

Knowledge Organiser

Autumn Term – Year 8



PARK HOUSE SCHOOL

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MECHANICAL OBJECTS | YEAR 8 | ART | TERM 1

PARTS OF LIGHT

1	Highlight	The brightest part of the object
2	Mid-tone/half-tone	The tones between shadows and highlights
3	Core shadow	The darkest part of the shadow often on the boundary between half-tones an the shadow area
4	Reflected light	Light that is reflected of other objects into the shadow areas
5	Cast shadow	Is the dark area behind the object on the opposite side of the light source

COLOUR THEORY AND COLOUR MIXING

1	Colour Wheel	a diagram used in the visual arts to represent all colours and their relationships to one another. It can be used to help with colour selection when creating artwork
2	Complementary Colours	Colours on the opposite side of the colour wheel. This combination creates the greatest contrast
3	Analogous Colours	Colours close to each other on the colour wheel. These combinations create harmony in artwork.
4	Primary Colours	Colours that cannot be made by mixing other colours but can be used to mix all other colours of the spectrum. YELLOW, RED, BLUE
5	Process Primaries	YELLOW, MAGENTA, CYAN
5	Secondary Colours	Colours made by mixing two primary colours together
7	Orange Green Purple	Yellow + Red/Magenta Yellow and Blue/Cyan Red/Magenta + Blue/Cyan
8	Tertiary Colours	Colours made by mixing a primary colour with its close secondary colour, such as yellow-green.
9	Tints and Shades	Lighter or darker version of a colour by adding white to lighten or adding black to darken.
10	Mixing Brown	Red and Green or orange with a little bit of blue

KEYWORDS

1	Proportion	The size of one thing compared to the size of another
2	Centre Line	A line of symmetry can help you draw objects that are the same on both sides, such as a face.
3	Line drawing	Drawing made with lines only
4	Shading	Adding different tones to create 3D effect
5	Composition	The arrangement of different parts of an art piece
6	Pattern	A symbol or shape that is repeated
7	Line	A mark which can be used to make a drawing
8	Shape	A 2D area that is enclosed by a line
9	Tone	The lightness or darkness of something
10	Distortion	The act of twisting or altering something out of its true, natural, or original state.

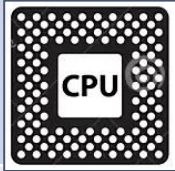
PROCESSES

1	Mono-print	An artwork created by transfer of media from one surface to another resulting in a single unique print.
2	Printing	Artwork created by the transfer of media from a matrix or printing block to another surface.
2	Collage	The technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.
3	Drawing	The act of making picture with a pencil or pen and other dry media
4	Sculpture	3D artwork designed to be viewed from several angles. Sculpture can be made out of variety
5	Digital Art	Art created using software on a computer or other devices

Year 8 | Computer Science | Term 1: Computer Systems

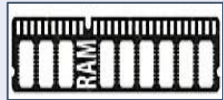
Hardware Components

CPU



Processes **data and instructions** in binary. Fetches them one by one from RAM and **controls other components**

RAM



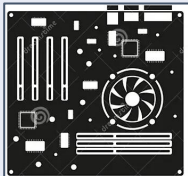
Stores **data and instructions** needed to run any programs **currently open**. Volatile: Wiped when power is off

Storage



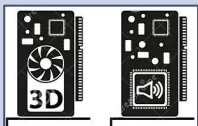
Long-term storage of programs and files. Non-volatile: Data is safe when power is off

Motherboard



Connects components together, allowing **power and data** to flow where needed

Expansion Cards



Additional cards that **process graphics or sound** better than CPU can do by itself

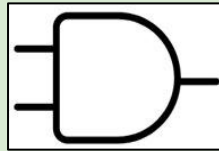
Binary Logic Gates

Binary

The language of 0s and 1s used by computers to make logical calculations.

0 = transistor off, 1 = transistor is on

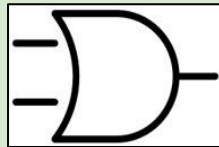
AND



Has two inputs, one output.

Both inputs must be 1 for the output to be 1. Output will be 0 in all other cases

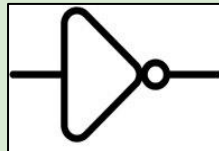
OR



Has two inputs, one output.

Either input must be 1 for the output to be 1. Output will be 0 in all other cases

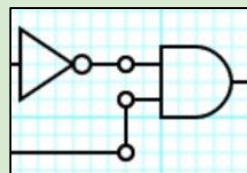
NOT



Has one input, one output.

Flips inputs so a 0 going in will output 1, 1 going in will output 0

Logic Circuits



Connecting several logic gates together to perform more complicated tasks or calculations

Input, Process, Output

All computers receive data through an **input**, perform some sort of **process** on that data and then **output** the result

Input Devices

Mouse, keyboard, microphone, touchscreen, joystick, scanner

Output Devices

Monitor, printer, speaker, headphones, projector

Operating Systems

- Software that connects all other apps to the hardware
- Manages resources like memory and access to the CPU
- Provides a graphical user interface (GUI) that allows the user to interact with apps and hardware

AI and Machine Learning

AI






When a computer system performs tasks that would need intelligence if a human did it

Machine Learning

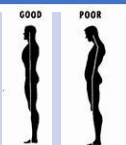

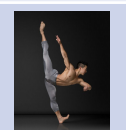


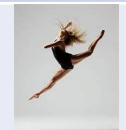


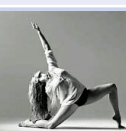
When AI is given training data to learn from and makes its own rules based on patterns/similarities it finds

Ethics

Problems sometimes occur where machine learning systems do what we might see as morally wrong

Design Movement	Time period and Key designers of the Design Movement	Key Principles of the style/feel of design during the Design Movement	Examples of patterns, products and architectural features from the Design Movement
Arts & Craft Design Movement	1880 to 1910 William Morris John Ruskin	<ul style="list-style-type: none"> • Simplicity • Rebellion against mass production • Use of craft techniques • Put 'man' back into the design & manufacturing process 	
Art Nouveau Design Movement	1890 - 1910 Louis Tiffany Charles Rennie Macintosh Alphonso Mucha	<ul style="list-style-type: none"> • Curved lines • Sinuous • Natural Forms • Making use of nature to inspire the look and feels as opposed to Greek and Roman styles 	
Art Deco Design Movement	1920s - 1930s William Van Allen Rene Lalique Tamara de Lempicka	<ul style="list-style-type: none"> • Luxury style • Focused on use of geometric shapes and bold colours • Influenced by Egyptian artefacts • Chrysler Building, Empire State Building 	
Bauhaus/ Modernist Design Movement	1917 - 1933 Modernism up to the 1970s Walter Gropius Harry Beck Ludwig Mies Van Rohe	<ul style="list-style-type: none"> • Rejecting the decoration of the past • Form follows function • Using steel and industrial methods of production • Modernity – glass and chrome • Simplicity • Less is More • Functional 	
Streamline Design Movement	1928 - 1955 Raymond Lowey Eames and Saarinen	<ul style="list-style-type: none"> • Streamlining products to make them appear more modern and slick • Very inspired by cars and aircrafts at the time • Streamline caravans are items we still see 	
Post Modernist Design Movement	1970 - 1990 Ron Arad Phillipe Starke Ettore Sotsass Andy Warhol	<ul style="list-style-type: none"> • Form does not follow function. Less is a bore • Liked to design with unnecessary ornamentation/decoration • Use of plastics • Geometric shapes, repeat patterns, and bright colours • Shattering the establishment with gestures that were confrontational, funny, sometimes absurd 	

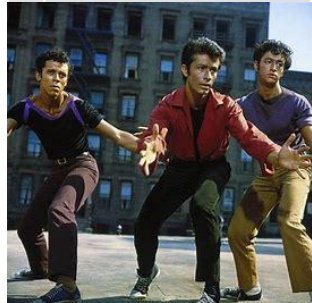

Physical Skills

1		Posture The way the body is held.
2		Alignment Correct placement of body parts in relation to each other.
3		Balance A steady or held position achieved by an even distribution of weight.
4		Coordination Efficient combination of body parts.
5		Control The ability to start & stop movement, change direction & hold a shape efficiently.
6		Flexibility The range of movement in the joints.
7		Strength Muscular power.
8		Stamina Ability to maintain physical and mental energy over periods of time.
9		Extension Lengthening one or more muscles or limbs.

High Quality Performance Expressive Skills

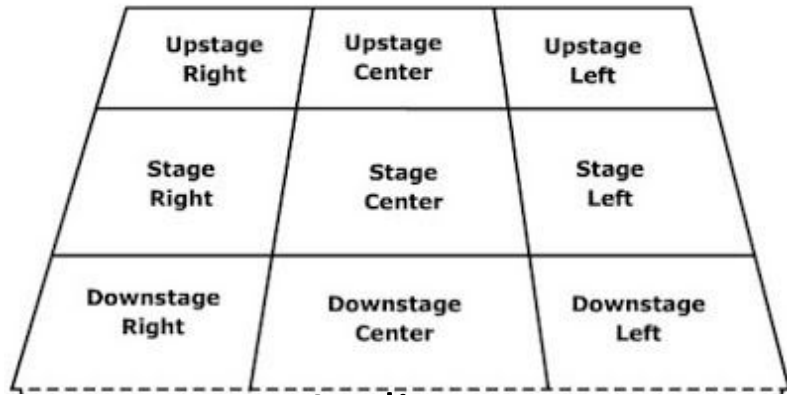
1	Focus	The use of the eyes to enhance performance.
2	Projection	The energy the dancer uses to connect with & draw in the audience.
3	Musicality	The ability to match the movement to the unique qualities in the accompaniment.
4	Facial Expression	The use of the face to show mood, meaning or character.
5	Spatial Awareness	The awareness of the space and ability to use it effectively.
6	Communication of the choreographic intent	The aim of the dance. What the choreographer wants to communicate.
Mental Skills		
7	Rehearsal discipline	Showing concentration when taking dance class. Listening to the teacher, responding well to corrections and working hard to achieve your best.
8	Confidence	Bringing energy to the performance & being bold whilst looking up and out to the audience, without shyness or hesitation.
9	Commitment	Fully committing to the performance, being professional, fully involved and not holding back.
10	Movement Memory & concentration	Remaining mentally focused throughout the performance so you do not forget the movement, timing or challenging moments of choreography.

Choreography DANCE ACTIONS

1	TRAVEL	When a dancer moves through the space on a pathway.
2	TURN	When a dancer rotates their body around in space.
3	ELEVATION	The act of rising up, as in a jump.
4	GESTURE	A movement of a body part in the air.
5	FLOOR WORK	Shapes & movements which take place on the floor.
DYNAMICS		Qualities of speed, strength & flow added to movement to give expression & meaning.
1	SPEED	Fast and slow Sudden and sustained Acceleration and deceleration
2	STRENGTH	Strong and light
3	FLOW	Abrupt and flowing
		

Vocal Skills		Scripts (Blood Brothers)		Physical Skills	
Pitch	The particular level (high or low) of a voice, instrument or tune.	Script	A script is the written content for a visual story such as a play, television show or movie.	Facial Expression	Look on face which shows emotions.
Pace	The speed at which someone or something moves, or with which something happens or changes.	Playwright	Someone who writes plays.		
Pause	A break in speaking, period of silence.	Blood Brothers details	Playwright: Willie Russell. Written:1981. Set 1960s-70s	Body Language	A range of nonverbal signals that you can use to communicate your feelings and intentions.
Tone	This suggests your mood and your intention towards the listener, eg happy or sad.	Blood Brothers main characters	Mickey, Edward, Linda, Mrs Johnson, Mrs Lyons		
Volume	Loudness or quietness of the voice.	Plot summary	Blood Brothers, a musical by Liverpoolian playwright Willy Russell, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city.	Gesture	A sign that communicates a character's action, state of mind and relationship with other characters to an audience.
Emphasis	Where a performer will stress a particular word or phrase within a sentence to indicate importance.	Mime			
Accent	A way of speaking in a local area or country.	Mime	Showing a character, scene or scenario entirely by gesture and bodily movement and without the use of props. Making the invisible visible.	Posture	Physical alignment of a performer's body, or a physical stance taken by a performer which conveys information about the character being played.
Clarity of diction	Clearness of the voice.	Exaggeration	To make something seem larger, more important, better, or worse than it really is		
		Precision	the quality, condition, or fact of being exact and accurate.	Levels	They show action in a different place/time and can reflect relationships.
		Tension	condition where one or more muscles remains semi-contracted for a prolonged period.		
				Gait	A person's manner of walking.

Blood Brothers key plot details



Audience

End on/

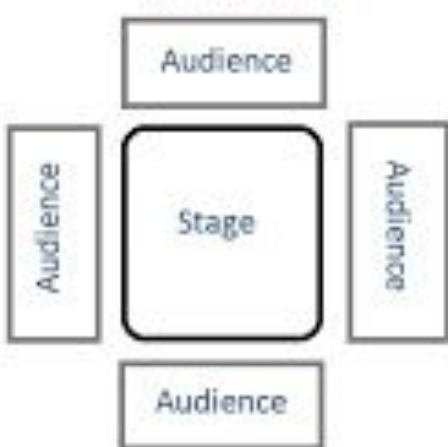
Proscenium



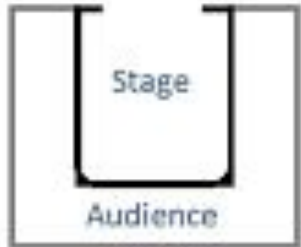
Traverse



In the Round



Thrust



Mrs J gives Mrs L one of her babies

Mrs L brings Edward up as her own

Mickey and Edward become best friends

The Lyons family move

Mickey loses his factory job and is sent to prison

Mickey and Edward rekindle their friendship

Mickey becomes depressed and takes pills to cope

Edward and Linda start a "light romance"

Mrs J tells Mickey and Edward they are twins

Mickey kills Edward and the police kill Mickey

English | Annie John

Key Words	
Adversity	A difficult or unpleasant situation
Rebellion	An action/ process of resisting authority, control or convention
Coming of age	The age or occasion when one formally becomes an adult
Autonomy	A person's ability to act on her/his own values and interests
Transient	Lasting only for a short time
Adolescence	The process of developing from a child to an adult

Context	
Colonialism	The policy or practice of acquiring full or partial political control over another country, enslaving its inhabitants, occupying it with settlers, and exploiting it economically
Post Colonialism	An approach that is concerned with the lasting impact of colonisation, seeking to spread awareness and be critical of the system
Windrush Generation	Relating to the people who emigrated from the Caribbean to Britain on the British ship the <i>Empire Windrush</i> in 1948
Captain Cook	Controversial British explorer who colonised the Caribbean (1728-1779)
Obeah	Obeah is the local spiritual system that relies upon the use of herbs as well as sorcery and spells
John Milton- Paradise Lost	A poem concerning the biblical story of the Fall of Man
Charlotte Bronte- Jane Eyre	The novel follows the story of Jane, a seemingly plain and simple girl as she battles through life's struggles

Questions to consider:	
How and why does Kincaid explore the transition from girlhood to womanhood in <i>Annie John</i> ?	
How and why does Kincaid explore traditional gender roles in <i>Annie John</i> ?	
How and why does Kincaid describe the British Caribbean colonial world in <i>Annie John</i> ?	
How and why does Kincaid manipulate the timings of events in <i>Annie John</i> ?	
How and why does Kincaid explore Annie's need for intellectual exploration?	

