

# COMPUTING Knowledge Organiser - HTML and Web Development Page 1

1	HTML	Hypertext Markup Language (HTML) is used by website developers to define the structure of a website. A website user then uses a browser (which can understand the HTML and render it) to view the webpage
2	HTML Tag	Used to define a HTML element (part of a page) such as a paragraph or heading
3	Formatting	Changing the appearance of a webpage; usually to make it clearer and easier to understand the content
4	Attribute	Used inside of a HTML tag in order to provide additional information about the HTML element
5	Directory	A directory (or folder) is a file on a computer which contains references (pointers) to other files. These other files may also be directories.
6	Render	In the context of web pages, rendering is the process which the browser carries out to understand the web page code and display the page to the user in the way that the web developer intended it to be viewed
7	CSS	Cascading style sheets (CSS) is the language that is used to format and style HTML web pages
8	Head	The head of a HTML page is a container for metadata (data about data)
9	Body	The body of a HTML web page is the part where the visible content goes
10	Search term	A word that the user types into a search engine as part of a search query
11	Keywords	A word which can be used to identify the fact that a web page is about a particular topic. For example, a website about UK rivers might include the keyword "Thames" as that is an important river in the UK.
12	Hyperlink	A clickable element on a web page which takes the user to another web page
13	Crawler / Spider	A crawler (also known as a spider) is a program that a search engine uses to find content on the world wide web
14	Indexing	The process by which search engines organise large amounts of information to enable very fast access times
15	Search query	A search query is the collection of search terms that a user enters into a search engine to perform a search of the world wide web
16	Ranking algorithm	A sequence of steps followed by a search engine to determine the order in which search results appear for a particular search term
17	Navigation	The part of a website, which is often a menu of some kind, which allows the user to move between pages on the website easily (i.e. without having to manually edit the URL in their browser)
18	Browser	A program (such as Google Chrome, Mozilla Firefox or Microsoft Edge) which can understand HTML, CSS and JavaScript code and display a website on a user's computer

# COMPUTING Knowledge Organiser - HTML and Web Development Page 2

## HTML Tags

HTML tags help the browser to know how to display a web page to the user.

HTML tags within the `<body></body>` tags define how the content of a page should be rendered by the browser.

HTML tags elsewhere, particularly those within the `<head></head>` tags are used for metadata, which is data about data. For example, in the `head` tags may contain the title of the web page.

```
<div class="container">
  <div class="row">
    <div class="col-md-6 col-lg-8"> <!-- BEGIN NAVIGATION
      <nav id="nav" role="navigation">
        <ul>
          <li><a href="index.html">Home</a></li>
          <li><a href="home-events.html">Home Events</a></li>
          <li><a href="multi-col-menu.html">Multiple Column Men
          <li class="has-children"> <a href="#" class="current"
            <ul>
              <li><a href="tall-button-header.html">Tall But
              <li><a href="image-logo.html">Image Logo</a></
              <li class="active"><a href="tall-logo.html">Ta
            </ul>
          </li>
          <li class="has-children"> <a href="#">Carousels</a>
            <ul>
              <li><a href="variable-width-slider.html">Variab
              <li><a href="variable-width-slider.html">Testimon1
```

## Headings

Heading tags tell the browser to format the text within them in bold and a larger font size. This means that the text can then be used as a paragraph heading.

`<h1></h1>` tags produce the heading with the largest font size.

`<h6></h6>` tags produce the heading with the smallest font size.

`h2`, `h3`, `h4` and `h5` tags produce headings with font sizes in between `h1` and `h6`.

**Example:** The code `<h1>Learning HTML</h1>` produces this result in the browser:

# Learning HTML

Changing the code to `<h6>Learning HTML</h6>` reduces the font size of the heading:

Learning HTML

## Paragraphs

The `<p></p>` tag tells the browser that the text in between the tags should be formatted as one paragraph.

Building on the headings example, adding the code `<p>Students learn HTML in Year 8 at Birchwood High School</p>` produces this result:

## Learning HTML

Students learn HTML in Year 8 at Birchwood High School

# COMPUTING Knowledge Organiser - HTML and Web Development Page 3

## Bold text

The `<b></b>` tag can be used to make text bold.

