



“You just have to find that thing that's special about you that distinguishes you from all the others, and through true talent, hard work, and passion, anything can happen.”

**Dr Dre**

Rapper, Record Producer and Entrepreneur

YEAR 8  
HOMEWORK  
KNOWLEDGE ORGANISER  
Spring Term 2

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

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



YEAR 8  
HOMEWORK  
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Spring Term 2

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YEAR 8  
HOMEWORK  
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Spring Term 2

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.

**Week1: 24<sup>th</sup> February**

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

**Week4: 16<sup>th</sup> March**

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

**Week2: 2<sup>nd</sup> March**

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

**Week5: 23<sup>rd</sup> March**

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

**Week3: 9<sup>th</sup> March**

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

**Week6: 30<sup>th</sup> March**

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

# Timetable



### A: Our World

#### Capital Cities of Europe (N – S)

Country	Capital
Netherlands	Amsterdam
Norway	Oslo
Poland	Warsaw
Portugal	Lisbon
Romania	Bucharest
Russia	Moscow
San Marino	San Marino
Serbia	Belgrade
Slovakia	Bratislava

### D: Local Facts

#### Universities in Nottingham


University of Nottingham	Nottingham Trent
Approx. 45 000 students	Approx. 25 000 students
A quarter are international students	One tenth are international students
Three campuses: Nottingham, Malaysia, China (Ningbo)	Three Nottingham campuses: City, Brackenhurst, Clifton
Russell Group university	High levels of students employability (97%)
Ranked in the top 30 in UK and Europe	Modern University of the Year (2018)
Started in 1881	Started in 1843 as the Nottingham Government School of Design

### B: Our World – The Seven Wonders of the Ancient World

The Seven Wonders of the Ancient World is the first known list of the most remarkable creations around the Mediterranean. The number seven was chosen because the Greeks believed it represented perfection and plenty.

1. Colossus of Rhodes
2. Great Pyramid of Giza
3. Hanging Gardens of Babylon
4. Lighthouse of Alexandria
5. Mausoleum at Halicarnassus
6. Statue of Zeus at Olympia
7. Temple of Artemis at Ephesus

### C: Our World – NATO (North Atlantic Treaty Organisation)

What is NATO	Original members	
NATO (the North Atlantic Treaty Organization) is an international alliance that consists of 29 countries from North America and Europe. It was established at the signing of the North Atlantic Treaty on 4 April 1949. If an armed attack occurs against one of the member states, it should be considered an attack against all member countries, and the other countries help, with armed forces if necessary. Of the 29 member countries, two are located in North America (Canada and the United States) and 27 are European countries.	Canada	Denmark
	France	Iceland
	Italy	Luxembourg
	Netherlands	Norway
	Portugal	United Kingdom
	United States	
		

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

Word	Definition
abrasive	Harsh showing no feeling for others; a substance used for grinding, polishing, or cleaning a hard surface
agitate	Make someone troubled or nervous; stir or disturb something
concur	Be of the same opinion; agree
copious	Great (abundant) in supply or quantity
devour	Eat hungrily or quickly; destroy completely
inevitable	Certain to happen; unavoidable
ludicrous	Very foolish, unreasonable or silly
negligent	Failing to take proper care over something
relinquish	Stop doing something or give something up
toxic	Poisonous



## 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

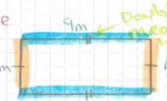
Action		✓ or X
1	I go back to my donut and pick lessons that are <b>red</b> (<70%) to redo them to make them <b>amber</b> (>70%) or <b>green</b> (100%).	
2	I go back to my donut and pick lessons that are <b>amber</b> (>70%) to redo them to make them <b>green</b> (100%).	
3	When working on lessons that 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

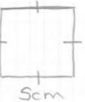
**Example 1**  

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

**Regular means all sides are same length**

**Example 4**  
 Work out the perimeter of a square with side length 5cm.  
 Always draw a sketch from the information given.  