Plot Overview	
Rising Action	At 10 Annie becomes obsessed with death and realises how transient life can be. She is entering her adolescence and begins to question and rebel. Her once close relationship with her mother becomes fragile.
Climax	Annie gets into a ferocious argument with her mother, which ends in her mother using offensive language. This signifies the breakdown of their relationship for good and Annie's coming of age.
Falling Action	Annie has come of age and realises that her narrative is not her own. She decides to leave Antigua for England, thus separating herself from her parents.

Key Terminology	
Eponymous Hero	Eponymous hero is the character in a play or book whose name is the title of that play or book.
Bildungsroman	A novel dealing with one person's formative years or moral/ psychological education.
Memoir	A written account in which someone details their past experiences
Symbolism	The use of symbols to represent ideas or qualities. E.g The trunk, Paradise Lost or the marbles.
Motif	A literary technique that consists of a repeated element that has symbolic significance e.g Obeah, water or death
Foreshadowing	A warning or indication of a future event e.g How the mother's quarrelling with her parents mirrors Annie's quarrelling with her mother.
Sequencing	Order in which events occur e.g chronological order
Unreliable narrator	An untrustworthy storyteller, most often used in narratives with a first-person point of view

English Year 9 | William Blake

Poem Summary	
Laughing Song	Excitement of children in nature at summertime
Infant Sorrow	The narration of a child born into poverty by its parent
The Shepherd	What it means to be moral, the shepherd is comparable to Jesus Christ
A Poison Tree	How humanity can be immoral, close links to the Garden of Eden parable

Context	
Neo-Classic Poetry	Restrictive style of poetry that came before the Romantic Movement (18 th -19 th Century)
The Romantic Movement	Poetry that focused on liberty, freedom and nature (19 th century)
Industrialisation	A period of rapid development in Victorian England (19 th century)
French Revolution	Social and political upheaval in France
Peterloo Massacre	Cavalry charge on group of people protesting for a reform of parliament
Blake as a 'Christian Visionary'	He often saw 'visions' such as angels and spirits. He was against the 'Old Testament' teaching.
Class Hierarchy	Unequal class status led to the corruption and inequality of Victorian society.
Urban Poverty	Mass movement to cities and inequality led to sprawling urban slums.

Literary Terms	
Alliteration	Same letter or sound at the beginning of adjacent or closely connect words
Anaphora	Repetition of a word/phrase at the beginning of successive clauses
Biblical Allusion	A figure of speech that makes direct reference to a biblical story
Metaphor	A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common
Plosives	The exaggerated 'p, b, d, g' sound
Repetition	When the same word/ phrase is repeated
Sibilance	The 'S' sound
Quatrain	Four line stanza
Rhyme Scheme	A poet's deliberate pattern of rhyming words or lack of
Rhyming Couplets	Two lines that rhyme and have the same amount of syllables

Ambitious vocabulary	
Fragility	the quality of being easily broken or damaged.
Morality	principles concerning the distinction between right and wrong or good and bad behaviour.
Pessimism	a tendency to see the worst aspect of things or believe that the worst will happen.
Optimism	hopefulness and confidence about the future or the success of something.
Hypocrisy	the practice of claiming to have higher standards or more noble beliefs than is the case.
Hierarchy	an arrangement of items that are represented as being "above", "below", or "at the same level as" one another.

SENTENCE BUILDER 1

<p>Mon meilleur ami <i>My best friend (m)</i></p> <p>Ma meilleure amie <i>My best friend (f)</i></p>	<p>s'appelle (Français) <i>is called (Français)</i></p> <p>s'appelle (Française) <i>is called (Française)</i></p>	<p>il a <i>he has (is)</i></p> <p>elle a <i>she has (is)</i></p>	<p>onze (11) douze (12) treize (13) quatorze (14) quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19)</p>	<p>ans <i>years</i> <i>(old)</i></p>
<p>Il a <i>he has</i></p> <p>Elle a <i>she has</i></p>	<p>les yeux bleus <i>blue eyes</i> les yeux verts <i>green eyes</i> les yeux marron <i>brown eyes</i></p>	<p>les cheveux blonds <i>blond hair</i> les cheveux roux <i>red hair</i> les cheveux gris <i>grey hair</i> les cheveux blancs <i>white hair</i> les cheveux noirs <i>black hair</i> les cheveux bruns <i>brown hair</i> les cheveux châains <i>chestnut/brown hair</i></p> <p>les cheveux courts <i>short hair</i> les cheveux longs <i>long hair</i></p>	<p>un animal <i>a pet</i> un chien <i>a dog</i> un chat <i>a cat</i> un lapin <i>a rabbit</i> un cheval <i>a horse</i></p>	
<p>Il est <i>he is</i></p> <p>Elle est <i>she is</i></p>	<p>petit(e) <i>short</i> grand(e) <i>tall</i> de taille moyenne <i>of average height</i> beau/ belle <i>beautiful</i> religieux/euse <i>religious</i> fils unique <i>only child (m)</i> fille unique <i>only child (f)</i></p>			
<p>très <i>very</i> trop <i>too</i> assez <i>quite</i> un peu <i>a bit</i></p>	<p>vraiment <i>really</i> simplement <i>simply</i> absolument <i>absolutely</i> complètement <i>completely</i> parfaitement <i>perfectly</i> totalement <i>totally</i> extrêmement <i>extremely</i></p>	<p>amusant(e) <i>funny</i> patient(e) <i>patient</i> content(e) <i>happy</i> fort(e) <i>strong</i> faible <i>weak</i> triste <i>sad</i> fidèle <i>loyal</i></p> <p>pratique <i>practical</i> populaire <i>popular</i> agréable <i>nice</i> responsable <i>responsible</i> unique <i>unique</i></p>	<p>que moi <i>than (as) me</i></p> <p>que mon père <i>than (as) my dad</i></p> <p>que ma sœur <i>than (as) my sister</i></p> <p>que mes autres copains <i>than (as) my other friends</i></p>	
<p>plus <i>more</i></p> <p>moins <i>less</i></p> <p>aussi <i>as</i></p>		<p>heureux/euse <i>happy</i> sérieux/euse <i>serious</i> travailleur/euse <i>hardworking</i></p> <p>sportif/ive <i>sporty</i> gentil/gentille <i>kind</i> sympa <i>kind</i></p> <p>sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i></p>		

SENTENCE BUILDER 2

<p>En général <i>In general</i></p> <p>Parfois <i>Sometimes</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>De temps en temps <i>From time to time</i></p> <p>D'habitude <i>Usually</i></p>	<p>je m'entends bien avec <i>I get on well with</i></p> <p>je ne m'entends pas bien avec <i>I don't get on well with</i></p> <p>je me dispute avec <i>I argue with</i></p> <p>je dépends de <i>I depend on</i></p>	<p>mon père <i>my dad</i></p> <p>mon beau-père <i>my step dad</i></p> <p>mon grand-père <i>my grandad</i></p> <p>mon frère <i>my brother</i></p> <p>mon demi-frère <i>my half brother/ my step brother</i></p> <p>mon oncle <i>my uncle</i></p> <p>mon copain <i>my friend</i></p> <p>mon meilleur ami <i>my best friend (m)</i></p>			<p>amusant(e)(s) <i>funny</i></p> <p>patient(e)(s) <i>patient</i></p> <p>content(e)(s) <i>happy</i></p> <p>fort(e)(s) <i>strong</i></p> <p>faible(s) <i>weak</i></p> <p>triste(s) <i>sad</i></p> <p>fidèle(s) <i>loyal</i></p>
<p>Mon modèle c'est <i>My role model is</i></p> <p>La personne que j'admire c'est <i>The person that I admire is</i></p> <p>j'aime <i>I like</i></p> <p>j'adore <i>I love</i></p> <p>je préfère <i>I prefer</i></p> <p>je n'aime pas <i>I don't like</i></p> <p>je déteste <i>I hate</i></p> <p>je ne supporte pas <i>I can't stand</i></p>		<p>ma mère <i>my mum</i></p> <p>ma belle-mère <i>my step mum</i></p> <p>ma grand-mère <i>my grandmother</i></p> <p>ma sœur <i>my sister</i></p> <p>ma demi-sœur <i>my half sister/ my step sister</i></p> <p>ma tante <i>my aunt</i></p> <p>ma copine <i>my friend</i></p> <p>ma meilleure amie <i>my best friend (f)</i></p> <p>mes parents <i>my parents</i></p> <p>mes grands-parents <i>my grandparents</i></p> <p>mes deux frères <i>my two brothers</i></p> <p>mes trois sœurs <i>my three sister</i></p>	<p>parce que (qu') <i>because</i></p> <p>car <i>because</i></p> <p>puisque (qu') <i>because/ since</i></p>	<p>il est <i>he is</i></p> <p>elle est <i>she is</i></p> <p>ils sont <i>they are</i></p> <p>elles sont <i>they are (f)</i></p>	<p>pratique(s) <i>practical</i></p> <p>populaire(s) <i>popular</i></p> <p>agréable(s) <i>nice</i></p> <p>responsable(s) <i>responsible</i></p> <p>unique(s) <i>unique</i></p> <p>heureux/euse(s) <i>happy</i></p> <p>sérieux/euse(s) <i>serious</i></p> <p>travailleur/euse(s) <i>hardworking</i></p> <p>sportif/ive(s) <i>sporty</i></p> <p>gentil/gentille(s) <i>kind</i></p> <p>sympa(s) <i>kind</i></p> <p>sûr(e) de lui/d'elle <i>self-confident (sure of himself/herself)</i></p> <p>il/elle me téléphone souvent <i>he/she calls me often</i></p> <p>il/elle m'invite aux fêtes <i>he/she invites me to parties</i></p> <p>il/elle garde mes secrets <i>he/she keeps my secrets</i></p> <p>il/elle m'envoie des textos sur WhatsApp <i>he/she sends me messages on WhatsApp</i></p> <p>il/elle me comprend <i>he/she understands me</i></p> <p>ils/elles me téléphonent souvent <i>they call me often</i></p> <p>ils/elles m'invitent aux fêtes <i>they invite me to parties</i></p> <p>ils/elles gardent mes secrets <i>they keep my secrets</i></p> <p>ils/elles m'envoient des textos sur Snapchat <i>they send me messages on Snapchat</i></p> <p>ils/elles me comprennent <i>they understand me</i></p>

SENTENCE BUILDER 3

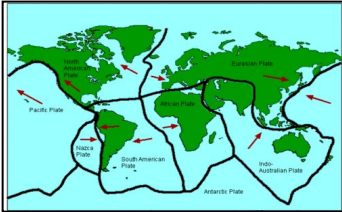
<p>Normalement <i>Normally</i></p> <p>Généralement <i>Generally</i></p> <p>En ce moment <i>At the moment</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>De temps en temps <i>From time to time</i></p> <p>Souvent <i>Often</i></p> <p>Dans ma maison <i>In my house</i></p> <p>Chez moi <i>At mine</i></p> <p>Au restaurant <i>At the restaurant</i></p>	<p>pour le petit-déjeuner <i>for breakfast</i></p> <p>pour le déjeuner <i>for lunch</i></p> <p>pour le dîner <i>for dinner</i></p> <p>après les cours <i>after lessons (school)</i></p> <p>le soir <i>in the evening</i></p> <p>pour commencer <i>To start</i></p> <p>comme entrée <i>As a starter</i></p> <p>comme plat principal <i>For the main meal</i></p> <p>comme dessert <i>For dessert</i></p>	<p>je mange <i>I eat</i></p> <p>je prends <i>I have (take)</i></p> <p>je bois <i>I drink</i></p> <p>on mange <i>we eat</i></p> <p>on prend <i>we have (take)</i></p> <p>on boit <i>we drink</i></p>	<p>du pain <i>bread</i></p> <p>du chocolat <i>chocolate</i></p> <p>du fromage <i>cheese</i></p> <p>du poisson <i>fish</i></p> <p>du riz <i>rice</i></p> <p>du fruit <i>fruit</i></p> <p>du gâteau <i>cake</i></p> <p>du fastfood <i>fastfood</i></p> <p>de la viande <i>meat</i></p> <p>de la glace <i>ice-cream</i></p> <p>des oeufs <i>eggs</i></p> <p>des légumes <i>vegetables</i></p> <p>des pâtes <i>pasta</i></p> <p>des frites <i>chips/fries</i></p> <p>du lait <i>milk</i></p> <p>du thé <i>tea</i></p> <p>du café <i>coffee</i></p> <p>de la bière <i>beer</i></p> <p>de l'eau <i>water</i></p> <p>un sandwich <i>a sandwich</i></p> <p>une baguette <i>a baguette / French stick</i></p>
<p>Pour rester en bonne santé <i>To stay in good health</i></p>			
<p><u>Additional useful vocabulary</u></p> <p>J'ai faim <i>I am hungry (I have hunger)</i></p> <p>J'ai soif <i>I am thirsty (I have thirst)</i></p> <p>L'addition s'il vous plaît <i>the bill please</i></p> <p>Où sont les toilettes? <i>Where are the toilets?</i></p> <p>Une table pour deux personnes s'il vous plaît <i>A table for two people please</i></p> <p>Est-ce que je peux voir la carte s'il vous plaît ? <i>Can I see the menu please?</i></p>			