**Example:** This code:

```
<h1>Learning HTML</h1>
<p>Students learn HTML in Year 8 at
<b>Birchwood High School</b></p>
```

Will make the text 'Birchwood High School' appear bold.

## Learning HTML

Students learn HTML in Year 8 at Birchwood High School

## Italics

Text can be made to appear in italics using the `<em></em>` tag.

**Example:** This code:

```
<h1>Learning HTML</h1>
<p>Students <em>learn</em> HTML in Year 8 at
<b>Birchwood High School</b></p>
```

Will make the text 'learn' appear in italics.

## Learning HTML

Students *learn* HTML in Year 8 at Birchwood High School

## Ordered lists

An ordered list in HTML is a list which is numbered, created with `<ol></ol>` and `<li></li>` tags.

**Example:** This code:

```
<p>List of computing teachers at Birchwood High School:</p>
<ol>
  <li>Mr Keane</li>
  <li>Mr Sutton</li>
  <li>Mrs Leonowicz</li>
</ol>
```

produces this output in the browser:

List of computing teachers at Birchwood High School:

1. Mr Keane
2. Mr Sutton
3. Mrs Leonowicz

## Unordered lists

Lists can also be unordered, created using `<ul></ul>` and `<li></li>` tags. These lists appear as bullet point lists.

**Example:** This code:

```
<p>List of computing teachers at Birchwood High School:</p>
<ul>
  <li>Mr Keane</li>
  <li>Mr Sutton</li>
  <li>Mrs Leonowicz</li>
</ul>
```

produces this output in the browser:

List of computing teachers at Birchwood High School:

- Mr Keane
- Mr Sutton
- Mrs Leonowicz

# COMPUTING Knowledge Organiser - HTML and Web Development Page 4

## Inline CSS

Inline CSS allows the web developer to apply CSS rules, which change the appearance of a HTML element, to individual elements. It works by adding CSS rules inside the opening tag of a pair of HTML tags using `style=`.

Example: Inline CSS could be used to make each teacher in the teachers list appear a different colour:

```
<p>List of computing teachers at Birchwood Community School:</p>
<ul>
  <li style="color:red;">Mr Keane</li>
  <li style="color:blue;">Mr Sutton</li>
  <li style="color:green;">Mrs Leonowicz</li>
</ul>
```

List of computing teachers at Birchwood Community School:

- Mr Keane
- Mr Sutton
- Mrs Leonowicz

Other CSS rules including, but not limited to, `font-family`, `font-size` and `background` can also be used inline.

## Adding images

Images can be added to HTML pages using the `img` tag. This is an example of a self-closing tag. This is because, unlike the majority of HTML tags, a closing tag is not required.

**Example:**

```

<h1>Learning HTML</h1>
```



## Learning HTML

The `src` attribute specifies the path to the image file that should be loaded. The `alt` attribute specifies alternative text. This is displayed if the image cannot be loaded or if the user is using a screen reader and cannot see the image so they can still understand the content of the page.

## Adding hyperlinks

Hyperlinks help users (and crawlers) navigate between web pages. In HTML, a hyperlink can be added using the `<a></a>` tag.

**Example:**

```
<a href="https://www.birchwoodhigh.org/"></a>
<h1>Learning HTML</h1>
```

Now, clicking on the school logo will take me to the school website. Hyperlinks can also be applied to other HTML elements, such as text.

# COMPUTING Knowledge Organiser - HTML and Web Development Page 4

## External CSS

CSS rules can also be defined in an external style sheet which is created in a separate file to HTML code.

To use an external style sheet, you must tell the browser that you want to use it using a `link` tag within the `head` tags.

## Example

### HTML File:

```
<html>
  <head>
    <link rel="stylesheet" type="text/css"
href="style.css">
  </head>
  <body>
    
    <h1>Learning HTML</h1>
    <p>Students <em>learn</em> HTML in Year 8 at
<b>Birchwood High School</b></p>

    <p>List of computing teachers at Birchwood High
School:</p>
    <ul>
      <li>Mr Keane</li>
      <li>Mr Sutton</li>
      <li>Mrs Leonowicz</li>
    </ul>
  </body>
</html>
```

### CSS File:

```
li {
  color: blue;
}
```

Result when rendered by the browser:



## Learning HTML

Students *learn* HTML in Year 8 at **Birchwood High School**

List of computing teachers at Birchwood High School:

- Mr Keane
- Mr Sutton
- Mrs Leonowicz

The rule in the external CSS file (turn list items blue) has been applied to all the list items in the HTML file.