 Perimeter =  $4 \times 5$   
 $= 20 \text{ cm}$

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

**Doesn't matter which method you use, they all work!**

**Here is an example of a great homework!**



### **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.

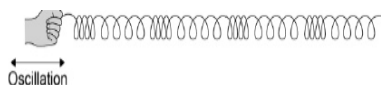


### A: Types of waves

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

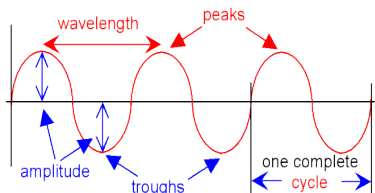
#### Longitudinal waves:

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



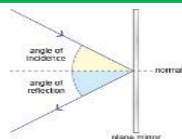
#### Transverse waves:

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

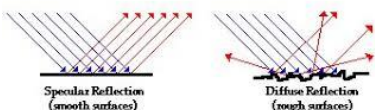


### C: Reflection

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

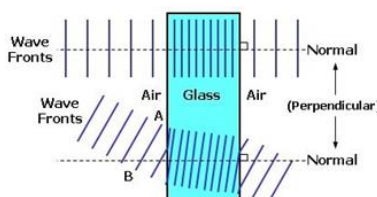
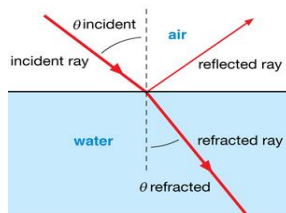
$$\text{period} = \frac{1}{\text{frequency}}$$

$$v = f \lambda$$

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

### 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

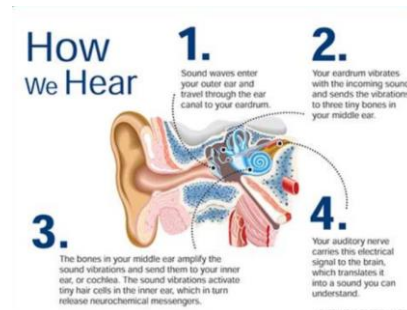
Sound waves travel through vibrations in the medium.

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.

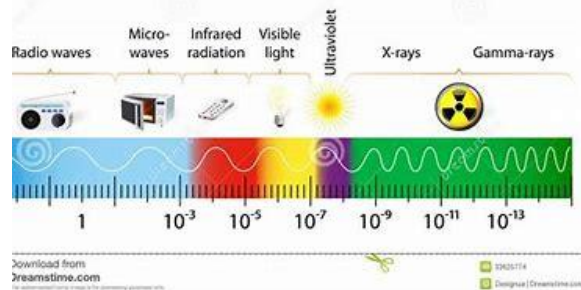
Sound waves can also be used to detect objects in deep water and for finding the depth of water.





## 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.

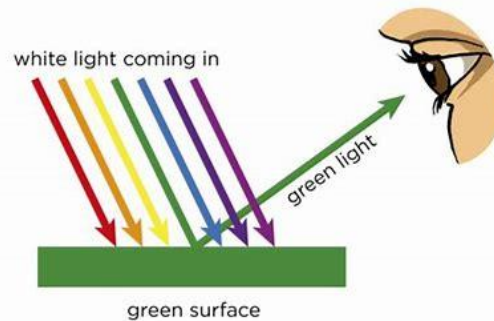
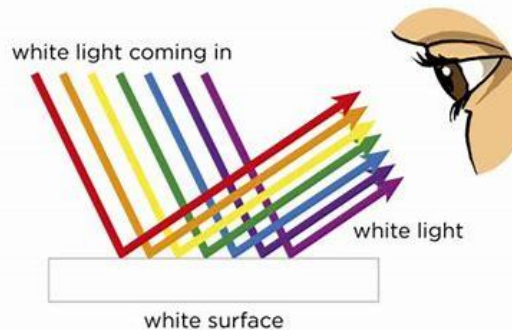
A white object will reflect all wavelengths of light equally

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

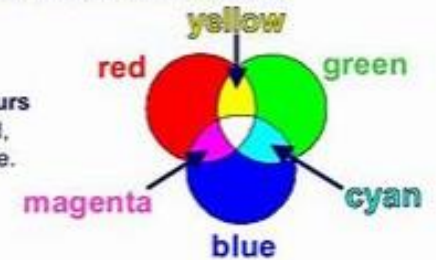


### Primary and secondary colours

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> ebras	zinc	no reaction observed	slow bubbling	
<u>I</u> n	iron	no reaction observed	very slow bubbling	
<u>C</u> ages	copper	no reaction observed	no reaction	found native
<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

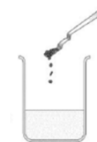
- metals more reactive than carbon
- aluminium and sodium etc.
- high temperatures to melt ores
- very expensive high energy process



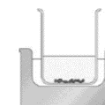
### Native metals

- 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.

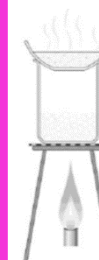


2. Filtration is done to remove excess solid.

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.

