To talk about what you are going to do, use:

present tense of verb **ir** (to go) + **a** + infinitive

Example: **Voy a visitar** el estadio.



• All question words have accents:

- ¿Qué? *What?*, ¿Cuándo? *When?*, ¿Cuánto/a/s? *How much/many?*, ¿Cómo? *How?*, ¿Quién? *Who?*, ¿Dónde? *Where?*, ¿Adónde? *Where to?* and ¿Por qué? *Why?*



KO Quizlet link
https://quizlet.com/_5lj05v



A: Causes

World War One happened for many complex reasons but you need to remember the **MAIN** ones.

M: Militarism: Both Britain and Germany were competing for the biggest navy, building battleships such as the Dreadnought. Russia and France were also competing with Germany for the biggest army. Eventually these armies needed to prove themselves in battle

A: Alliance System: Europe was divided into two alliance systems, the Triple Alliance (Germany, Austria and Italy) and the Triple Entente (Russia, France and Britain). If one ally was attacked or invaded the others had to come in and help.

I: Imperialism: Many countries in Europe were competing for lands in Africa because they wanted a bigger Empire. This increased tensions and made countries less likely to back down from a fight.

N: Nationalism: Bosnia wanted independence from Serbia and the Austro-Hungarian empire. This led to them killing the Archduke of Austria-Hungary Franz Ferdinand and his wife Sophie.



B: Beginning of the war

On the 28th June 1914 the Archduke Franz Ferdinand and his wife Sophie were visiting Sarajevo the capital of Serbia. A member of the Nationalist Black Hand Gang (Gavrilo Princip) shot the Duke and his wife when they took a wrong turn to a hospital where members of their party that had been hurt in an earlier bomb attack were being treated.

The Austrians threatened to invade Serbia. The Russians threatened to retaliate and attack Austria. Germany and Italy said they would support Austria and France said it would support Russia. When the Germans implemented the **Schlieffen Plan**, invading Belgium to get to France Britain declared war on Germany and Austria.

Thus the Triple Alliance and the Triple Entente as well as their empires were at war. The First World War had begun.



C: Propaganda

At the beginning of the war people were very keen to enlist (sign up for the army). There was a rumour that it would 'all be over by Christmas' and men did not want to miss out on perhaps their only chance to fight for their country and see part of the world. This was great for Britain as the BEF (British Expeditionary Force) was only 100,000 men compared to Germany's 4million strong army. The new volunteers became known as 'Kitchener's Army'.

Men wanted to go to war for many reasons:

- They're friends had gone and they could join all together in the 'Pals battalions'
- Women would give white feathers to those who didn't go
- Propaganda was everywhere telling anyone ages 19-30 to join up

Propaganda is a campaign (poster or advert) used to promote a political cause
As well as poster campaigns the government **censored** the soldiers letters so that they couldn't say how awful things were (or give away secrets of war) and banned the newspapers from saying anything bad about the war.





A – Extreme Weather

- Definition of extreme weather - Unusual, severe or unseasonal weather; weather compared to the historical norms
- Examples of extreme weather: heat waves, heavy rainfalls, droughts, snowstorms, tropical storms
- Examples of Extreme Weather events in the UK: the 2019 Heatwave or the Beast from the East 2018

B – Tropical Storm Formation

- Tropical Storms need a lot of heat to form and a sea surface temperature of at least 26°C, which is why they usually occur over tropical seas.
- They also need to be between 5 and 20° north or south of the Equator.
- Sea water must be at least 60 meters deep
- The sea water is evaporated and condenses into clouds, these clouds gather together because of light winds and the spinning of the earth to form the giant storms



C – Tropical Storm Case Study

- Typhoon Haiyan happened On Friday morning, 8 November 2013, on the southeast coast of the Philippines with winds of up to 195 mph.
- Effects: The UN say Typhoon Haiyan has displaced nearly 600,000 people and damaged or destroyed 41,000 homes.
- 10,000 people may have died and 11 million people have been affected by the storm. The death tole is likely to rise.
- Responses: The UN and countries including the UK, Australia, Japan, Vietnam and the US have donated millions of pounds in aid and have sent supplies and medical teams

D – Climate Change

- Definition of climate change: the change in global or regional climate patterns compared to the historical norms
- Evidence for climate change:*
- The ten hottest years ever recorded all took place since 1998, with the hottest one of all being 2016.
 - During the last century, sea levels rose by about 7-8 inches and now, the rate continues to accelerate.
 - The Sahara Desert is enlarging by a rate of 48 kilometres per year.