SENTENCE BUILDER 4

<p>Pour rester en bonne santé <i>(In order) to stay healthy / in good health</i></p> <p>Pour être en forme <i>(In order) to be in shape</i></p>	<p>j'essaie de (d') <i>I try</i></p> <p>j'ai tendance à <i>I tend</i></p> <p>je vais <i>I'm going</i></p>	<p>manger <i>to eat</i></p> <p>boire <i>to drink</i></p> <p>prendre <i>to have (take)</i></p> <p>acheter <i>to buy</i></p> <p>commander <i>to order</i></p> <p>cuisiner <i>to cook</i></p>	<p>du pain <i>bread</i></p> <p>du chocolat <i>chocolate</i></p> <p>du fromage <i>cheese</i></p> <p>du poisson <i>fish</i></p> <p>du riz <i>rice</i></p> <p>du fruit <i>fruit</i></p> <p>du gâteau <i>cake</i></p> <p>du fastfood <i>fastfood</i></p> <p>de la viande <i>meat</i></p> <p>de la glace <i>ice-cream</i></p> <p>des oeufs <i>eggs</i></p> <p>des légumes <i>vegetables</i></p> <p>des pâtes <i>pasta</i></p> <p>des frites <i>chips/fries</i></p> <p>du lait <i>milk</i></p> <p>du thé <i>tea</i></p> <p>du café <i>coffee</i></p> <p>de la bière <i>beer</i></p> <p>de l'eau <i>water</i></p> <p>un sandwich <i>a sandwich</i></p> <p>une baguette <i>a baguette</i></p>
	<p>bien dormir <i>to sleep well</i></p> <p>boire beaucoup d'eau <i>to drink lots of water</i></p> <p>jouer au foot <i>to play football</i></p> <p>pratiquer les sports <i>to practise sport</i></p> <p>aller à la gym <i>to go to the gym</i></p> <p>faire de l'exercice <i>to do exercise</i></p> <p>courir <i>to run</i></p> <p>marcher <i>to walk</i></p> <p>faire du vélo <i>to ride a bike</i></p> <p>me reposer <i>to rest</i></p> <p>être actif / active <i>to be active</i></p> <p>bouger plus <i>to move more</i></p> <p>être dehors <i>to be outside</i></p>		
	<p>éviter <i>to avoid</i></p>	<p>les sucreries <i>sugary food</i></p> <p>les boissons sucrés <i>sugary drinks</i></p> <p>le fastfood <i>fast food</i></p> <p>un régime malsain <i>an unhealthy diet</i></p> <p>être fatigué(e) <i>being tired</i></p> <p>être malade <i>being ill</i></p>	

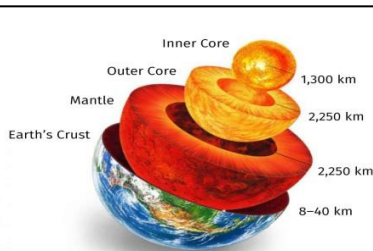
Geography | Tectonic Hazards

Inside the Earth

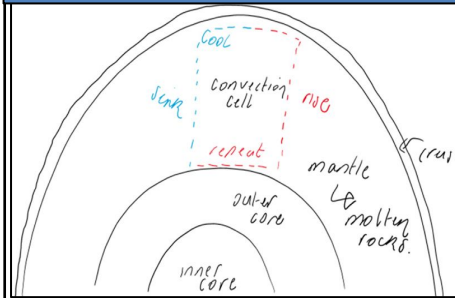


At around 22°C the thinnest layer of the Earth is solid. CRUST	Consists of iron, nickel, sulphur and oxygen. This liquid layer is found 5,150km deep. It is thought to be 4,000-6,000 °C. OUTER CORE
Its temperature ranges from 1,400°C to 3,000°C. It is made up of iron, oxygen, silicon, magnesium and aluminium. The majority of this layer is molten. MANTLE	This layer makes up 80% of the Earth's structure. MANTLE
The layer beneath the ocean bed is about 8km thick and is mainly made from a rock called basalt. CRUST	A huge solid metal ball of iron and nickel measuring 2,500 km wide. INNER CORE
At 5,000-6,000 °C this part of the Earth is 6,000 times hotter than our atmosphere. INNER CORE	The layer that makes up the land ranges from 8km to 70km thick and is mostly made from a rock called granite. CRUST
This layer is divided up into segments called tectonic plates. These are moving very slowly. CRUST	It is the movement of metals in this layer that creates our Earth's magnetic field. OUTER CORE

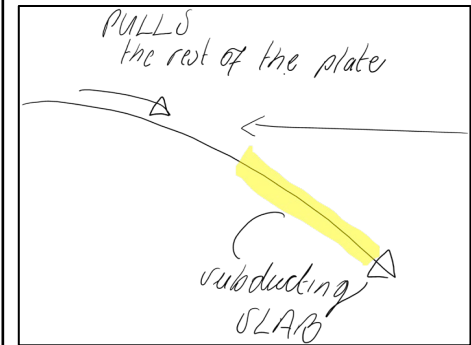
Layers of the Earth



Convection Currents



Slab and Pull Theory



Geography | Tectonic Hazards

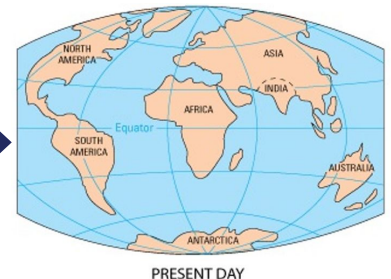
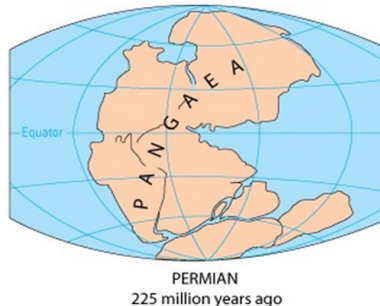
Key Terms

Conservative plate margin	Tectonic plate margin where two tectonic plates slide past each other.	Magma	Molten rock below the Earth's surface.
Constructive plate margin	Tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart.	Plate margin	The margin or boundary between two tectonic plates.
Destructive plate margin	Tectonic plate margin where two plates are converging or coming together, and oceanic plate is subducted. It can be associated with violent earthquakes & explosive volcanoes.	Primary effects	The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
Earthquake	A sudden or violent movement within the Earth's crust followed by a series of shocks	Richter Scale	A unit of measurement for the magnitude and strength of an earthquake. Typically ranges 1-10.
Epicentre	The point on the surface of the Earth, directly above the focus, where the shockwaves will be felt the strongest.	Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.
Focus	The point below the Earth's within the crust where pressure is released, and shockwaves travel outwards from.	Tectonic Plate	A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.
Immediate responses	The reaction of people as the disaster happens and in the immediate aftermath.	Tsunami	Waves generated by an earthquake on the seabed.
Long-term responses	Later reactions that occur in the weeks, months and years after the event.	Volcano	An opening in the Earth's crust from which lava, ash and gases erupt.

Key Processes:

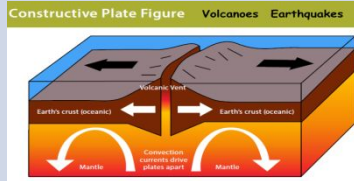
Tectonic Drift

- The earth was initially a super continent called Pangea 250 million years ago.
- Plates move a few centimeters a year, but this adds up to thousands of kilometers over millions of years.
- This movement is called Tectonic Drift.

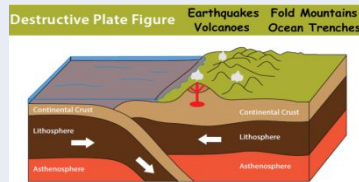


Geography | Tectonic Hazards

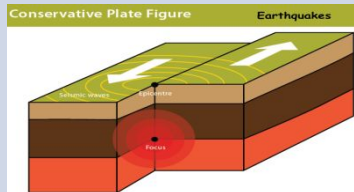
Plate Tectonics



Constructive margins are where two plates are moving away from each other. Magma (molten rock) rises to fill the gap and cools, creating new crust.

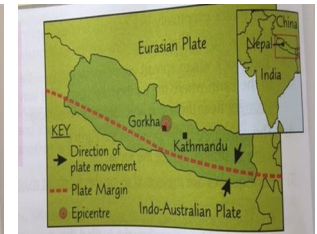
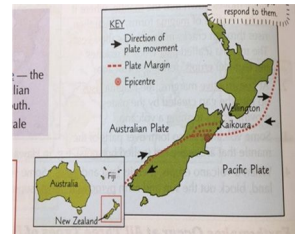


Destructive margins are where two plates are moving towards each other. Where an oceanic plate meets a continental plate, the denser oceanic plate is forced down into the mantle and destroyed. This often creates volcanoes and ocean trenches (very deep sections of the ocean floor where the oceanic plate goes down). When two continental plates meet, the plates collide, and the ground is folded & forced upwards to create mountain ranges.



Conservative margins are where two plates are moving sideways from each other or moving in the same direction but at different speeds. Crust isn't created or destroyed.

Earthquake location Both 7.8 magnitude	LIC Gorkha Nepal, 2015 GDP per capita: US\$ 690	HIC Kaikoura, New Zealand 2016: GDP per capita: US\$ 40,331
Primary effects	9,000 people died, 20,000 injured.	2 died and 50 injured.
Secondary effects	A lack of clean water led to 13 dying from Typhus.	100,000 landslides blocked roads and rail.
Short term responses	Search and rescue teams, water and medical support arrived quickly from India and China.	200 of the most vulnerable were evacuated from Kaikoura in 24 hours.
Long term responses	The road from Nepal to Tibet was reopened after 2 years.	Most roads and rail systems were repaired within 2 years.



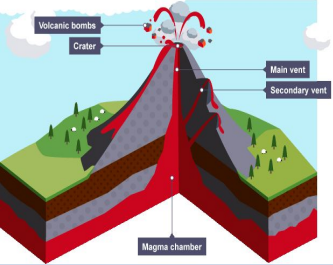
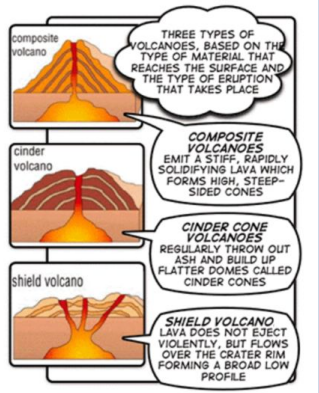
Geography | Tectonic Hazards

Predicting and Preparing for Volcanic Eruptions	Predicting and Preparing for Earthquakes
Tiltmeters used to measure change in shape.	Use seismometers to identify irregularities in tremors.
Spectrometers to measure sulphur dioxide emissions.	Measure radon gas that will appear as cracks in the ground.
Evacuation and exclusion zones around the volcano.	Retrofit existing buildings with cross bracings.
Ensure medical, food and water supplies are stocked.	Practice earthquake drills.

Why do people live in areas of tectonic hazards?
1. Creates tourism (e.g. Vesuvius in Italy).
2. The ash makes the land fertile meaning jobs for farmers.
3. Friends and family may live nearby.
4. Some people cannot afford to live elsewhere.

Volcanoes

Active volcanoes erupt often, or have erupted recently. Dormant volcanoes have not erupted for a long time, but can still erupt. Extinct volcanoes can no longer erupt and have not erupted for thousands of years.

The Richter Scale

The Richter Scale is a measure how powerful an earthquake has been. It is measured using a seismometer. This measures the shaking of the ground. The amount of energy given out by the earthquake is called magnitude.

What is the Richter scale?

0-2.0	2.1-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-10
Not measured, but not felt	Measured, but not felt	Sometimes felt, no damage caused	Light shaking of items, little damage, if any	Slight structural damage possible	Potential for destructive tremors	Serious damage over large areas	Devastating damage over huge areas	Extreme destruction

Key Terms	
Crust	The Earth's hard skin of rock.
Mantle	It is below the crust. It is mostly toffee like.
Core	This is made of metal and silica. It is solid
Lithosphere	This is the crust and upper mantle
Oceanic crust	Is under the sea and made of basalt. It is around 7km thick
Continental crust	It is above the sea and mostly made of granite. It is around 30-50km deep.
Fault	A crack in rock. This is where blocks of rock can move.
Focus	The point in the Earth's crust where the earthquake starts
Epicentre	This is the point directly above the focus on the earth's surface.
Seismic wave	This is the energy given off by an earthquake.
Aftershock	As rock settles in a new position there can be little earthquakes.
Tsunami	A wave created by an earthquake in the ocean floor
Magma	Melted rock below the earth's surface.
Lava	Melted rock on the earth's surface.
Crater	The top of a volcano.
Pyroclastic flow	A heavy cloud of ash and gases which collapses and moves over the land.
Mud flow	A mixture of pyroclastic flow and water. This can happen when there is a glacier on a volcano.

Geography | Tectonic Hazards

The Inside of an earthquake

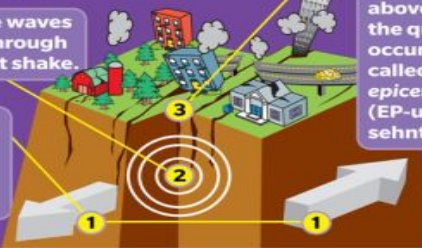
Inside an Earthquake

This diagram shows how an earthquake occurs.

2 The slip lets out huge waves of energy that travel through the ground and make it shake.

1 Two plates move in different directions. They push against each other until they suddenly slip.

3 The spot on Earth's surface directly above where the quake occurs is called the **epicenter** (EP-uh-sehnt-uh-ur).



Earthquakes

Seismology	The study of earthquakes
Focus	The point within the Earth's crust where the rocks fracture and the earthquake begins.
Epicentre	The point directly above the focus on the Earth's surface where the earthquake is felt strongest
Shock Waves	The name of the vibrations of energy that travel through the Earth's crust. The further they travel, the weaker they become.
Seismometer	This piece of equipment will measure the strength of the earthquake by recording the vibrations caused by the tremors. The vibrations are plotted on a seismograph.
Richer Scale	Measures the magnitude (strength) of the earthquake on a scale of 1-10.