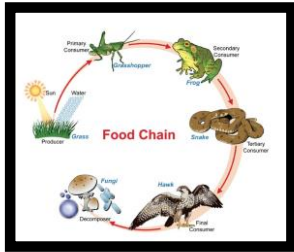




**A: Food Chains**

Arrows shows Energy Flow

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 m<sup>2</sup>

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

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

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

**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







**Remember!**

de + el = del: al lado **del** mercado – *next to the market*  
 de + la = de la: enfrente **de la** panadería – *facing the bakery*  
 de + los = de los: detrás **de los** grandes almacenes – *behind the department store*  
 de + las = de las: delante **de las** tiendas – *in front of the shops*



**1**

**KO QUIZLET LINK**  
[https://quizlet.com/\\_5xv0wm](https://quizlet.com/_5xv0wm)

**4**

ser to be (permanent & description)	estar to be (temporary & location)	hacer to do/to make	tener to have	ir to go	dar to give	poder to be able to/to be allowed
fui	estuve	hice	tuve	fui	di	pude
fuiste	estuviste	hiciste	tuviste	fuiste	diste	podiste
fue	estuvo	hizo	tuvo	fue	dio	pudo
fuimos	estuvimos	hicimos	tuvimos	fuimos	dimos	podimos
fuisteis	estuvisteis	hicisteis	tuvisteis	fuisteis	disteis	podisteis
fueron	estuvieron	hicieron	tuvieron	fueron	dieron	podieron

Hoy **voy a jugar** al fútbol – *Today I'm going to play football.*

The **future tense** is used to talk about things **further off which may not be completely certain:**

En el futuro **jugaré** en un buen equipo – *In the future I will play in a good team.*

**2**

Tengo dolor de cabeza – *I have a headache.*

Or you can use the verb *doler* – to hurt / ache:

Me duele la cabeza – *I have a headache.*

Remember to make the verb plural when you are using a plural word like *dientes*.

Me duelen los dientes – *My teeth hurt / I have toothache.*

**Debes** comer fruta todos los días – *You must eat fruit every day.*

**Tienes que** hacer ejercicio dos veces a la semana – *You have to take exercise twice a week.*

You can use the verb **necesitar** in the same way to say what you need to do.

**Necesitas** perder peso – *You need to lose weight.*

*Hay que* – 'it is necessary to' is a more impersonal way of telling someone to do something:

**Hay que** hacer ejercicio. – *It is necessary to exercise.*

**Se necesita** una raqueta para jugar al tenis – **You / one need(s)** a racket to play tennis.

El tenis **se juega** con una raqueta y pelotas – **You / one play(s)** tennis with a racket and balls.

**Se puede** practicar el fútbol en el parque – **You / one can play** football in the park.

**3**

**Reflexive verbs**

You first met reflexive verbs in Unit 2A of *Zoom 1*. Remember: When you look them up in a dictionary you will find the pronoun attached to the end of the infinitive.

*Example:* levantarse – *to get up*

Present	Preterite	Imperfect
me levanto – <i>I get up</i>	me levanté – <i>I got up</i>	me levantaba – <i>I used to get up</i>
te levantas	te levantaste	te levantabas
se levanta	se levantó	se levantaba
nos levantamos	nos levantamos	nos levantábamos
os levantáis	os levantasteis	os levantabais
se levantan	se levantaron	se levantaban



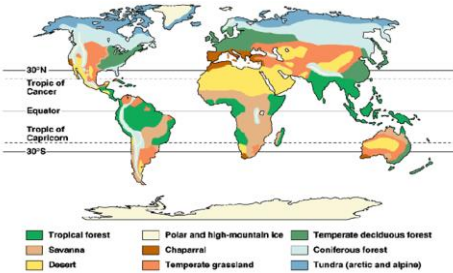
tener – *to have*  
 hacer – *to do*

tendré – *I will have*  
 haré – *I will do*



### A: Definition of a Fragile Environment

A fragile environment is one that can be easily damaged/disturbed by human activity and is difficult to restore.