E – Mitigation of Climate Change

- Definition of Mitigation: the action of reducing the severity and seriousness of something.
- Ways to Mitigate Climate Change:*
- Increase the use of public transport – buses, trains and trams instead of cars
 - Afforestation – planting trees to remove CO₂ from the atmosphere
 - International Agreements – countries agreeing to cut down on pollution
 - Carbon Capture – capturing CO₂ from the air and storing it underground.



Is there a life after death?

A: Key terms

Key Term	Definition
Samsara	Cycle of birth and rebirth.
Reincarnation	At death the soul/atman leaves the body and is reborn into another being.
Atman	Hindu name for the soul
Karma	Good or bad consequences for your actions in life. These could be in your current life or in your next.
Moksha	Escape from the cycle of birth and rebirth (samsara)
Dharma	Duties that you should complete in your lifetime. If you don't complete them it leads to bad karma.



B: Hindu beliefs about life after death

Hindus believe that when you die your soul/**atman** is reborn into another being. This can be any living thing; plant, animal or human. In Hinduism being reborn is called **reincarnation**.

The cycle of birth and death is called **samsara**. What happens to you in your next life depends on your **dharma**. If you are a good person you will be reborn into a higher being and if you are a bad person you will be reborn into a lower being. This is called the law of **karma**. The Hindu goal of life is to achieve **moksha**. This is when the soul escapes the cycle of **samsara** and joins with **brahman**. This can only happen when the soul becomes completely pure. To lead a good life Hindu's must complete certain duties called **dharma**. These are different for everyone but generally include things like worshipping God, doing your job properly, not hurting other people or animals and being honest. Behaviour that Hindu's try to avoid are lying, violence, murder and harming animals.

Descriptive Writing Project



There is no Knowledge Organiser for art this half term as you will be practising writing descriptions for your art.

Task: With these artists you need to practise writing a paragraph about their work-NOT memorise the facts

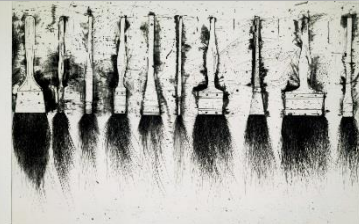
- Pick out the important facts and rephrase them in your own words.
- Learn how to give your opinion about an artist and the reason why you like or don't like their work.
- Discuss the formal elements that appear in their work and how this helps the piece.
- **Formal elements: Colour, Tone, Texture, Pattern, Form and Line.**

Part A: 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.

Key words

Expressive, busy, painterly, contrasting, textured, repetitive, monochrome
(Black and White-although his most recent work is colourful)

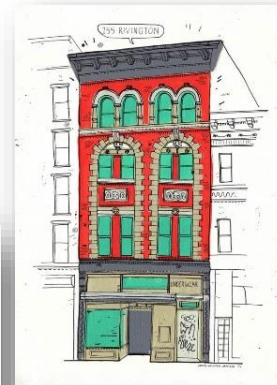


Part B: James Gulliver Hancock

When he was little he would refuse to move on from a painting activity, he created really complicated drawings with every single detail for example all the people in the house as well as the spider webs. In secondary school he discovered technical drawing. He has always been obsessed with machines and the way things work and through developing his work he uses a brighter use of colour. He draws building to capture the essence of a city, he gets so involved in his work it becomes almost like an obsession. He finds that creating his work opens his eyes to details he wouldn't ordinarily notice. He usually starts his drawings by sketching in front of the actual building and then finishes the pieces off in his studio. By doing this he can put more use of technique and materials into his finished work.

Key words:

Urban, linear, detailed, intricate, technical, colourful, naive, atmospheric, energetic, polychromatic, vibrant, simplified.



Part C: 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.

Key words:

Rural, urban, vintage, patterned, collaged, layered, rustic





Section A: Mime and Slow Motion and tableau.

Mime

The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

Slow motion

The theatrical technique of using movement that is slowed down and is often exaggerated to create an effect or mark an important moment in a performance.



Surrealism means out of this world, unusual and weird. Almost as if existing in dreams.

Tableau

A still image created by the actors to mark an important moment of a performance or for a transition between scenes



B: Performance Styles – NATURALISM AND PHYSICAL THEATRE

Naturalism

CONSTANTIN STANISLAVSKI

- A style of theatre that aims to recreate real life on stage. Can also be known as ***realism***.
- Every aspect of the performance has to be ***believable*** including set, costume, sound and lighting.
- To maintain the illusion, the performers cannot break the ***fourth wall*** or interact with the audience. They must stay in character at all times.

Physical Theatre

ANTONIN ARTAUD + BERTOLT BRECHT

- A style which uses ***choreographed movement and dancing*** to tell a story.
- These movements can be combined with traditional dialogue or used on their own.
- Sometimes the ***actors' bodies are used as objects onstage***.
- There is ***nothing realistic*** about this way of movement.
- Performers can ***communicate emotion*** to the audience that would be difficult to convey using dialogue.