Using external CSS can be useful as it makes your HTML code less cluttered and it becomes much easier to change the styling of a web page if required.

# COMPUTING Knowledge Organiser - HTML and Web Development Page 5

## Search Engines

Search engines are used by people when they want to find a resource on the world wide web. The user enters keywords and the search engine provides them with a list of the most relevant web pages or other resources (such as PDF files).

To do this, search engines use programs called crawlers (sometimes called spiders). Crawlers follow links between web pages, recording common keywords. By travelling between web pages crawlers can find new content to add to the search engine's index.

An index records information about a web page such as the keywords on it, the type of content the crawler found and the date the page was last updated.

Crawling process:

1. Crawlers first examine the source code of a web page, looking for metatags which explain what the web page is about.
2. The crawler records important keywords that it finds.
3. The crawler adds any hyperlinks it finds to a queue, ready to be visited when the search of this page is complete.

## Spam

In the early years of the world wide web, it was common for web designers to use knowledge of how search engines work to create spam websites. By filling a website with common keywords, they could make it appear at the top of search results, by tricking the search engine into placing more importance on the page.

Since then, search engines have become more sophisticated and now use more complex ranking algorithms to determine the order of search results.

### Case Study: Google's PageRank algorithm

Google's PageRank algorithm works by counting the number and quality of links to a web page and using this to determine a rough estimate of the importance of the web page. It was the first algorithm used by Google to determine the importance of resources on the world wide web.



This cartoon illustrates the principle behind Google's PageRank algorithm for Google search. The size of each face is proportional to the total size of all the other faces pointing to it.

**BCHS**

## Proportions of the face

1. To begin drawing a person's face, you will first need to draw the shape of the head. The head is roughly oval-shaped, but the proportions of the face are not all the same.

2. Draw a horizontal line that will serve as the top of the head. The top of the head is roughly the same width as the width of the face.

3. Draw a vertical line through the center of the head. This will serve as the center of the face. The width of the face is roughly the same as the height of the head.

4. A third of the way down from the top of the head, draw a horizontal line. This will serve as the hairline.

5. Half way between the top of the head and the hairline, draw a horizontal line. This will serve as the eyebrows.

6. One third of the way down from the hairline, draw a horizontal line. This will serve as the eyes.

7. One third of the way down from the eyes, draw a horizontal line. This will serve as the nose.

8. One third of the way down from the nose, draw a horizontal line. This will serve as the mouth.

9. One third of the way down from the mouth, draw a horizontal line. This will serve as the chin.

10. Draw the hair. The hair should be drawn from the top of the head down to the hairline. The hair should be drawn in a way that it follows the shape of the head.

11. Draw the eyes. The eyes should be drawn from the hairline down to the eyes. The eyes should be drawn in a way that they are looking forward.

12. Draw the nose. The nose should be drawn from the eyes down to the nose. The nose should be drawn in a way that it is in the center of the face.

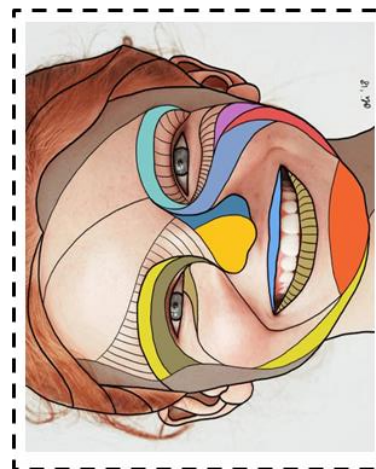
13. Draw the mouth. The mouth should be drawn from the nose down to the mouth. The mouth should be drawn in a way that it is in the center of the face.

14. Draw the chin. The chin should be drawn from the mouth down to the chin. The chin should be drawn in a way that it is in the center of the face.