### B: How have the uses of Antarctica changed?

- Mining – can often lead to oil disasters – oil, coal and diamonds are the main resources
- Tourism – scenery, wildlife, walking
- Whaling – 2000 whales are killed each year – it is claimed the whales are killed for scientific research but often the meat is sold to posh restaurants
- Scientific research – this focuses on looking at the hole in the Ozone layer and the effects of climate change

### D: Animals of the Antarctic

**Characteristic:** Something that is unique to that animal

**Adaptation:** How that characteristic helps it survive in its environment

#### Leopard Seal

- **Characteristics:**
  - Curved serrated teeth
  - Eyes on the side of their head
- **Adaptations:**
  - Curved serrated teeth help them grip their prey
  - Eyes on the side of their head help them see prey clearly in the dark water



#### Crab eater seal

- **Characteristics:**
  - Thick layer of blubber
  - Ridged teeth
- **Adaptations:**
  - Blubber can keep them warm against the cold
  - Ridged teeth help to break the crabs they eat



C:

<u>Why are tourists attracted to?</u>	<u>What impacts do tourists cause?</u>	<u>How can tourism be managed?</u>
<ul style="list-style-type: none"> <li>• Wildlife</li> <li>• Scenery</li> <li>• Small boat cruising</li> <li>• Aircraft flight</li> <li>• Climbing</li> <li>• Camping</li> <li>• Walking</li> <li>• Helicopter flight</li> <li>• Ice landing</li> <li>• Kayaking</li> <li>• Snowboarding</li> <li>• Ship cruises</li> <li>• Scuba diving</li> </ul>	<p>The environmental impact of an individual tourist is much greater than that of a researcher.</p> <p>Landing sites are chosen for a special feature, so they quickly become honeypots. More than 99% of Antarctica is covered with ice, so little is left for tourist activity. Few visitors go on the ice.</p> <p>Tourists only spend a short time ashore, but the impacts do not always reflect this. They want to visit the most picturesque and wildlife-rich areas. The impact is uneven but in places too great.</p> <p>Animals, especially penguins and seals, are disturbed by more than a few people. Not used to humans, they do not like to be touched</p> <p>There have been accidents when ships have struck uncharted rocks or ice floes.</p> <p>Oil spills are becoming an increasing hazard for wildlife.</p> <p>Tourist ships must discharge all waste materials well away from the shore of Antarctica.</p>	<p>All tour operators are members of IAATO, which directs tourism to be safe and environmentally friendly.</p> <p>Around 100 companies are involved.</p> <p>In line with the Antarctic Treaty, tourism is an acceptable activity in Antarctica - it is the scale that has to be controlled. Visitors are not allowed to visit Sites of Special Scientific Interest (SSSIs) in order to conserve precious wildlife and landscapes. Bird Island on South Georgia is one example.</p> <p>Although tourist numbers have increased rapidly in Antarctica, protection remains a priority. A permit must be gained for any activities on the continent.</p> <p>No ship carrying over 500 passengers can land in Antarctica. Never the less, there is concern that larger ships will eventually be allowed to land and that the volume of tourists will be beyond sustainable limits.</p>

#### Killer Whale

- **Characteristics:**
  - Live in groups
  - High levels of myoglobin
- **Adaptations:**
  - Living in groups help the whales to catch larger prey
  - Myoglobin stores oxygen in the muscles to help them dive deeply to catch prey



#### Chin Strap penguin

- **Characteristics:**
  - Little wings
  - Water resistant feathers
- **Adaptations:**
  - Wings and aerodynamic design mean they can easily 'fly' through the sea
  - Water resistant feathers allow water to run off the feather when they leave the water helping them get dry/warm

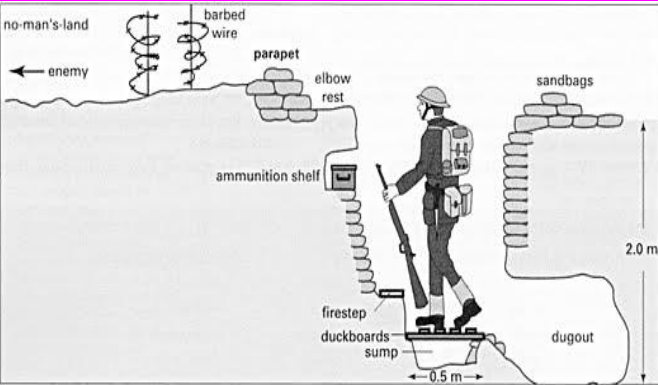






### D: Trench Warfare

Within weeks the two sides realised they were evenly matched and started to 'dig in'. The men dug trenches to protect themselves from **sniper** and **shell fire** (see diagram). The section in between the German and British trenches was known as **No Man's Land** as no one was in control of it and none could survive there for long.