C. Stimulus, Soundscape and Essence Machine

Soundscape

Using the voice and the body to make sound for a performance.

Stimulus

An item (object, song, picture, quotation) that evokes a response of some sort.

Essence machine

A combination of sound and gesture that is repeated for effect.



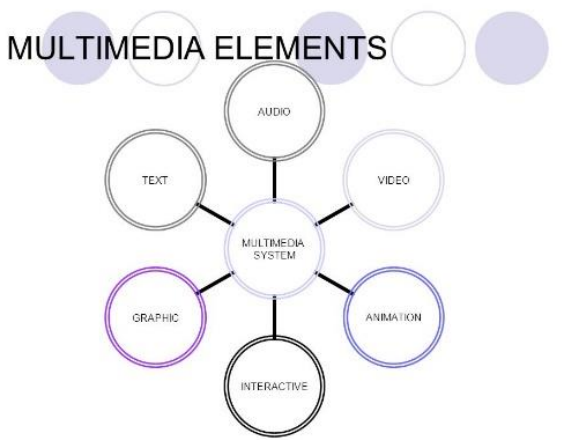
A: Definition of multimedia products

Multimedia refers to content that uses more than one medium. The categories of media are slippery generally include Text, Sound, Graphics/images, Animation and Video

B: Examples of multimedia products



C: What multimedia consists of



D: Knowing who the product is for – a design/client brief

A Design brief is a document for a design project developed by a person or team in consultation with the 'client'. They outline the deliverables and scope of the project including any products or works, timing and budge

E: Hardware and software needed to make multimedia products

- Monitor
- Keyboard
- Mouse
- Photoshop
- Adobe animate
- Moviemaker
- Audacity

F: Key terms for multimedia



G: Reviewing a finished product

Once you have completed a project you need to review your project. This could be creating a written review that includes the following

- Reviewing against a specific brief
- Identifying areas for improvement and further development
- Reviewing the project as a whole thinking about what worked well and what did not work well



Section A- Tools and Equipment

Image	Name	Uses
	Guillotine	To cut paper and cardboard
	Steel Rule	For accurate marking out and measuring to aid cutting out
	Craft Knife	For precise cutting of card or paper
	Cutting Mat	To protect work surfaces while using the craft knife
	Double sided tape	To hold models in place
	Glue gun	Adhesive to hold modelling materials in place

Section B- Labelling

MED Calories 353 18%	LOW Sugar 0.9g 1%	MED Fat 20.3g 29%	HIGH Sat Fat 10.8g 54%	MED Salt 1.1g 18%
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Nutritional information

1 2 3 4 5 6

Bar code

Fair Trade

Recycling

Keep Britain Tidy

Section C- The process of making of raw chocolate

Ingredients

- 1/2 cup cocoa butter
- 1/2 cup virgin coconut oil
- 1/2 cup (raw) organic cocoa powder
- 1/4 – 1/2 cup agave syrup for sweetening

Method

1. Grate 1/2 cup of the cocoa butter. Measure also 1/2 cup of coconut oil.
2. Place cocoa butter and coconut oil in a small, heat-safe cup or bowl. Then place the cup or bowl in a shallow pan containing a small amount of warm (not boiling) water. Stir the oil and butter occasionally until it's smooth.
3. Measure 1/2 cup cocoa powder. If you'd like to add any other dry ingredients, measure them out now and stir them together with the cocoa powder.
4. Pour the dry ingredients in the bowl with melted oil and butter. Stir continuously until smooth.
5. Pour the melted chocolate into the ice cube tray. Place the chocolate for 30 minutes in the freezer or 60 minutes in the refrigerator.

Section D- Key Terms

Product Analysis- Examining products already available on the market.

Typography- The process of making written language legible and appealing.

Net- It is a flat two dimensional shape, which contains score lines and when is folded and glued together forms a three dimensional shape.

Isometric Drawing- An **isometric drawing** allows the designer to draw an object in three dimensions. All lines are drawn at 30 or 90 degrees.



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

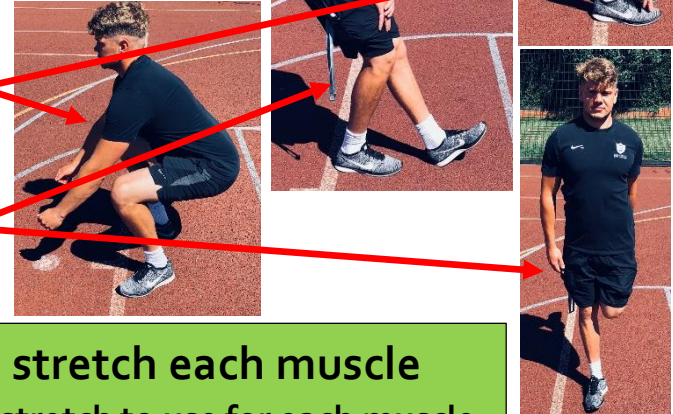
Hinduism

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



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.