## Blending Techniques

- Always start with the lightest colour and add the darker colour in small amounts
- Harmonious colours blend well together. Next to each other on wheel.
- Cross hatching is a good mark making method when blending dry materials

**Line Weight**  
Thickness or thinness of a line: Varying the line weight makes objects more 3D and interesting, **adds value, dimension, weight, and emphasis**



**Contour** is the outline or shape of something. **Contour** comes from the Italian *contorno* meaning "to draw a line," which is precisely what you are doing when you trace the **contour** of something



## Facial features

**The Grid Method - draw 1 square at a time**

## Formal Elements of Art

**COLOUR**    **LINE**    **TOPE**  
**TEXTURE**    **SHAPE**    **PATTERN**  
**FORM**

## What is a Portrait?

A painting, drawing, sculpture or photograph of a person especially one depicting only the **face or head and shoulders**. The intent is to display the likeness, personality and mood of the person.

## Drawing Styles

**Continuous line drawing**    **Face proportion drawing**    **Blind drawing**

**PORTRAITS**

**Collage technique**

## Y8 PORTRAITS

These are the skills & the key information that you will need to know & use in your 'PORTRAITS' Project

### Colour Vocabulary

## Harmonious - Colours from the same section on the colour wheel & blend well together

Yellow, Orange, Red-Orange, Red, Red-Violet, Violet, Blue-Violet, Yellow-Green, Green, Blue-Green, Blue

## The Formal Elements of Art

<b>LINE</b>	A mark which can be long, short, wiggly, straight etc. The foundation to a drawing.
<b>TOPE</b>	Tone is the lightness or darkness of something. Used to make 2D look 3D
<b>SHAPE</b>	A shape is an area enclosed by a line. They can be geometric or irregular.
<b>PATTERN</b>	A design created by repeating lines, shapes, images & colours
<b>TEXTURE</b>	Describes the surface quality of something; e.g rough or smooth
<b>COLOUR</b>	Colour is what you see when the light reflects off something. Red, yellow and blue are the 3 primary colours used to make all other colours.

## Y8 PORTRAITS PROJECT

### Artist Research Page

#### TWISBOQ

**Title** - Artist name

**Writing** - Artist info

**Images** - Artist images

**Study** - own copy of

artist's work

**Background** - creative

& relevant to style

**Opinion** - own

opinion of artwork

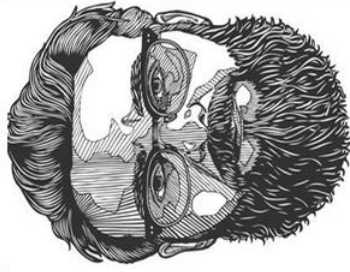
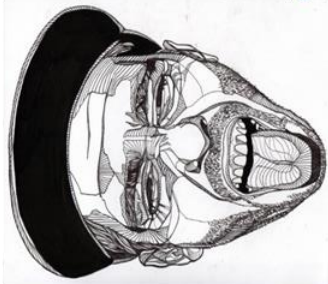
**Quote** - from the

artist

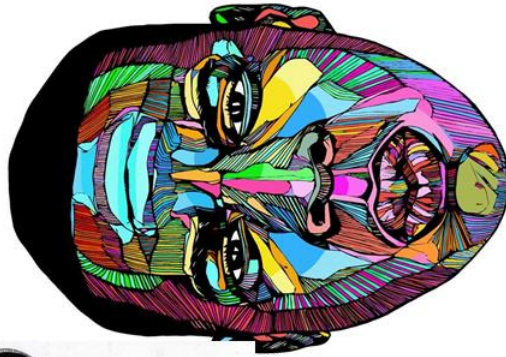
An example of a successful **Artist research page** combining images & information



**Annotation** = written explanations that record your thoughts and explain the thinking behind an idea or analyse a technique