Why people live in the danger zone

- People have lived there for a long time
- They are too poor to leave
- There is good soil
- Money from tourism
- Geothermal energy
- Valuable minerals
- Fossil fuels



What causes a tsunami?

A tsunami is caused when there is an earthquake under the sea. This sets off waves that move in all directions. They are deadly and move at around 700km per hour. Reaching the coast it slows the wave and they can become up to 30 meters high.

How a Tsunami Works

Most tsunamis are caused by large earthquakes below or near the ocean floor.

1 A plate shifts abruptly, causing an earthquake, and displacing water.

2 Waves are generated and move out in all directions across the ocean, some traveling as fast as 600 mph.



3 As waves enter shallow water, they compress, their speed slows, and they build in height.

4 The wave height increases, and associated currents intensify, becoming a threat to life and property.



Geography | Development

Key Vocabulary			
Bilateral Aid	When a government in one country provides aid to the government of a foreign country.	GNI	A measurement of economic activity that is calculated by dividing the gross (total) national income by the size of the population. GNI considers not just the value of goods and services, but also the income earned from investments overseas.
Child Bride	Child marriage is a formal marriage of a minor below the age of 18 years old.	GNI per capita	The total GNI of a country divided by the total population.
Choropleth map	A map which uses differences in shading within areas to indicate the average values of a particular quality.	Human Development Index (HDI)	A method of measuring development in which income, life expectancy and education are combined to give an overview.
Colonisation	Type of government where a geographic area is ruled by a foreign power.	Income	Money that an individual, business or country earns in exchange for providing a good or service.
Department for International Development (DfID)	A government body in the United Kingdom who oversees aid.	Inequality	Difference between wealth and poverty, as well as peoples' wellbeing and access to things like jobs, housing and education.
Development indicator	A piece of data which is used to measure part of a country's development.	Life expectancy	The average age a person may be expected to live.
Developing	When a country is changing for the better to ensure people reach an acceptable standard of living or quality of life.	Non-governmental aid	Charities call non-governmental organisations (NGOs) raise money from the public to support development projects in other countries.
Development	The process of change by which people reach an acceptable standard of living or quality of life.	Poverty	When an individual lacks access to basic human needs such as clean water, shelter, food, work, healthcare, sanitation and education.
Ecological footprint	The amount of the environment required to produce the goods and services necessary to support a particular lifestyle.	Quality of Life	The general well-being of people which includes income, health, education, employment, and the environment.
Extreme Poverty	When an individual lives below the international poverty line of \$190 and has a severe deprivation of basic human needs.	Subsistence Farming	A type of agriculture producing food and materials for the benefit only of a farmer and his family.
Gender Inequality	The unequal treatment of individuals based on their gender. There are different forms of gender-based discrimination, gender stereotyping and unequal distribution of power between men, women, girls and boys, and other genders.	United Nations	An intergovernmental organisation of 193 member states formed after the Second World War. The primary aims of the UN are to secure international peace, eliminate poverty and protect human rights.

Geography | Development

The Development Compass Rose

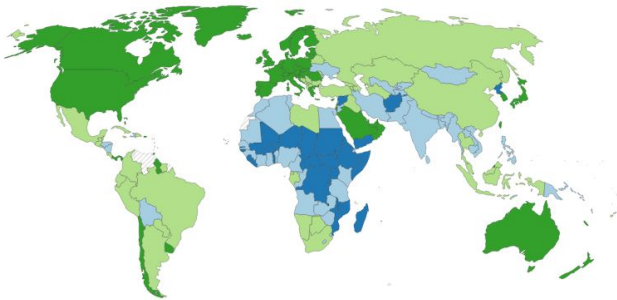


Development isn't only about having money, it's a range of ways in which the quality of peoples' lives in a country can be improved.

Understanding and questioning the idea of development involves thinking about a variety of factors. The Development Compass Rose is a tool to support this thinking. It encourages a range of questions and explores links between the four areas – Natural, Social/cultural, Economic and Who decides (Political).

Country	GNI per capita	Population
Singapore	103,000	5,607,280
Ireland	99,000	4,773,100
Qatar	97,000	
Switzerland	76,000	8,272,100
Norway	69,000	5,492,930
USA	68,000	323,127,510
Denmark	61,000	5,721,120
Netherlands	60,000	17,394,901
United Arab Emirates	59,000	10,030,009
Taiwan	59,000	23,987,345

How is money spread around the world



■ Low-income ■ Lower-middle-income ■ Upper-middle-income ■ High-income ■ No data

The World Bank's income classifications split countries into one of four categories determined by the country's gross national income (GNI) per capita. The GNI thresholds between income groups have change through time based on World Bank definitions.

Geography | Development

Factors affecting development

Historic factors	Country was colonised – resulting in resources and people being exploited to benefit the empire. Empires created new borders which divides traditional tribal areas
Economic factors	The value of products sold by countries, which varies depending on the product. Eg: selling bananas is a low value. Whereas, selling cars is higher value, earning the country more money
Environmental factors	The climate of a country Natural disasters Being landlocked
Political factors	Conflict or civil war Corrupt government Lack of investment

Development

One of the key questions to ask about development is the standard of living of the people who live in a country. There are many ways to measure the quality of life or level of development of a place.

ECONOMIC INDICATORS

INDICATORS	EXAMPLES OF MEASURES
Wealth	Gross Domestic Product (GDP) - the total value of all goods and services produced in a country
	Gross National Product (GNP) - GDP plus earnings from foreign investment
	GNP per capita - GNP divided by the total population
Jobs	The types of jobs people do differ between countries. In high income countries (HICs) more people work in tertiary and quaternary jobs. In low income countries (LICs) more people work in primary jobs such as farming and secondary jobs such as manufacturing

Indicators of Development





Gross Domestic Product (GDP) per capita	The total number of goods and services sold by a country, divided by its population.
Infant mortality	The number of babies that die per 1000 before their first birthday.
Life expectancy	The average age you are expected to live to in a country.
Literacy rate	The % of people that can read and write.
People per doctor	The number of people to one doctor.
Human Development Index (HDI)	Combines GNI per capita, life expectancy and years in schooling.

SOCIAL INDICATORS

INDICATORS	MEASURES
Health	Life expectancy
	Death rate: deaths per 1,000 per year
	Infant mortality rate
	Birth rate: births per 1,000 per year
Education	Percentage in primary education
	Literacy rate
Equality	Equal opportunities for women
	Fair distribution of wealth
	Freedom of speech, eg people can vote

Geography | Development

Physical factors affecting uneven development

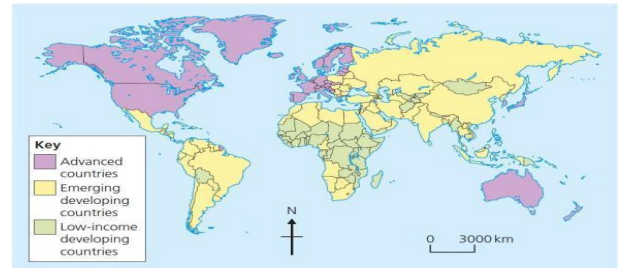
Natural Resources	Natural Hazards
<ul style="list-style-type: none"> Fuel sources such as oil. Minerals and metals for fuel. Availability for timber. Access to safe water. 	<ul style="list-style-type: none"> Risk of tectonic hazards. Benefits from volcanic material and floodwater. Frequent hazards undermines redevelopment. 
Climate	Location/Terrain
<ul style="list-style-type: none"> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists. 	<ul style="list-style-type: none"> Landlocked countries may find trade difficulties. Mountainous terrain makes farming difficult. Scenery attracts tourists. 

Variations in the level of development

LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.

Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.









The Demographic Transition Model

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

Geography | Development

Human factors affecting uneven development	
<p>Aid </p> <ul style="list-style-type: none"> Aid can help some countries develop key projects for infrastructure faster. Aid can improve services such as schools, hospitals and roads. Too much reliance on aid might stop other trade links becoming established. 	<p>Trade </p> <ul style="list-style-type: none"> Countries that export more than they import have a trade surplus. This can improve the national economy. Having good trade relationships. Trading goods and services is more profitable than raw materials.
<p>Education </p> <ul style="list-style-type: none"> Education creates a skilled workforce meaning more goods and services are produced. Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future. 	<p>Health </p> <ul style="list-style-type: none"> Lack of clean water and poor healthcare means a large number of people suffer from diseases. People who are ill cannot work so there is little contribution to the economy. More money on healthcare means less spent on development.
<p>Politics </p> <ul style="list-style-type: none"> Corruption in local and national governments. The stability of the government can effect the country's ability to trade. Ability of the country to invest into services and infrastructure. 	<p>History </p> <ul style="list-style-type: none"> Colonialism has helped Europe develop, but slowed down development in many other countries. Countries that went through industrialisation a while ago, have now develop further.

Consequences of Uneven Development	
<p>Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.</p>	
Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

History | Year 8 – The British Empire and New World Slavery | September to October

The British Empire			New World Slavery			Vocabulary					
1	1750 - 1900	<p>Between 1750-1900 Britain conquered many foreign lands. By the beginning of 20th Century approximately 13 million square miles of territory across the globe was ruled by Britain.</p> <p>British explorers and settlers travelled to different regions of the world and claimed the land for Britain. These new lands were known as colonies and an 'empire' was a collection of colonies all ruled by one country.</p>	1	West Africa before the slave trade	Early Modern West Africa was not a very peaceful place. The Akan kingdoms were consistently at war with each other. They had a common language and culture	1	Empire	Several territories ruled by one powerful country			
2	Colonisation	To the British, it didn't matter that people already lived in these lands. The British had far better weapons and showed no mercy to local populations, killing thousands to gain new territory across Africa, Australia, India and New Zealand.	2	British involvement	British upper society had become increasingly addicted to the consumption of sugar. British plantations owners in the Caribbean made a huge amount of money from the business of exporting produce to Britain from their plantations.	2	Colony	A territory controlled by an Empire			
			3	The slave trade in West Africa	British merchants exchanged guns and metal goods for enslaved Africans who they transported to the Caribbean to work on plantations	3	Colonisation	The process of taking control and building an Empire			
			New World Slavery – the Slave Trade						4	Colonists	People from Britain who went to live in the colonies.
			1	The Middle Passage	<p>The part of the Transatlantic slave trade where enslaved people were transported from West Africa to the Caribbean plantations.</p> <p>The conditions aboard these ships were horrendous with enslaved men and women treated very badly by ship captains and their crew</p>	5	Independent	No longer part of an Empire.			
			2	Societies of the Caribbean plantations	The Caribbean plantations followed a strict social hierarchy. At the top level of the hierarchy were the rich white plantation owners. At the bottom were the field slaves who were watched by a field overseer. A domestic slave was seen as the highest ranking for enslaved Africans living on plantations	6	Dispossession	The action of taking away someone's land or property			
3	Slave Resistance	There were numerous examples of active slave resistance by enslaved Africans on plantations. For example, the Maroons were former enslaved people who had successfully escaped their white owner and created their own territories in the hills and forestry areas of Jamaica	7	Conversion	Changing someone's religion.						
3	17th & 18th Century The Lenape story	<p>In the 17th century, the 1600s, the Lenape - a Native American people experienced colonisation by the British</p> <p>William Penn and his sons tricked the Lenape and took land from them with the 1737 Walking Purchase.</p>	8	Collaboration	Working together 'to collaborate' - working with someone	8	Collaboration	Working together 'to collaborate' - working with someone			
4	19th century The Maori story	In the 1800s The Maori - people who lived in New Zealand before the Europeans arrived - faced colonisation by the British who converted people to Christianity and forcibly took their land	9	Subjugation	Forcing someone to obey you.	9	Subjugation	Forcing someone to obey you.			
5	20th century The Hausa story	In the 1900s The Hausa - a West African ethnic group collaborated with the British to increase their power and wealth	10	Akan Kingdoms	30 different regions within West Africa	10	Akan Kingdoms	30 different regions within West Africa			
			11	West Africa	Region of Africa that the majority of enslaved people were taken from	11	West Africa	Region of Africa that the majority of enslaved people were taken from			
			12	Field Overseer	In charge of Field Slaves working on the plantation	12	Field Overseer	In charge of Field Slaves working on the plantation			
			13	Field Slaves	Enslaved African Americans who held the lowest ranked position in the social hierarchy	13	Field Slaves	Enslaved African Americans who held the lowest ranked position in the social hierarchy			
			14	Resistance	The act of fighting back	14	Resistance	The act of fighting back			
			15	To sabotage	Deliberately and secretly destroy something (for example a machine)	15	To sabotage	Deliberately and secretly destroy something (for example a machine)			
			16	The Maroons	Former enslaved people who had run away	16	The Maroons	Former enslaved people who had run away			
			17	Nanny	The Akan woman who led the Maroons	17	Nanny	The Akan woman who led the Maroons			
			18	Guerrilla Warfare	Using ambushes and traps to fight stronger enemies	18	Guerrilla Warfare	Using ambushes and traps to fight stronger enemies			

History| Year 8 – The Industrial Revolution and the Development of Democracy| Nov - Dec

The Industrial Revolution		
1	Industrial Revolution	A dramatic change in Britain's economy and society in the 18 th & 19 th century Before 1750 Britain was a rural and agricultural society. By 1900 Britain had become an urban society with factories attracting workers to the cities.
2	The causes of the Industrial Revolution in Britain	<ul style="list-style-type: none"> - Natural resources such as coal provided new forms of energy - New technology and machinery increased production - The profits and money made from slavery provided wealth to stimulate the industry
3	Francis Trollope	An author who wrote the novel 'Factory boy' by Trollope which described the lives of children who worked in the factories
4	Thomas Annan	A photographer from Glasgow who photographed the slums illustrating how poor living conditions could be for urban workers.
5	Emma Griffin	A historian who used autobiographies to illustrate the lives of ordinary working class people in the Industrial Revolution and how horrible it could be.