### F: Weapons

The key weapons in the Trenches were:

- The Rifle and Bayonet. These were issued to every man in the trenches and were used at close range
- The Machine Gun. This could fire off hundreds of rounds a minute
- Artillery shells. These were big bombs that were fired from far behind the line with devastating effects if they were accurately placed
- Gas. Weaponised gas such as chlorine and mustard gas was first used during WW1. It caused irritation to the eyes, nose and throat and could kill.
- Tanks. These were a new invention to try and deal with the mud, trenches and barbed wire. They were slow and quite easy to blow up at the beginning.

### G: The Somme

The Somme was one of the bloodiest battles fought in WW1. The French were desperate for help after they suffered heavy losses at a place called Verdun. The British decided to attack to help them. On **1<sup>st</sup> July 1916** the first troops went 'over the top'. They were told because of heavy artillery fire for the last week that the Germans were all dead and therefore they should walk across No Man's Land. The Germans had far superior trenches and had survived the bombing. They saw the English advance and manned the machine guns. The English and their allies were slaughtered. 60,000 men were killed or wounded in the first day and by nightfall gains had been conceded. The Somme lasted 141 days.

### E: Trench Conditions

Conditions within the trenches were foul. It was too hot in the summer and the mud in the winter could drown you. There were rats who fed on the bodies of the dead men in No Man's Land the size of cats and all soldiers were infected with Lice (known as chats). Along with the constant fear of death and the dangers of warfare, **trench foot** was also a major problem. This was an infection of the feet that due to the damp conditions that could lead to the loss of toes or even feet!



### H: Impact of the Somme

The Somme was a disaster for the British morale (how they felt). People started to question the point of this mass slaughter. The Somme killed many of the Pals battalions so hundreds of streets and villages lost all of their young men in a single day. People started to turn against the war. You can see this in the Poetry like 'Dolce et Decorum est' by Wilfred Owen written in 1918. However the Somme did break Germany's morale and has been linked to Germany losing. General Haig was widely criticised for his handling of the campaign and has become known as the 'butcher of the Somme'.



## Is there a life after death? (Part 2)

### A: Key terms

Key Term	Definition
Heaven	A place of peace and tranquillity where you exist with God forever.
Hell	A place of torture and pain where you suffer at the hands of the devil forever.
Judgement Day	The day when Christians believe that the dead will be resurrected and God will decide whether people go to heaven or hell.
Resurrection	When a dead body is brought back to life.
Soul	The spiritual part of a person that is believed to give life to the body



### B: Christian beliefs about life after death

Christian's believe when you die you are **judged** by God and you are either sent to **heaven** or **hell**. This happens on a special day called **judgement day**. The Christian goal in life is to get into Heaven. Christians believe that you will get into heaven if you have accepted **Jesus** as your **saviour** and asked him to forgive your **sins** (bad actions). If you have not asked Jesus to forgive your sins you will not be able to enter heaven.

"I am the way, the truth and the life. No one will get to my father except through me"

This is because Christians believe that **Jesus** paid for human **sins** when he was punished on the cross and if you don't ask him to take your **sins** you will be punished in **hell**. Christians have got different ideas about **heaven** and **hell**. Some believe that they are actual physical places whereas some believe that they are spiritual realms. Some Christians believe that it is your **soul** that goes to **heaven** or **hell** whereas others believe that your body is **resurrected** on **judgement day**. Examples of how Christians might try to do good are by following follow Jesus' teachings in The Bible like "**love your neighbour as you love yourself**" and **confessing** their sins regularly. Christian's would try to avoid sins such as murder, lying, jealousy and stealing.



## A: Samba Facts

- Samba originates in Brazil, South America
- Samba is often played at festivals, carnivals and important events.
- Samba contains many percussion instruments and vocal chants.
- Samba uses rhythms and breaks to form its structure.
- Samba is played in communities to encourage teamwork and working together.



## B: Samba Instruments



**Surdo**



**Caixa  
(Kai-sha)**



**Agogo  
bell**



**Tambourim**



**Clave  
(Clar-vay)**



**Ganza**

## C: Samba Rhythms

**Surdo** – SAM-BA, SAM-BA

**Caixa** – SAM-BA, I just love it

**Agogo Bell** – I just want to have a banana

**Tambourim** – Ey up mi duck, do you like it out here?

**Clave** – Please can you tell me is this right?

**Ganza** – Oh no, my arm is falling off.



# A Journey through Theatrical Time and Space

## Section A: Greek Theatre 550BC- 220BC

Almost every Greek city had a theatre because plays were part of many religious festivals. The Greeks enjoyed singing and dancing. At first, theatres were only used for festivals.

The theatres were built on hillsides in the open air and could often hold more than 18,000 spectators.