### Artist links



Luke Dixon

### Key Words & Definitions

<b>Proportion</b>	Proportion refers to the relative size of parts within a whole. In this case, the whole can be a single object like a person's face.
<b>scale</b>	Scale refers to the size of an object (a whole) in relationship to another object (another whole).
<b>Features</b>	These are typically eyes, nose, mouth, ears (the senses). These can also be unique features i.e. freckles or a scar.
<b>characteristics</b>	Traits of a persons i.e. friendly, chatty
<b>Line drawing</b>	A drawing done using only narrow lines, without blocks or shading
<b>Mixed media</b>	A piece of art made using which more than one <i>medium</i> or <i>material</i> . This could be a combination of painting, photography, collage, textiles.
<b>Mark-making</b>	Used to make your drawings look more realistic and to show textures and surface qualities. You can do this by changing direction, pressure or length of mark.
<b>blending</b>	The action of mixing or combining things together
<b>Graphic art</b>	the visual arts based on the use of line and tone rather than three-dimensional work or the use of colour.
<b>Irregular shapes</b>	An <b>irregular shape</b> is a <b>shape</b> which has sides and angles of any length and size.
<b>collage</b>	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
<b>Continuous line</b>	The <b>line</b> in a <b>continuous line drawing</b> is unbroken from the beginning to the end.
<b>Abstract</b>	<b>Abstract art</b> is <b>art</b> that <b>does not attempt to represent</b> an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.
<b>Profile</b>	<b>profile</b> means the side view or something which can be observed partially or from a side.



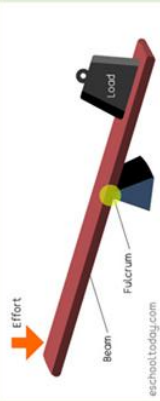
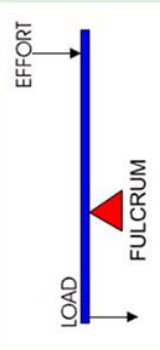
# Engineering

## Year 8 Engineering Knowledge Organiser

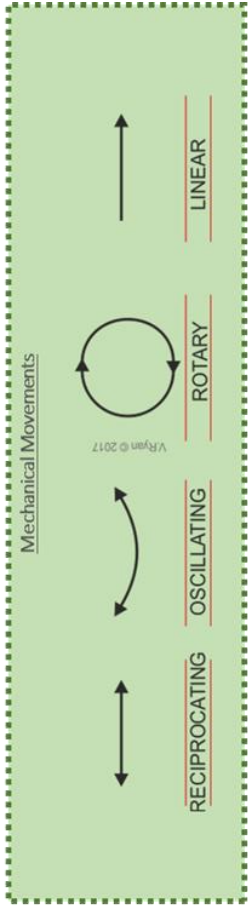
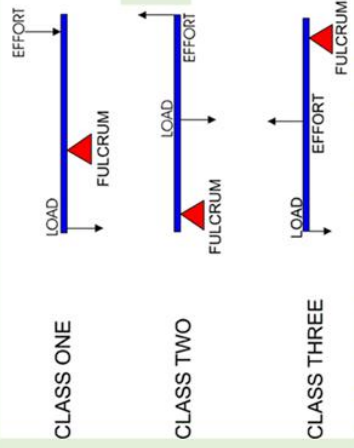


### Classes of Levers

- **Levers are used to lift heavy weights with the least amount of effort.**
- The longer the 'beam' the easier it is to lift the weight.
- Under normal circumstances the person would not be able to lift the weight at all. The **fulcrum** is the place where the beam pivots (or rotates).



The load is the scientific name for the weight. The effort is quite simply the amount of effort used to push down on the rod in order to move the weight.

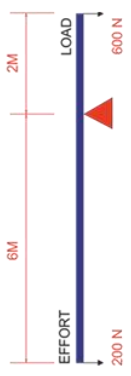


### Mechanical Advantage

Mechanical advantage is the ratio between the load and the effort required to lift an object from the floor. Increasing the length of the plank (on the effort side) plays an important role, as the longer the plank, the greater the mechanical advantage, the easier it is to lift the object (less force is required).

$$\text{MECHANICAL ADVANTAGE (FORCE RATIO)} = \frac{\text{LOAD}}{\text{EFFORT}}$$

The example below shows a lever that is in a state of equilibrium (balanced). The load of 600n is balanced by an effort of 200n, because the effort is positioned at a greater distance from the fulcrum. To work out the mechanical advantage, it is necessary to work out the effort required to 'balance' the load first.