The Development of Democracy		
1	The English Civil War	Parliament challenged the power of the monarchy (King Charles 1 st) in the 17 th century.
2	The UK parliament	Before the arrival of King Charles 1 st to the throne parliament had been formed for a place where nobles, bishops and other dignitaries would write laws.
3	Execution of Charles 1	Charles was found guilty of treason and he was captured, put on trial and executed in 1649
4	Oliver Cromwell & the Protectorate	The leader of the parliamentarians who defeated the monarchists now led England as 'Lord Protector'

The Development of Democracy		
1	The Age of Revolution	Dramatic revolutions inspired protests across the globe including in Britain. There were revolutions in America, France and Haiti. All populations were demanding equality and the right to vote
2	The Peterloo Massacre 1819	Protests for democratic reform were met with brutal repression in Britain. In Manchester at St Peter's field thousands had gathered to protest for the right to vote. They protestors were attacked by the authorities and arrested the speakers. 18 people were killed
3	Chartists	Under pressure from groups such as the Chartists, Parliament passed a series of acts that gradually reformed British democracy and expanded the franchise
4	Women	Despite the 19th century reforms, women were still denied the right to vote as Britain remained a patriarchal society

Vocabulary		
1	Urban	Focuses on Cities and Towns
2	Rural	To do with countryside
3	Agricultural	To do with farming
4	Middle-class	Wealthier people who could be lawyers or doctors
5	Slums	Poor quality, overcrowded housing conditions
6	Liberty	Freedom
7	Working-class	The poorest people, who work in factories
8	interpretation	a historians' answer to a question about the past
9	To exaggerate	To make something seem better, worse or more important than it really was
10	Parliament	Part of the government that votes on new laws
11	Democracy	A system of government where leaders are elected by the people
12	Reform	To change something
13	Protest	A public action to oppose something
14	Equality	The state of being equal and treated the same
15	The franchise	The right to vote
16	Patriarchal	Society is ruled and dominated by men

Percentages

1 Finding percentages of an amount without a calculator

Work out 15% of 25

$$15\% = 10\% + 5\%$$

$$10\% \text{ of } 25 = 25 \div 10 = 2.5$$

$$5\% \text{ of } 25 = 2.5 \div 2 = 1.25$$

$$15\% \text{ of } 25 = (10\% + 5\%) \text{ of } 25 = 2.5 + 1.25 = 3.75$$

2 Finding percentages of an amount without a calculator

Work out 1.3% of 900

$$1.3\% = 1\% + 0.3\%$$

$$1\% \text{ of } 900 = 9$$

$$0.1\% = 1\% \div 10$$

$$0.1\% \text{ of } 900 = 0.9$$

$$0.3\% \text{ of } 900 = 3 \times 0.9 = 2.7$$

$$1.3\% \text{ of } 900 = (1\% + 0.3\%) \text{ of } 900 = 9 + 2.7 = 11.7$$

3 Percentages of amounts with a calculator

Work out a) 17% of 300

$$17 \div 100 = 0.17$$

$$17\% \text{ of } 300 = 0.17 \times 300 = 51$$

4 Percentages of amounts with a calculator

Work out 148% of 99

$$148 \div 100 = 1.48$$

$$148\% \text{ of } 99 = 1.48 \times 99 = 146.52$$

5 Percentage increase without a calculator

Increase 400 by 5%

$$5\% = 10\% \div 2$$

$$10\% \text{ of } 400 = 400 \div 10 = 40$$

$$5\% \text{ of } 400 = 40 \div 2 = 20$$

$$400 + 20 = 420$$

Percentages

6 Percentage increase with a calculator

Increase 21 by 46%

$$100\% + 46\% = 146\%$$

$$146 \div 100 = 1.46$$

$$146\% \text{ of } 21 = 1.46 \times 21 = 30.66$$

7 Percentage decrease with a calculator

What number is 4% smaller than 31?

$$100\% - 4\% = 96\%$$

$$96 \div 100 = 0.96$$

$$96\% \text{ of } 31 = 0.96 \times 31 = 29.76$$

8 Calculate percentage change

Calculate the percentage increase when 80 is increased to 96

$$\text{percentage change} = \frac{\text{difference}}{\text{original value}} \times 100$$

$$= \frac{96 - 80}{80} \times 100$$

$$= \frac{16}{80} \times 100$$

$$= 0.2 \times 100 = 20\%$$

Money

1 Value for money

12 kg of plant fertiliser costs £45. How much does 23 kg cost?

kilograms	cost (£)
12	45
1	3.75
23	86.25

£86.25

2 Value for money

Andy wants to buy mangoes from either shop A or shop B. What is the cost of 35 mangoes at the cheaper shop?

Shop	mangoes	cost (£)
Shop A	7	3.50
Shop B	5	3
Shop A	35	17.50
Shop B	35	21

Shop A is cheaper: £17.50

Indices		
1	$a^1 = a$ and $a^0 = 1$	$23^4 \times 23 = 23^5$ $W^0 = 1$
2	Index rules with positive indices	$x^a \times x^b = x^{(a+b)}$ $22^6 \times 22^4 = 22^y$ $W^3 \times W^4 = W^{3+4}$ $22^{(6+4)} = 22^y$ $= W^7$ $22^{10} = 22^y$ $10 = y$
3		$8^9 \times 8^6 \times 8^{14} = 8^{\square}$ $24^{19} \times 24^r = 24^{42}$ $8^9 \times 8^6 \times 8^{14}$ $24^{(19+r)} = 24^{42}$ $= 8^{(9+6)} \times 8^{14}$ $(19+r) = 42$ $= 8^{15} \times 8^{14}$ $(19+r) = 42$ $= 8^{(15+14)}$ $-19 \quad \quad 19+r = 42 \quad \quad -19$ $= 8^{29}$ $r = 23$
4	Index rules with positive indices	$\frac{x^a}{x^b} = x^{(a-b)}$ $\frac{E^{35}}{E^7}$ $= E^{(35-7)}$ $= E^{28}$
5		$\frac{11^{19}}{11^5} = 11^{14}$ $\frac{8^6 \times 8}{8^3} = \frac{8^6 \times 8^1}{8^3}$ $\frac{11^{19}}{11^5} = 11^{19-5}$ $= \frac{8^{6+1}}{8^3}$ $= 11^{14}$ $= \frac{8^7}{8^3}$ $= 8^{7-3}$ $= 8^4$
6	With brackets, multiply the powers	$(x^a)^b = x^{(a \times b)}$ $(W^3)^2 = W^6$

Indices		
7	Negative indices	$x^{-b} = \frac{1}{x^b}$ $20^{-11} = \frac{1}{20^{11}}$
8	Negative indices	$\frac{1}{12 \times 12 \times 12 \times 12 \times 12 \times 12 \times 12} = \frac{1}{12^7}$ $7^{-3} = \frac{1}{7^3}$ $= 12^{-7}$ $= \frac{1}{7 \times 7 \times 7}$ $12^7 \times 12^{-23} = 12^c$ $= \frac{1}{49 \times 7}$ $12^{(7-23)} = 12^c$ $= \frac{1}{343}$ $(7-23) = c$ $-16 = c$
9	Simplify algebraic fractions by cancelling common factors	<p>Fully simplify $\frac{16h}{18hy}$ Fully simplify $\frac{w^{11}}{w^3y^{12}}$</p> $\frac{16h}{18hy} = \frac{8h}{9hy}$ $\frac{w^{11}}{w^3y^{12}} = \frac{w^{(11-3)}}{1 \times y^{12}}$ $= \frac{8}{9y}$ $= \frac{w^8}{y^{12}}$

Equations		
1	Solve equations in form $(x+a)/b$	<p>Solve $\frac{x+8}{4} = 7$ Solve $16 = \frac{5x-8}{2}$</p> $\frac{x+8}{4} = 7$ $16 = \frac{5x-8}{2}$ $\times 4$ $\times 2$ $\frac{x+8}{4} \times 4 = 7 \times 4$ $32 = 5x - 8$ $x+8 = 28$ $\times 2$ $\times 8$ $40 = 5x$ $x+8-8 = 28-8$ $\times 5$ $x = 20$ $8 = x$

Equations

2	Solve equations in form $(x/b)+a$	<p style="text-align: center;">Solve $\frac{x}{5} + 3 = 11$</p> $\begin{array}{l} \frac{x+3}{5} = 11 \\ \times 5 \quad \frac{x+3}{5} \times 5 = 11 \times 5 \\ \frac{x+3}{5} \times 5 = 11 \times 5 \\ x+3 = 55 \\ -3 \quad x+3-3 = 55-3 \\ x = 52 \end{array}$
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3	Solve equations involving brackets	<p style="text-align: center;">Solve $3(v+4) = 24$</p> $\begin{array}{l} 3(v+4) = 24 \\ 3v+12 = 24 \\ -12 \quad 3v+12-12 = 24-12 \\ 3v = 12 \\ \div 3 \quad 3v \div 3 = 12 \div 3 \\ v = 4 \end{array}$ <p style="text-align: center;">Solve $23 = 5 + 2(4w+3)$</p> $\begin{array}{l} 23 = 5 + 2(4w+3) \\ 23 = 5 + 8w + 6 \\ 23 = 11 + 8w \\ -11 \quad 23-11 = 11+8w-11 \\ 12 = 8w \\ \div 8 \quad 12 \div 8 = 8w \div 8 \\ 1.5 = w \end{array}$
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4	Solve equations with unknowns on both sides	<p style="text-align: center;">Solve $9x - 30 = 3x$</p> $\begin{array}{l} 9x - 30 = 3x \\ -3x \quad 9x - 30 - 3x = 3x - 3x \\ 6x - 30 = 0 \\ +30 \quad 6x - 30 + 30 = 0 + 30 \\ 6x = 30 \\ \div 6 \quad 6x \div 6 = 30 \div 6 \\ x = 5 \end{array}$
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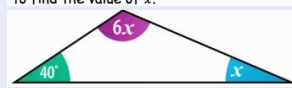
5	Solve equations with unknowns on both sides	<p style="text-align: center;">Solve $31 - 4x = 2x + 7$</p> $\begin{array}{l} 31 - 4x = 2x + 7 \\ +4x \quad 31 - 4x + 4x = 2x + 7 + 4x \\ 31 = 6x + 7 \\ -7 \quad 31 - 7 = 6x + 7 - 7 \\ 24 = 6x \\ \div 6 \quad 24 \div 6 = 6x \div 6 \\ 4 = x \\ x = 4 \end{array}$
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Equations

6	Solving equations with the unknown in the denominator	<p style="text-align: center;">Solve $\frac{32}{2y} = 2$</p> $\begin{array}{l} \frac{32}{2y} = 2 \\ \times 2y \quad \frac{32}{2y} \times 2y = 2 \times 2y \\ \frac{32}{2y} \times 2y = 2 \times 2y \\ 32 = 4y \\ \div 4 \quad 32 \div 4 = 4y \div 4 \\ 8 = y \end{array}$
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7	Solving equations with the unknown in the denominator	<p style="text-align: center;">Calculate the value of y, giving your answer as a decimal.</p> $\frac{103}{y-5} = 2$ $\begin{array}{l} \frac{103}{y-5} = 2 \\ \times (y-5) \quad \frac{103}{y-5} \times (y-5) = 2 \times (y-5) \\ \frac{103}{y-5} \times (y-5) = 2 \times (y-5) \\ 103 = 2(y-5) \\ +10 \quad 103 = 2y - 10 \\ \div 2 \quad 113 = 2y \\ 56.5 = y \end{array}$
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8	Constructing & solving equations	<p>Tom is k years old. His sister is 8 years old and his brother is 3 times Tom's age. All three siblings have a total age of 32.</p> <p>a) Write an equation to represent this. b) Solve the equation to find out Tom's age.</p> $\begin{array}{l} k + 8 + 3k = 32 \\ 4k + 8 = 32 \\ -8 \quad 4k + 8 - 8 = 32 - 8 \\ 4k = 24 \\ \div 4 \quad 4k \div 4 = 24 \div 4 \\ k = 6 \end{array}$
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9	Constructing & solving equations	<p>Write an equation for the sum of the angles in this triangle. Use your equation to find the value of x.</p>  $\begin{array}{l} 6x + 40 + x = 180 \\ -40 \quad 7x + 40 = 180 \\ 7x + 40 - 40 = 180 - 40 \\ 7x = 140 \\ \div 7 \quad 7x \div 7 = 140 \div 7 \\ x = 20 \end{array}$
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Sequences

1 Term-to-term rules for numerical sequences

The term-to-term rule tells us how to get from one term to the next

2 Term-to-term rules for numerical sequences

The term-to-term rule for a sequence is to subtract 6 each time. The 12th term is 58. What is the 14th term?

12th term

58

13th term

52

14th term

46

-6 -6

3 Term-to-term rules for sequence of patterns

Jacob is making a sequence of patterns using beads and sticks. He starts with 3 beads and 2 sticks and adds the same number of beads and the same number of sticks each time.

a) How many beads are there in the 4th pattern?
b) How many sticks are there in the 4th pattern?

Pattern number	1	2	3	...
Pattern				...

Beads: 3 → 7 → 11

+4 +4

11 + 4 = 15 **15 ans**

Sticks: 2 → 6 → 10

+4 +4

10 + 4 = 14 **14 ans**

4 Substituting into position-to-term rules

The expression for the n^{th} term of a sequence is $9n + 22$. What are the first three terms in the sequence?

position 1	position 2	position 3
$9 \times 1 + 22$	$9 \times 2 + 22$	$9 \times 3 + 22$
= $9 + 22$	= $18 + 22$	= $27 + 22$
= 31	= 40	= 49

31, 40, 49

5 Arithmetic Sequences

Arithmetic sequences have a common difference between the terms

Sequences

6 Nth term for arithmetic sequences

The start of an arithmetic sequence is shown below.

a) What is the n^{th} term rule for this sequence?
b) Work out the 6th term of this sequence.

rule: $7n + ?$

n	1	2	3	4
sequence	15	22	29	36
$7n$	7	14	21	28

sequence - $7n$ 8 8 8 8 rule: $7n + 8$

$7 \times 6 + 8 = 42 + 8$

$= 50$

7 Nth term for sequences of patterns

The start of a sequence of patterns made from dots is shown below. The same number of dots is added each time.

a) Write an expression for the number of dots in the n^{th} pattern.
b) How many dots are there in the 16th pattern?