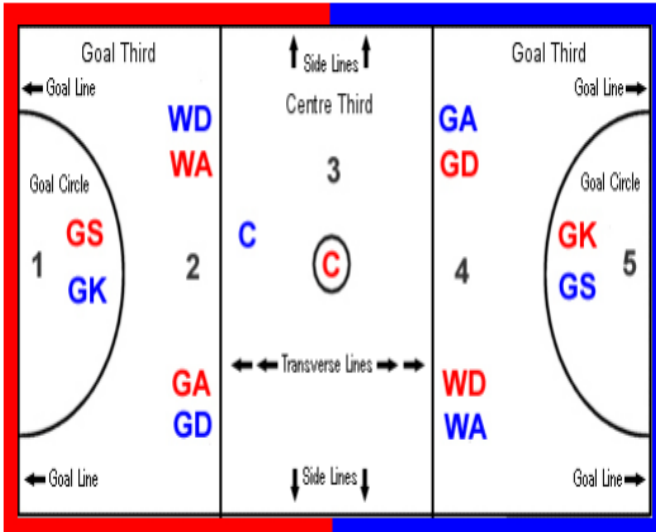


A: Players and Positions

PLAYERS:

A netball team consists of up to 12 players with 7 players allowed on court at any one time. A team may take the court with a minimum of 5 players.

Netball Court showing starting positions for a centre pass



Positions, Responsibilities and Areas Permitted

Position	Responsibilities	Court Area
GS	To score goals and to work in and around the circle with the GA	1 & 2
GA	To feed and work with GS and to score goals	1, 2 & 3
WA	To feed the circle players giving them shooting opportunities	2 & 3
C	To take the Centre Pass and to link the defence and the attack	2, 3 & 4
WD	To look for interceptions and to prevent the WA from feeding the circle	3 & 4
GD	To win the ball and reduce the effectiveness of the GA	3, 4 & 5
GK	To work with the GD and to prevent the GS from scoring goals	4 & 5

B: Rules

PLAYING TIME: A game consists of 4 x 15 minute quarters

CENTRE PASS: Alternate for each team. The Centre must be wholly within the Centre Circle and must obey the footwork rule after the whistle has been blown. The Centre pass must be caught or touched by a player standing in or landing wholly within the Centre third.

MINOR INFRINGEMENTS- FREE PASS

Breaking the following rules will result in a FREE PASS (can be marked by the offender) being awarded to the opposing team.

OFFSIDE: Player moving out of permitted area, with or without ball (on a line counts as within either area).

BREAKING AT THE CENTRE PASS: A player moving into the Centre third before the whistle is blown for the Centre pass.

PLAYING THE BALL: 3 seconds to pass or shoot, after catching otherwise it is a HELD BALL. A player may bounce or bat the ball once (with one hand) to gain control. A player on the ground must stand up before playing ball

OVER A THIRD: Ball may not be thrown over a complete third without being touched or caught by a player wholly within that third.

FOOTWORK: Passing or shooting the ball, whilst moving/hopping/dragging your landing foot.

MAJOR INFRINGEMENTS- PENALTY PASS

Breaking the following rules will result in a PENALTY PASS or PENALTY PASS OR SHOT (can't be marked by the offender) being awarded to the opposing team.

A PENALTY PASS (or PENALTY PASS/ PENALTY SHOT if in the goal circle) is awarded where the infringement occurred. The offending player must stand beside the thrower until the pass or shot has been taken.

OBSTRUCTION: Player with the ball: Standing closer than 0.9m / 3ft

Player without ball: the defender may be close, but not touching, providing that no effort is made to intercept/defend the ball and there is no interference with the opponents throwing or shooting action. Arms must be in a natural position, not outstretched, and no other part of the body or legs may be used to hamper an opponent.

CONTACT: No player may contact an opponent, either accidentally or deliberately, in such a way that interferes with the play of that opponent or causes contact to occur.

OUT OF COURT - THROW IN: Taken for a ball which leaves the court. Must be set from where it went out (in-line with Umpire).

TOSS-UP: For all simultaneous infringements. The two players stand facing each other with hands by their sides. Umpire flicks the ball upwards the height of the tallest person's shoulder.

BE KIND

HARD

WORK