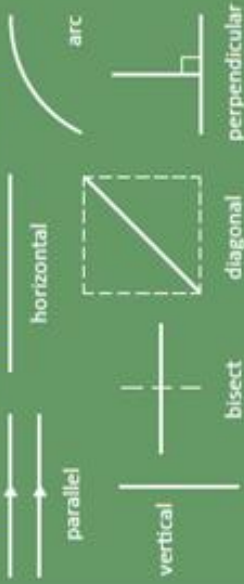
Clockwise moment =  $600 \times 2 \text{ Nm}$   
 Anti-clockwise moment =  $200 \times 6 \text{ Nm}$   
 In a state of equilibrium,  
 clockwise moments = anti-clockwise moments  
 $600 \times 2 \text{ Nm} = 200 \times 6 \text{ Nm}$   
 $1200 = 1200$

Therefore, the Mechanical Advantage is:

$$\text{MECHANICAL ADVANTAGE (FORCE RATIO)} = \frac{\text{LOAD}}{\text{EFFORT}} = \frac{600\text{n}}{200\text{n}} = 3$$

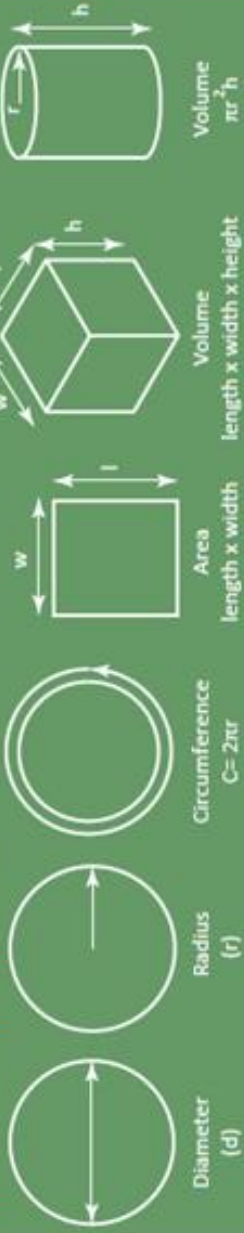
## LINES

What do each of following lines mean



## SHAPES

How to measure different shapes



## ANGLES

Use the right tool to get the right angle



## NUMERACY SUPPORT IN

# D&T

## MEASURES OF AVERAGES

This help you draw conclusions from data

The mean is the most common measure of average. To calculate the mean add the numbers together and divide the total by the amount of numbers:

$$\text{Mean} = \frac{\text{sum of numbers}}{\text{amount of numbers}}$$

If you place a set of numbers in order, the median number is the middle one.

The mode is the value that occurs most often.

## MEASURING

Measuring in millimetres is more accurate than measuring in centimetres. In the workshop you will frequently use the steel rule.

- 1mm = 0.1cm
- 10mm = 1cm
- 50mm = 5cm
- 57mm = 5.7cm
- 100mm = 10cm

To convert mm to cm  $\div 10$   
To convert cm to mm  $\times 10$



# Food

## Year 8 Food Knowledge Organiser

Cuisine is a style of cooking characteristic for a given region or country, which uses specific ingredients, dishes, preparation and cooking methods. Cuisine may be affected by many different factors, such as climate, type of soil available for growing plants, or history. Immigrants and past conquerors have brought many new meals, ingredients, spices and cooking methods not previously known to the UK.



### SCOTLAND

- Porridge
- Scotch broth
- Kippers – smoked herrings
- Tatties and herrings
- Haggis – sausage made of sheep offal and barley
- Scotch pie – pie with mutton meat filling



### ENGLAND

- Cornish pasty
- Yorkshire pudding
- Lancashire hotpot
- Scones, clotted cream, cream teas
- Fish and chips
- Sandwiches
- Sunday roast
- Eccles cakes and Chorley cakes
- English breakfast
- Beer and cider
- Jam tarts



### Afternoon tea

The origins can be traced back to the early 1800s. During this time dinner was eaten late in the evening. Supposedly a lady called Anna Russell who was the 7<sup>th</sup> Duchess of Bedford got annoyed by the hunger pangs that she suffered whilst awaiting dinner. She decided to take time to have tea and a snack in the afternoon. Initially she had this alone but later invited her friends to join her. The practice of afternoon tea became a tradition that filtered throughout England. Afternoon tea was traditionally taken anytime between 2-5pm with 4pm being the favoured time. Afternoon tea was mainly enjoyed by the privileged classes of the time who enjoyed the luxuries of delicate sandwiches, pastries and cakes. The working classes were lucky if they got a nibble on a baked product! It is probably for this reason that Afternoon tea today maintains a special occasion event with an element of luxury and glamour.