Pattern number, n	1	2	3	...
Pattern				...

dots: 5 → 10 → 15

+5 +5

5n 5 10 15

dots - 5n 3 3 3

dots in n^{th} pattern = $5n + ?$

dots in n^{th} pattern = $5n + 3$

b) Substitute 16 for n in the rule

$\text{dots in } 16^{\text{th}} \text{ pattern} = 5 \times 16 + 3$

$= 80 + 3$

$= 83$

Ratio		
1	Simplify ratios	<p>Whatever you do to one side of the ratio, you must do the same to the other. To simplify, find the highest factor of both sides and divide both sides by that factor.</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> Fully simplify the ratio 2 : 14 </div> <div style="text-align: center;"> $\begin{array}{c} 2 : 14 \\ \div 2 \quad \div 2 \\ \hline 1 : 7 \end{array}$ </div>

2	Writing in ratios	<p>There are 28 boys and 12 girls at a youth club. What is the ratio of boys to girls in its simplest form?</p> <div style="text-align: center;"> $\begin{array}{c} \text{boys} : \text{girls} \\ 28 : 12 \\ \div 4 \quad \div 4 \\ \hline 7 : 3 \end{array}$ </div>
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3	Writing ratios in form 1:n	<p>Rewrite the ratio 16 : 72 as an equivalent ratio of the form 1 : n.</p> <div style="text-align: center;"> $\begin{array}{c} 16 : 72 \\ \div 16 \quad \div 16 \\ \hline 1 : 4.5 \end{array}$ </div>
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4	Converting between ratios & fractions	<p>Cyclotubene is made up of hydrogen and carbon atoms. The ratio of hydrogen to carbon atoms in cyclotubene is 3:2. What fraction of the atoms in cyclotubene are hydrogen atoms?</p> <p style="margin-left: 20px;">fraction of atoms that are hydrogen = $\frac{\text{parts of the ratio corresponding to hydrogen}}{\text{total parts in the ratio}}$</p> <p style="margin-left: 20px;">Find the total number of parts $3 + 2 = 5$</p> <p style="margin-left: 20px;">Find the parts corresponding to hydrogen 3</p> <p style="margin-left: 20px;">Find the fraction of atoms that are hydrogen $\frac{3}{5}$</p>
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Scale Diagrams

1	Using a map to calculate real life distance	Use a ruler to calculate the distance on map and multiply that by your scale
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Ratio		
5	Converting between ratios & percentages	<p>Riley and Alicja shared a whole pizza. Their shares were in the ratio 4:1. What percentage of the pizza did Riley eat?</p> <p>Find the parts of the ratio corresponding to Riley 4</p> <p>Find the total parts in the ratio $4 + 1 = 5$</p> <p>Find the fraction that Riley ate $\frac{4}{5}$</p> <p>Find the percentage that Riley ate</p> <p style="margin-left: 20px;">Percent means "out of 100"</p> <p style="margin-left: 20px;">Convert to an equivalent fraction with a denominator of 100</p> <p style="margin-left: 20px;">The percentage is the numerator</p> <div style="text-align: center; margin-top: 10px;"> $\frac{4}{5} = \frac{80}{100}$ </div>

6	Using equivalent ratios to find amounts	<p>Milkshake syrup is mixed with milk in the ratio 1:9. If you use 360 ml of milk, how much syrup do you need?</p> <div style="text-align: center;"> $\begin{array}{c} \text{syrup} : \text{milk} \\ 1 : 9 \\ \times 40 \quad \times 40 \\ \hline 40 : 360 \end{array}$ </div>
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7	Sharing amounts in a given ratio	<p>Emma makes 600 ml of strawberry jam by heating sugar syrup and strawberry pulp in the ratio 5:7. How much sugar syrup does Emma use?</p> <div style="text-align: center;"> $5 + 7 = 12$ </div> <div style="text-align: center; margin-top: 10px;"> <table style="border-collapse: collapse;"> <tr> <td style="padding: 0 10px;">Sugar :</td> <td style="padding: 0 10px;">Strawberry</td> <td style="padding: 0 10px;">Total</td> </tr> <tr> <td style="padding: 0 10px;">5 :</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">12</td> </tr> <tr> <td style="padding: 0 10px;">$\times 50$</td> <td style="padding: 0 10px;">$\times 50$</td> <td style="padding: 0 10px;">$\times 50$</td> </tr> <tr> <td style="padding: 0 10px;">150 :</td> <td style="padding: 0 10px;">350</td> <td style="padding: 0 10px;">250ml</td> </tr> </table> </div>	Sugar :	Strawberry	Total	5 :	7	12	$\times 50$	$\times 50$	$\times 50$	150 :	350	250ml
Sugar :	Strawberry	Total												
5 :	7	12												
$\times 50$	$\times 50$	$\times 50$												
150 :	350	250ml												

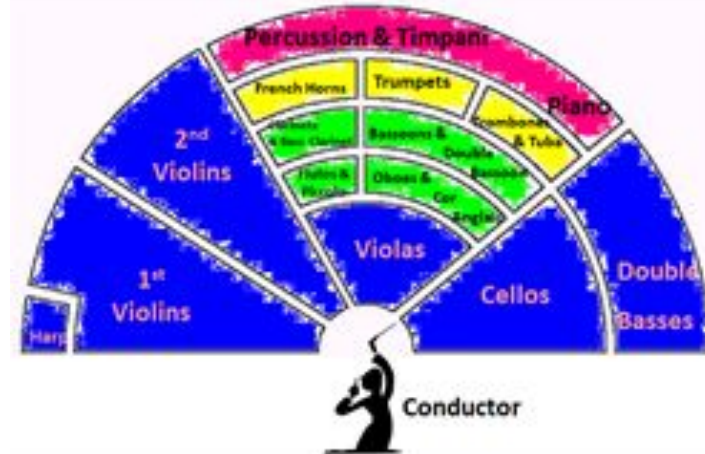
Scale Diagrams

2	Use the real distance to work out map scale distance	Take the real life distance and divide it by your scale to find the distance on the map
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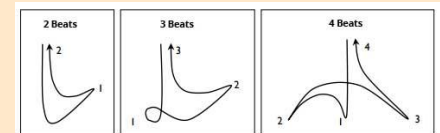
A. Key Words, Terms and Facts about the Orchestra

1	ORCHESTRA	A large ENSEMBLE (group of musicians) of performers on various musical instruments who play music together.
2	SYMPHONY ORCHESTRA	No set numbers of performers although a SYMPHONY ORCHESTRA (a large orchestra) can have between 80-100+ performers.
3	CONDUCTOR	Leads the orchestra with a BATON (white 'stick') and hand signals. Stands at the front so they can be seen by all performers. Sets the TEMPO and BEATS TIME . Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting DYNAMICS, TEMPO , and mood.
4	FAMILIES SECTIONS	Instruments of the orchestra can be divided into 4 families or sections: STRINGS, WOODWIND, BRASS and PERCUSSION .
5	TUNING UP	Before the orchestra rehearses or plays, all instruments need to be IN TUNE with each other. The OBOE always sounds the note 'A' which all other instruments TUNE to.
6	SONORITY (also called TIMBRE)	Describes the UNIQUE SOUND OR TONE QUALITY of different instruments and the way we can identify orchestral instruments as being distinct from each other – Sonority can be described by many different words including – <i>velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.</i> PITCH - The HIGHNESS or LOWNESS of a sound, a musical instrument or musical note (<i>high/low, getting higher/lower, step/leap</i>).

B. The Layout of the Orchestra and Famous Conductors



How to conduct: 2, 3 or 4 beat in a bar.

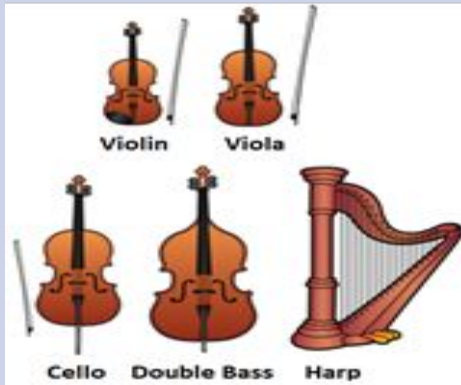


C. Strings Section/Family

Largest section of the orchestra who sit at the front, directly in front of the conductor.

Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**.

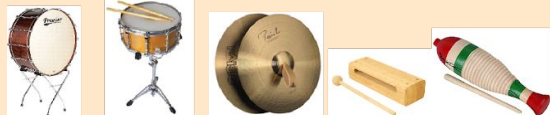
VIOLINS split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.



2 **PLUCKED (PIZZICATO)**. Use finger on the string to create a short sound

F. Percussion Section/Family

UNTUNED PERCUSSION (only able to produce 'sounds').



D. Woodwind Section/Family

Originally (and some still are) made from wood (some now metal and plastic). All are **BLOWN**.

FLUTES: Flute and Piccolo – air blown over hole.

SINGLE REED (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it)

DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



F. Percussion Section/Family

Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then **hit, struck, scraped, or shaken**.

TUNED PERCUSSION (able to play different pitches/notes)



Piano Xylophone Glockenspiel Timpani Celesta Tubular Bells

E. Brass Section/Family

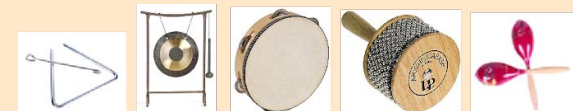
Four types of brass instruments in an orchestra –brass are **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE**. The **Trumpet**, **French Horn** and **Tuba** all have three **VALVES** which, along with altering the players mouth positions, adjust the length of the tubing allowing for different notes to be played. The **Trombone** has a **SLIDE** which adjusts the length of the tubing. Brass instruments (along with Percussion) have often been used to play **FANFARES**: a short, lively, loud piece of music usually warlike or victorious in character used to mark the arrival of someone important, give a signal *e.g., in battles*, of the opening of something *e.g., a sporting event or ceremony*.

Fanfares often use notes of the **HARMONIC SERIES** – a limited range of notes played by **BUGLES** (smaller trumpets with no valves) and valveless trumpets.



F. Percussion Section/Family

UNTUNED PERCUSSION (only able to produce 'sounds').




Triangle Gong Tambourine Cabasa Maracas











Elements of Music

1	Pitch	Music is high or low in sound
2	Dynamics	Where the music is loud and Quiet
3	Duration	How long or short the values of the note
4	Tempo	How fast or slow the music is being played.
5	Timbre	The different sounds of the instruments: Wood, metal, string & skin.
6	Texture	How many instruments are playing at one time, lots or not many: Thick or Thin
7	Silence	Allow sounds to die away and give effect to the music
8	Structure	The order of the music Verse, chorus, Bridge and Instrumental

Theory

1	Time signature 4 or 3 4 4	This tells us how many beats in a bar, that you need to count. The top number tells how many beats; Eg. 4 or 3
2		This is a repeat mark. It means you go bar to the beginning and play the music again.
3	Rhythm	Is a pattern of sound which can be repeated to a regular beat.
4	Rests	A rest is a musical sign that indicates a beat of silence. It still counts in the value of the bar .
5	Pulse	A pulse is a steady, regular beat that continues throughout a song.

Rhythm note Values

1		4 beats	Semibreve
2		3 beats	Dotted Minim
3		2 beats	Minim
4		1 beat	Crotchet
5		1/2 beat	Quaver
6		1 beat	2 Quavers
7		1/4 beat	Semiquaver
8		1 beat	4 Semiquavers
9		1 beat	1 beat crotchet rest
10		2 beats	2 beat minim rest

Traditional Notation

Music is written on five lines called staves

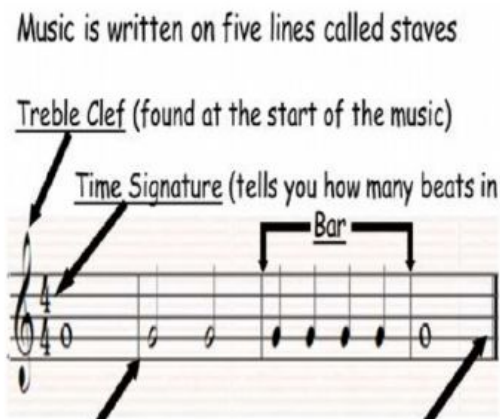
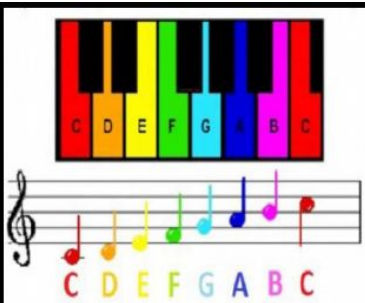
Treble Clef (found at the start of the music)

Time Signature (tells you how many beats in a bar)

Bar

Bar Line (splits the music up into little bits called bars)

Double Bar Line (found at the end of the music)

Keyboard layout

A. Question and Answer Phrases

1

QUESTION/ ANSWER PHRASE

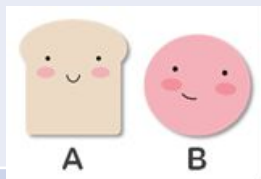
Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a ‘musical conversation’. The **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



2

BINARY FORM (AB)

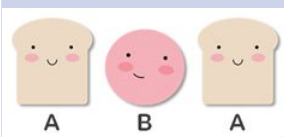
Describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section **contrasts** musically in some way to the first “A” section.



3

TERNARY FORM (ABA)

Describes music in three sections. The first section can be labelled “A” and the second section “B” The “B” section **contrasts** in some way to the first “A” section which is then **repeated** after the “B” section again.



4

RONDO FORM (ABACADA...)

Describes music where a main **theme** or **melody** “A” keeps returning between different contrasting sections “B, C, D...” (called **episodes**)



Music Technology

1

FORM STRUCTURE

How a piece of music is organised into different sections or parts.

2

PHRASE

A short section of music, like a “musical sentence”.

3

PITCH

The **highness** or **lowness** of a sound or musical note

4

MELODY/ THEME

The main **tune** of a piece of music. The melody or theme often varies in **pitch** and “good melodies” have an organised and recognisable shape.

5

HARMONY

Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.

6

DRONE

A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).

7

OSTINATO.