In the centre of the theatre was a circular dancing floor (orchestra), with an altar for sacrifices dedicated to Dionysus. The stage was a raised area within this circle. All the actors were men. They wore large masks that exaggerated facial features and emotions. The mouth hole was large to help amplify the voices. Greek plays were either comedies or tragedies. Plays were either spoken or sung in rhyme.

### The Greek Chorus:

A group of actors who described and commented upon the main action of a play with song, dance, and recitation. They moved together as a group rather than singularly.

## Section B: Medieval Theatre 401 - 1500

The **Medieval theatre** was a source of entertainment and education for residents of the **Middle Ages**. Though initially tinged with religious zeal, **Medieval theatre** went through centuries of evolution and themes outside of the Bible were eventually accommodated.

## Section C: Commedia 1510 - 1650

An early form of professional theatre, originating from Italy, that was popular in Europe from the 16th to the 18th century. *Commedia dell'arte* was formerly called Italian comedy.



## Section D: Kabuki Theatre 1603

Classical **Japanese** dance-drama. **Kabuki theatre** is known for the stylization of its drama and for the elaborate make-up worn by some of its performers.



## Section E: Victorian Theatre 1837-1901

**Theatre** in the **Victorian** era is regarded as history of **theatre** during the era ruled by Queen Victoria from 1837 to 1901. It was a time during which literature and **theatre** flourished. ... It was also during her reign when political reforms came into practice which led to the openness of **theatre** and literature.





### 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

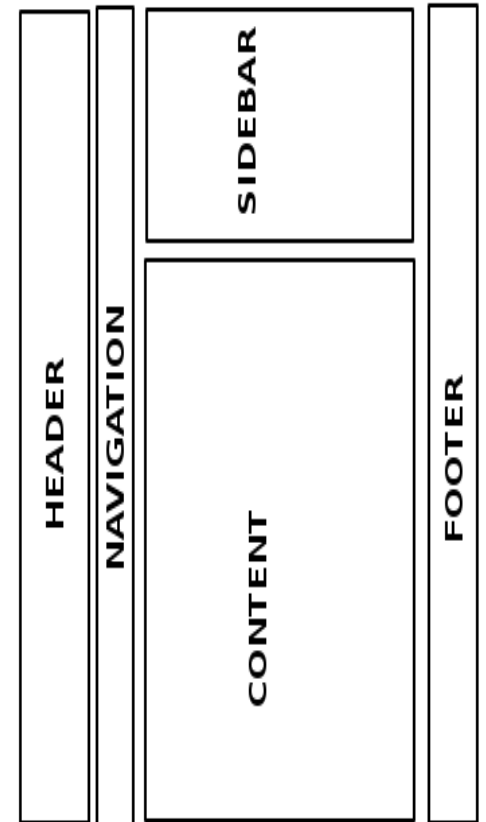
Tag	Description
<html> ... </html>	Declares the Web page to be written in HTML
<head> ... </head>	Delimits the page's head
<title> ... </title>	Defines the title (not displayed on the page)
<body> ... </body>	Delimits the page's body
<h n> ... </h n>	Delimits a level n heading
<b> ... </b>	Set ... in 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



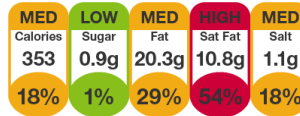




## Section A- Tools and Equipment

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



### Nutritional information



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



# Project: Cultural Patterns

There is no knowledge organiser for art this term as you will be completing a project on cultural patterns. Further details of this will be given by your art teacher and this will be split into 3 chillies to help you complete the project through the term. Please ensure you keep this sheet in your homework folder safely. You should set aside some time each week to work on the project through the term.

## Cultural patterns you may study in your project:



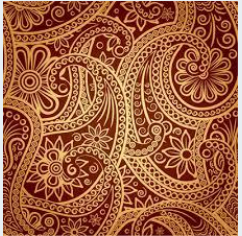
Aboriginal patterns



Adinkra patterns



Islamic patterns



Indian patterns



Chinese patterns

## Key Words you may use in your project:

colourful, bold, expressive, simplistic, composition, composed, contrast(ing), symmetrical, asymmetrical, texture, tone, pattern, bright, detailed, realistic, distorted, lively, subtle, muted, rough, smooth, pigment, mixed media, collage, form, line, flat, abstract, animated, proportions, viewpoints, angle, everyday, naïve, childlike, woven, mosaic, intricate.







BE KIND

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HARD

WORK