A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short

Science |Year 8 |Autumn 1

Write down one or more examples of magnetic materials.	Iron, steel, cobalt, nickel
True or false: the force between a magnet and a magnetic material is always attractive.	True: the force between a magnet and a magnetic material is always attractive.
What do like poles of magnets do: attract or repel?	Repel
What do opposite poles of magnets do: attract or repel?	Magnetic field
Magnetic field lines always point from _____ to _____. What two words are missing?	North to South
What does the direction of the magnetic field lines tell us?	The direction of the magnetic force at that point.
True or false: the magnetic force is a contact force.	False: the magnetic force is a non-contact force.
Where on a magnet is the magnetic field strongest?	Close to the poles
How do we show a stronger magnetic field on a magnetic field diagram?	Field lines more densely packed
As distance from the magnet increases, does magnetic field strength increase, decrease or stay the same?	Magnetic field strength decreases
What name is given to a magnet that always has a field associated with it?	Permanent magnet
What name is given to a magnet that only becomes magnetic when placed in a magnetic field?	Induced magnet
True or false: the force applied by an induced magnet is always attractive.	True: the force applied by an induced magnet is always attractive.

True or false: the Earth has a magnetic field associated with it.	True: the Earth has a magnetic field associated with it.
What name is given to a coil of wire that becomes magnetic when a current is passed through?	Electromagnet
True or false: a bar magnet has a very different field shape to an electromagnet made from a coil of wire.	False: they have similarly shaped magnetic fields.
As distance from a current-carrying wire increases, does the strength of the magnetic field associated with it increase, decrease or stay the same?	Magnetic field strength decreases
If the current through a wire is increased, does the strength of the magnetic field associated with it increase, decrease or stay the same?	Magnetic field strength increases
If a wire is wound into a coil with more turns, does the strength of the magnetic field associated with it increase, decrease or stay the same?	Magnetic field strength increases
What name is given to a wire wound into a coil?	Solenoid
What material is the coil of an electromagnet usually made out of?	Iron
Write down one or more ways you could increase the strength of an electromagnet.	Increase the current through the wire, increase the number of turns on the coil, wind the coil more tightly.
Write down one or more uses of electromagnets.	Door locks, circuit breakers, picking up metals in a scrapyards, electric motors
True or false: charge is a property of materials that can be positive or negative.	True: charge is a property of materials that can be positive or negative.
If you rub a plastic ruler with a cloth, what force acts between the two surfaces?	Friction
Which very tiny particles are transferred from the cloth to the ruler if there is friction between them?	Electrons
Do electrons have a positive, negative or neutral charge?	Negative

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True or false: charge only builds up on the surfaces of conductors.	False	Which electrical component gives out light (+ heats the surroundings)?	Filament lamp (or bulb)
If we walk in shoes on a carpet, what force acts between our shoes and the carpet?	Friction	Which electrical component measures current?	Ammeter
Which very tiny particles build up on our bodies if friction acts between our shoes and a carpet?	Electrons	Which electrical component measures potential difference?	Voltmeter
If electrons build up on our bodies because of friction, do we become positively or negatively charged?	Negatively charged	Which electrical component reduces the current in a circuit?	Resistor
Electrons build up on our bodies because of friction. We approach a door handle. Is the handle likely to be positively charged, negatively charged, or neutral?	Neutral	Which electrical component is a resistor whose resistance can be changed?	Variable resistor
Electrons build up on our bodies because of friction. We approach a door handle. What are we likely to experience when our fingers approach the handle?	A static electric shock	Which electrical component only allows current to flow in one direction?	Diode
Which natural event is caused by a build up of charge: earthquake, rainbow, lightning?	Lightning	Which electrical component is a diode that emits light?	Light emitting diode (LED)
What word is used to describe a movement of electrical charge?	Current	Which electrical component is a resistor whose resistance depends on light intensity?	Light dependent resistor (LDR)
What word is used to describe a difference in charge between two points?	Potential difference	Which electrical component is a resistor whose resistance depends on temperature?	Thermistor
What word is used to describe any part of a circuit that has a specific function?	Component	Which electrical component is a thin piece of wire which breaks if the current is too high?	Fuse
Which electrical component provides a potential difference to a circuit?	Cell (or battery / power supply)	At room temperature, are most metals solids, liquids or gases?	Solids
True or false: charge only builds up on the surfaces of conductors.	False: charge only builds up on the surfaces of insulators.	True or false: metals contain positively charged particles in a fixed lattice along with electrons that are free to move.	True: metals contain positively charged particles + free electrons
Which electrical component provides a potential difference to a circuit?	Cell (or battery / power supply)	What name is given to the positive and negative ends of a battery or cell?	Terminals
What name is given to a series of cells joined together?	Battery	True or false: there is no difference in charge between the two terminals of a battery.	False: one terminal is always positive and the other is always negative
Which electrical component allows current to be turned on and off?	Switch	When a cell is placed into a circuit, are electrons attracted to or repelled by the positive terminal?	Electrons are attracted to the positive terminal

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When a cell is placed into a circuit, are electrons attracted to or repelled by the negative terminal?	Electrons are repelled by the negative terminal
When a cell is placed into a circuit, there is an overall movement of electrons. What name is given to this movement of electrons?	Current
When a cell is placed into a circuit, there is a difference in charge between the two terminals. What name is given to this difference in charge?	Potential difference
If the potential difference of a cell is increased, does current typically increase, decrease or stay the same?	Current increases
What are the units of current?	Amperes (A)
What are the units of potential difference?	Volts (V)
How would we measure the current at a point in a circuit in the lab?	Using an ammeter
How would we measure the potential difference between two points in a circuit in the lab?	Using a voltmeter
True or false: ammeters are always connected in series.	True: ammeters are always connected in series.
True or false: voltmeters are always connected in series.	False: voltmeters are always connected in parallel.
Which of the following words can be used instead of potential difference: power, resistance, voltage?	Voltage
What word is used to describe how much potential difference is required to generate a certain current: power, resistance, voltage?	Resistance
What are the units of resistance?	Ohms (Ω)
True or false: series circuits contain junctions / branches.	False: series circuits do not contain junctions / branches.

True or false: parallel circuits contain junctions / branches.	True: parallel circuits contain junctions / branches.
True or false: if a bulb is added to a circuit in series, the other bulbs get dimmer.	True: the other bulbs would get dimmer.
True or false: if a bulb is added to a circuit in parallel, the other bulbs get dimmer.	False: the brightness of the other bulbs would not be affected.
A series circuit contains a cell + two identical bulbs. You measure current at different points using an ammeter. Would all readings be the same?	Yes - current should be approximately the same everywhere in a series circuit.
A series circuit contains a cell + two identical bulbs. If you measured p.d. across each bulb, would you expect the readings to be the same as across the cell?	No - potential difference is shared in series circuits so readings across each bulb would be approximately half the reading across the cell.
A series circuit contains a cell + two identical bulbs. If you measured p.d. across each bulb, would you expect the readings to be approximately the same?	Yes - bulbs are identical so potential difference should be shared equally.
A circuit contains a cell + two identical bulbs, each in parallel. You measure current at different points using an ammeter. Would all readings be the same?	No - current splits in parallel so readings on branches should be lower than readings close to cell.
A circuit contains a cell + two identical bulbs, each in parallel. If you measured p.d. across each bulb, would you expect readings to be the same as across cell?	Yes - potential difference across each branch of a parallel circuit should be approximately the same.
A circuit contains a cell + two identical bulbs, each in parallel. If you measured p.d. across each bulb, would you expect readings to be approximately same?	Yes - potential difference across each branch of a parallel circuit should be approximately the same.
Write down one or more examples of a component that acts as a sensor.	Thermistor, LDR
As the temperature of a thermistor increases, does its resistance increase, decrease or stay the same?	Resistance decreases

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As the temperature of an LDR increases, does its resistance increase, decrease or stay the same?	Resistance decreases
Write down one or more uses of thermistors.	Thermostats - central heating system, oven, fridge, etc
Write down one or more uses of LDRs.	Streetlamps, automatic car headlights.
A person wants a light that switches on when someone approaches their front door. Which sensor should they use: LDR, motion sensor, thermistor?	Motion sensor (NOT an LDR - this detects changes in light intensity, not motion)
Which wire of a plug is brown: live, earth, neutral?	Live wire
Which wire of a plug is connected to the bottom left pin: live, earth, neutral?	Neutral wire
Which wire of a plug is green / yellow: live, earth, neutral?	Earth wire
Which wire of a plug is connected to the bottom right pin: live, earth, neutral?	Live wire
Which wire of a plug is blue: live, earth, neutral?	Neutral wire
Which wire of a plug is connected to the top pin: live, earth, neutral?	Earth wire
Which wire of a plug is connected to the fuse: live, earth, neutral?	Live wire
Which wire of a plug helps prevent electric shocks: live, earth, neutral?	Earth wire
What happens to the fuse in a plug if the current gets too high?	It melts / breaks
True or false: appliances made of metal should always have an earth wire.	True: appliances made of metal should always have an earth wire.

What is the potential difference supplied by sockets in your home?	230V
What do we call a potential difference that continuously changes direction from forward to backwards and back again?	Alternating potential difference
True or false: in a plug, there is an alternating potential difference between the neutral wire and the earth wire.	False: there is an alternating potential difference between the live wire and the neutral wire.
True or false: the earth wire of a plug is always at 0V.	True: the earth wire is always at 0V.
True or false: the neutral wire of a plug is always at 0V.	True: the neutral wire is always at 0V.
What gas must be present for combustion (or burning) to occur?	Oxygen
Before the discovery of oxygen, what invisible substance did scientists think was given off during burning?	Phlogiston
If phlogiston was given off during burning, what would we expect to happen to the mass of magnesium after it has been burned in air?	We would expect the mass to decrease (because phlogiston was given off)
What piece of equipment do we use to measure mass in the lab?	Balance
True or false: the mass of substances in all states of matter can be measured directly using a balance.	False: liquids and gases must be held in a container in order for their masses to be measured.
When magnesium is burned in air, does the mass measured on a balance appear to increase, decrease or stay the same?	The mass appears to increase
True or false: in a chemical reaction, the total mass of reactants is always the same as the total mass of products.	True: the total mass is always the same

Science | Year 8 | Autumn 1

Which of the following is used to test for carbon dioxide: splint, litmus paper, lime water?	Lime water
Which of the following is used to test for hydrogen: splint, litmus paper, lime water?	Splint
Which of the following is used to test for oxygen: splint, litmus paper, lime water?	Splint
What happens when carbon dioxide comes into contact with lime water?	The lime water turns white/cloudy/milky.
What happens when a glowing splint is placed into oxygen gas?	It relights and begins to burn more brightly.
What happens when a glowing splint is placed into hydrogen gas?	It burns with a squeaky pop.
When measuring the mass of a substance using a balance, what must we always do first?	Press the zero / tare button; ensure the reading is 0.0
What does the word vigorous mean when used to describe a chemical reaction?	Reaction takes place with high energy
Two metals react with water. One is more reactive than the other. What is observed when the more reactive metal reacts?	A more vigorous reaction, e.g. more bubbles, more motion, flames, explosion.
Sodium reacts with water. What are the products of this reaction?	Sodium hydroxide + hydrogen
Sodium reacts with water. If universal indicator had been added to the water before the reaction, what colour would it have changed to?	Green (neutral, pH7)
Sodium reacts with water. If universal indicator is added to the solution after the reaction, what colour would it change to?	Blue (strong alkali, pH12-14)
Sodium reacts with water. If universal indicator is added to the solution after the reaction, why does the colour become blue?	Sodium hydroxide is a strong alkali
Sodium reacts with water. Fizzing is observed. What gas is this?	Hydrogen
Sodium reacts with water. Fizzing is observed. What test could be carried out to determine which gas has been produced?	Squeaky pop test.

List the following metals from most reactive to least reactive: sodium, lithium, potassium.	Potassium, sodium, lithium
Iron reacts with hydrochloric acid. What are the products of this reaction?	Iron chloride + hydrogen
Iron reacts with hydrochloric acid. If universal indicator had been added to the acid before the reaction, what colour would it have changed to?	Red (strong acid, pH1)
Iron chloride is a compound. What name do we give to compounds like this, which are made up of a metal bonded to a non metal?	Salts
What is the chemical name for the salt we eat with our food?	Sodium chloride
Magnesium reacts with sulphuric acid. What is the name of the salt formed?	Magnesium sulphate
Zinc reacts with nitric acid. What is the name of the salt formed?	Zinc nitrate
Iron sulphate is formed by a reaction between iron and _____ acid. What's the missing word?	Sulphuric
Aluminium nitrate is formed by a reaction between aluminium and _____ acid. What's the missing word?	Nitric
Zinc chloride is formed by a reaction between zinc and _____ acid. What's the missing word?	Hydrochloric
Which of the following metals does not react with water or acids: iron, potassium, copper?	Copper
Magnesium is burned in air. What is the product called?	Magnesium oxide
Sodium is a shiny metal but if it is left out in air it forms a dull layer on the outside. What is the name of the compound making up this dull layer?	Sodium oxide
Why does a silver spoon stay shiny much longer than a piece of sodium?	Silver is much less reactive than sodium

SENTENCE BUILDER 1

<p>Mi mejor amigo/amiga <i>My best friend</i></p> <p>Mi novio/novia <i>My boyfriend/girlfriend</i></p> <p>Mi hermano/hermana menor <i>my younger brother/sister</i></p> <p>Mi hermano/hermana mayor <i>my older brother/sister</i></p>	<p>se llama (Miguel) <i>is called ...</i></p> <p>se llama (Sofía) <i>is called ...</i></p>	<p>tiene <i>he/she has (is)</i></p>	<p>once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19)</p>	<p>años <i>years</i> <i>(old)</i></p>
<p>(Él) tiene <i>he has</i></p> <p>(Ella) tiene <i>she has</i></p>	<p>los ojos azules <i>blue eyes</i> los ojos verdes <i>green eyes</i> los ojos marrones <i>brown eyes</i></p>	<p>el pelo rubio <i>blond hair</i> el pelo rojo <i>red hair</i> el pelo gris <i>grey hair</i> el pelo blanco <i>white hair</i> el pelo negro <i>black hair</i> el pelo castaño <i>brown hair</i> el pelo moreno <i>dark hair</i></p> <p>el pelo corto <i>short hair</i> el pelo largo <i>long hair</i></p>	<p>un animal <i>an animal</i> un gato <i>a cat</i> un perro <i>a dog</i> un caballo <i>a horse</i> un conejo <i>a rabbit</i> un pez <i>a fish</i> un pájaro <i>a bird</i></p>	
<p>(Él) es <i>he is</i></p> <p>(Ella) es <i>she is</i></p>	<p>bajo/a <i>short</i> alto/a <i>tall</i> pelirrojo/a <i>ginger</i> castaño/a <i>brunette</i> religioso/a <i>religious</i> hijo único <i>only child (m)</i> hija única <i>only child (f)</i></p> <p>muy <i>very</i> demasiado <i>too</i> bastante <i>quite</i> un poco <i>a bit</i></p> <p>más <i>more</i> menos <i>less</i> <i>(tan as)</i></p>	<p>realmente / verdaderamente <i>really / truly</i> simplemente <i>simply</i> absolutamente <i>absolutely</i> completamente <i>completely</i> perfectamente <i>perfectly</i> totalmente <i>totally</i> especialmente <i>especially</i></p>	<p>contento/a <i>happy</i> divertido/a <i>fun</i> simpático/a <i>kind</i> bonito/a <i>beautiful</i> activo/a <i>active</i> único/a <i>unique</i> monótono/a <i>boring</i> enfadado/a <i>angry</i> bello/a <i>beautiful</i></p> <p>alegre <i>happy</i> fuerte <i>strong</i> triste <i>sad</i> responsable <i>responsible</i> socialable <i>social</i></p> <p>feliz <i>happy</i></p> <p>individual <i>individual</i> trabajador(a) <i>hardworking</i> hablador(a) <i>chatty</i></p>	<p>que (como) yo <i>than (as) me</i></p> <p>que (como) mi papá <i>than (as) my dad</i></p> <p>que (como) mi hermana <i>than (as) my sister</i></p> <p>que (como) mis otros amigos <i>than (as) my other friends</i></p>

SENTENCE BUILDER 2

<p>Por lo general <i>In general</i></p> <p>A veces <i>Sometimes</i></p> <p>De vez en cuando <i>From time to time</i></p> <p>Generalmente <i>Usually</i></p> <p>Normalmente <i>Normally</i></p>	<p>me llevo bien con <i>I get on well with</i></p> <p>no me llevo bien con <i>I don't get on well with</i></p> <p>me peleo con <i>I argue with</i></p> <p>me enfado con <i>I get angry with</i></p> <p>me divierto con <i>I have a good time with</i></p> <p>me apoya <i>he/she supports me</i></p> <p>confío en <i>I confide in</i></p>	<p>mi padre <i>my father</i></p> <p>mi papá <i>my dad</i></p> <p>mi padrastro <i>my step dad</i></p> <p>mi hermano <i>my brother</i></p> <p>mi abuelo <i>my grandad</i></p> <p>mi primo <i>my cousin (m)</i></p> <p>mi tío <i>my uncle</i></p> <p>mi hijo <i>my son</i></p> <p>mi marido <i>my husband</i></p> <p>mi vecino <i>my neighbour</i></p>	<p>(él) es <i>he is</i></p> <p>(ella) es <i>she is</i></p> <p>(nosotros) somos <i>we are</i></p> <p>(ellos) son <i>they are</i></p> <p>(ellas) son <i>they are (all female)</i></p> <p>dado que <i>because</i></p> <p>puesto que <i>since</i></p>	<p>contento/a(s) <i>happy</i></p> <p>divertido/a(s) <i>fun</i></p> <p>simpático/a(s) <i>kind</i></p> <p>bonito/a(s) <i>beautiful</i></p> <p>activo/a(s) <i>active</i></p> <p>único/a(s) <i>unique</i></p> <p>monótono/a(s) <i>boring</i></p> <p>enfadado/a(s) <i>angry</i></p> <p>bello/a(s) <i>beautiful</i></p> <p>alegre(s) <i>happy</i></p> <p>fuerte(s) <i>strong</i></p> <p>triste(s) <i>sad</i></p> <p>responsable(s) <i>responsible</i></p> <p>sociable(s) <i>social</i></p> <p>feliz/felices <i>happy</i></p> <p>individual(es) <i>individual</i></p> <p>trabajador(a)(es/as) <i>hardworking</i></p> <p>hablador(a)(es/as) <i>chatty</i></p>
<p>Mi modelo (a seguir) es <i>My role model is</i></p> <p>La persona que admiro es <i>The person that I admire is</i></p> <p>Admiro a <i>I admire</i></p> <p>me gusta <i>I like</i></p> <p>me encanta <i>I love</i></p> <p>(yo) prefiero a <i>I prefer</i></p> <p>no me gusta <i>I don't like</i></p> <p>(yo) odio <i>I hate</i></p> <p>no soporto a <i>I can't bear</i></p> <p>no aguanto a <i>I can't stand</i></p>	<p>mi madre <i>my mother</i></p> <p>mi mamá <i>my mum</i></p> <p>mi madrastra <i>my step mum</i></p> <p>mi hermana <i>my sister</i></p> <p>mi abuela <i>my grandmother</i></p> <p>mi prima <i>my cousin (f)</i></p> <p>mi tía <i>my aunt</i></p> <p>mi hija <i>my daughter</i></p> <p>mi mujer <i>my wife</i></p> <p>mi vecina <i>my neighbour</i></p> <p>mis padres <i>my parents</i></p> <p>mis abuelos <i>my grandparents</i></p> <p>mis dos hermanos <i>my two brothers</i></p> <p>mis tres hermanas <i>my three sisters</i></p>	<p>(no) <i>does not / do not</i></p> <p>(nunca) <i>never</i></p> <p>siempre <i>always</i></p>	<p>me hace(n) reír <i>he/she makes me laugh (they make me laugh)</i></p> <p>me hace(n) sonreír <i>he/she makes me smile (they make me smile)</i></p> <p>me ama(n) mucho <i>he/she loves me a lot (they love me a lot)</i></p> <p>me llama(n) por teléfono <i>he/she calls me on the phone (they call me on the phone)</i></p> <p>me da(n) miedo <i>he/she scares me (they scare me)</i></p> <p>me ayuda(n) <i>he/she helps me (they help me)</i></p>	

SENTENCE BUILDER 3

Normalmente <i>Normally</i>	para el desayuno <i>for breakfast</i>	como <i>I eat</i>	(el) pan <i>bread</i> (el) jamón <i>ham</i> (el) queso <i>cheese</i> (el) pescado <i>fish</i> un bocadillo <i>a sandwich</i> un pastel <i>a cake</i> (el) chocolate <i>chocolate</i> (el) arroz <i>rice</i> (el) helado <i>ice cream</i>
Generalmente <i>Usually</i>	para el almuerzo <i>for lunch</i>	tomo <i>i have (take)</i>	
A veces <i>Sometimes</i>	para la cena <i>for dinner</i>	cocino <i>I cook</i>	
De vez en cuando <i>From time to time</i>	para la merienda <i>for a snack</i>	bebo <i>I drink</i>	(la) carne <i>meat</i> (la) paella <i>paella</i> (la) pasta <i>pasta</i> (la) fruta <i>fruit</i> (la) tortilla <i>Spanish omelette</i> una hamburguesa <i>a burger</i>
A menudo <i>Often</i>	después del insti <i>after school</i>		
En mi casa <i>At home</i>	por la noche <i>In the evening</i>	comemos <i>we eat</i>	(los) churros <i>churros</i> (los) huevos <i>eggs</i>
Para empezar <i>To start</i>		tomamos <i>we have (take)</i>	(las) tapas <i>tapas (small snack plates)</i> (las) empanadas <i>Spanish pastries (savoury)</i>
De primer plato <i>As a starter</i>		cocinamos <i>we cook</i>	(las) patatas fritas <i>chips/crisps</i> (las) verduras <i>vegetables</i>
De segundo plato <i>For the main course</i>		bebemos <i>we drink</i>	(la) leche <i>milk</i> (el) té <i>tea</i> (el) café <i>coffee</i> (el) zumo de naranja <i>orange juice</i> (el) agua (con gas) <i>water (sparkling)</i>
De postre <i>For dessert</i>			
Para llevar una vida sana <i>(In order) to lead a healthy lifestyle</i>			
<u>Additional useful vocabulary</u> Tengo hambre <i>I am hungry (I have hunger)</i> Tengo sed <i>I am thirsty (I have thirst)</i> La cuenta por favor <i>the bill please</i> ¿Dónde está el baño? <i>Where are the toilets?</i> Una mesa para dos por favor <i>A table for two please</i> La carta <i>the menu</i> Soy alérgico/a <i>I am allergic</i> Soy vegetariano/a <i>I am vegetarian</i> Soy vegano/a <i>I am vegan</i>			

SENTENCE BUILDER 4

<p>Para llevar una vida sana <i>(In order) to lead a healthy lifestyle</i></p> <p>Para estar en forma <i>(In order) to stay in shape</i></p>	<p>suelo <i>I tend</i></p> <p>intento <i>I try</i></p> <p>trato de <i>I try to</i></p> <p>voy a <i>I'm going to</i></p>	<p>comer <i>to eat</i></p> <p>beber <i>to drink</i></p> <p>comprar <i>to buy</i></p> <p>pedir <i>to order</i></p> <p>cocinar <i>to cook</i></p>	<p>(el) pan <i>bread</i></p> <p>(el) jamón <i>ham</i></p> <p>(el) queso <i>cheese</i></p> <p>(el) pescado <i>fish</i></p> <p>un bocadillo <i>a sandwich</i></p> <p>(el) arroz <i>rice</i></p> <p>(la) carne <i>meat</i></p> <p>(la) paella <i>paella</i></p> <p>(la) pasta <i>pasta</i></p> <p>(la) fruta <i>fruit</i></p> <p>(la) tortilla <i>Spanish omelette</i></p> <p>(los) huevos <i>eggs</i></p> <p>(las) verduras <i>vegetables</i></p> <p>(la) leche <i>milk</i></p> <p>(el) zumo de naranja <i>orange juice</i></p> <p>(el) agua (con gas) <i>water (sparkling)</i></p>
	<p>dormir bien <i>sleep well</i></p> <p>beber mucha agua <i>drink lots of water</i></p> <p>jugar al fútbol <i>play football</i></p> <p>practicar deporte <i>to practice sport</i></p> <p>ir al gimnasio <i>go to the gym</i></p> <p>hacer ejercicio <i>do exercise</i></p> <p>correr <i>run</i></p> <p>caminar/pasear <i>walk</i></p> <p>montar en bici <i>ride a bike</i></p> <p>descansar <i>to rest</i></p> <p>ser activo/a <i>be active</i></p> <p>estar al aire libre <i>be outside</i></p> <p>moverme más <i>move more</i></p>		
	<p>evitar <i>to avoid</i></p>	<p>el estrés <i>stress</i></p> <p>comida con mucho azúcar <i>sugary food</i></p> <p>bebidas azucaradas <i>sugary drinks</i></p> <p>una dieta malsana <i>an unhealthy diet</i></p> <p>estar cansado/a <i>being tired</i></p> <p>estar enfermo/a <i>being ill</i></p> <p>fumar <i>smoking</i></p> <p>beber alcohol <i>drinking alcohol</i></p>	

BENEATH THE BLUE | YEAR 8 | TEXTILES | AUTUMN TERM

TEXTILES EQUIPMENT

Pins	A device, with a head, shaft and point, used for fastening objects or fabrics together.
Fabric Scissors	Scissors (blue and black handle in textiles) used to cut thread, fabric and other types of cloth.
Paper Scissors	Scissors (red, green/yellow handle in textiles) used to cut card, paper, plastic and anything that ISN'T fabric.
Embroidery Thread	A yarn that is manufactured or hand-spun specifically for embroidery and other forms of needlework. Thicker than machine thread and able to be split.
Iron	A handheld electrical tool with a heated flat steel base, used to smooth out creases and remove wrinkles from fabric.
Pinking Shears	Scissors with a serrated blade, used to cut zigzag edges onto fabric to prevent fraying.
Fabric Crayons	A wax like crayon that is designed to be used on fabric. Gives a smooth, matte finish with no lumps on fabric – unlike traditional wax crayons. Can be heat fixed with an iron.
Bondaweb	A soft adhesive web attached to transfer paper. Makes bonding or attaching two fabric layers together quick & easy. Peel when cold only.
Ironing Board	A stable and solid fabric covered and heat resistant surface to iron fabric on.
Greaseproof Paper	A non-stick paper that is used in textiles to reduce damage, staining and destruction to work when ironing.
Sewing Machine	A machine used to sew fabric and materials together with thread.
Machine Thread	Thread that is thin and fine and designed to be used to be used on a sewing machine.
Fabric Paint	Paint that is designed to be used on fabric. Can be applied by brush, sponge or thinned to a spray.
Sewing Needle	A long slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread.
Fabric	Any thin, flexible material made from yarn, directly from fibres, plastic film or foam.

KEY TERMS

Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.
Shape	Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.
Texture	Texture means how something feels. There are two types of texture: actual texture and visual texture.
Colour	A reaction to light bouncing and reflecting differently off an object into the eye.
Machine Embroidery	The process of using a sewing machine or specialist embroidery machine to create a pattern on a textile of your choice.
Hand Embroidery	The art of decorative stitching on fabric with needle and thread by hand.
Line	A mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.
Tone	Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.
Space	Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.

SHARPIE AND ALCOHOL PROCESS STEPS

Equipment	Fabric, newspaper, sketchbook, sharpies, alcohol gel, paintbrush, biro, needle, black thread and fabric scissors.
Shapes and Patterns	Cover the fabric with colourful sharpie lines, shapes and patterns.
Alcohol Gel	Paint the alcohol gel onto the fabric above the page with newspaper underneath it.
Drying	Up to 24 hours to dry completely.
Biro	On the page with stains, draw a coral reef in biro with shape and line details.
Embroidery	Using a back stitch – embroider into the fabric some black lines – similar to the biro to add stitched details.

BONDAWEB SCALES PROCESS STEPS

H&S	Iron gets very hot – don't touch the metal plate. Unplug when not using it.
Cut shapes	Using fabric scissors, cut out a selection of shapes to use in the process.
Iron Bondaweb	Iron Bondaweb onto backing fabric with gritty side down.
Peel Bondaweb	When completely cool to the touch, peel paper off Bondaweb.
Layout	Place cut fabric onto cooled Bondaweb and iron down between layers of greaseproof paper until attached.