**Cream tea.** This is different than an afternoon tea. The origins are believed to date back to the 10<sup>th</sup> century. In Tavistock, Devon there are ruins of a Benedictine Abbey. Manuscripts recovered from this location described the monks serving bread type products with clotted cream and strawberry jam to the workers who rebuilt the Abbey after a Viking raid in 997 AD. The treat became a firm favourite and the monks began to pass on their recipes to locals thereby starting the traditional Devonshire cream tea. Cream teas are enjoyed regularly by holiday makers visiting Devon and also the neighbouring county of Cornwall



### NORTHERN IRELAND

- Colcannon – mashed potatoes with kale and cabbage
- Soda bread
- Black pudding – sausage made of pork fat, blood and oatmeal
- Shepherd's pie
- Irish stew
- Oatmeal
- Whisky and beer



### WALES

- Cawl – a meaty broth served with bacon or lamb and vegetables
- Welsh rarebit – spiced melted cheese served in toast
- Glamorgan sausages
- Welsh cakes
- Bara brith – a rich fruit bread
- Laver bread
- Tattws potpty – potatoes bakes with onion under a thick layer of cheese

### TRADITIONAL EATING PATTERNS

The meals during the day vary between countries, both in the time they are eaten at and the meals that are served. This is changing dynamically due to busy and changing lifestyles.

**Breakfast** – eaten in the morning, traditionally very filling, nowadays more healthy, may just consist of toast, cereal and a drink. **Elevenises** – small, usually sweet snacks eaten around 11am with a cup of tea or coffee. **Brunch** – eaten before noon instead of breakfast and lunch, usually at weekends or during business meetings. **Lunch** – midday meal traditionally consisting of a sandwich, salad or soup. Lunch on Sunday was traditionally more filling and special and consisted of roasted meat, vegetables, Yorkshire pudding and gravy. **Afternoon tea** – eaten traditionally in the afternoon, consists of a pot of tea or coffee, with a range of small snacks, sandwiches, biscuits and cakes. **Dinner** – a hot meal eaten in the early evening. Traditionally the main meal of the day. **Supper** – consumed later than dinner. Traditionally replaced dinner

### Traditional Cooked English Breakfast

Traditionally a rich, filling and high calorie meal that kept people going throughout the morning. It often contained bacon, sausages, eggs which could be fried, poached or scrambled, hash browns or fried potatoes, mushrooms, grilled fresh tomatoes, baked beans and buttered toast



# Food

## Year 8 Food Knowledge Organiser 2

**Macro-nutrients** – These are nutrients needed in large amounts by the body (protein, fat and carbohydrates)

NUTRIENT	FUNCTION	SOURCES
Protein	Growth and repair. Secondary source of energy	<b>ANIMAL SOURCES</b> - Meat, fish, eggs, milk, cheese <b>PLANT SOURCES</b> – Pulses (beans and lentils), nuts, cereals, quinoa, tofu, soya
Fat	Energy, body warmth, protection of vital internal organs	Butter, margarine, lard, oil, meat, dairy foods, chocolate, cakes, pastries and biscuits
Carbohydrates	Energy	<b>STARCHES</b> – Flour, bread, rice, pasta, couscous, noodles, potatoes <b>SUGARS</b> – sugar, syrup, jams, sweets, cakes and biscuits

**OBESITY** -condition in which fat is stored by the body in large amounts. 25% adults and 16% children in UK are obese. It is caused by imbalanced diet, lack of physical activity and hormonal issues. **RESULTS IN** -Increased risk of CHD, stroke, diabetes, cancer, depression, joint and back pains, high blood pressure, high cholesterol level

**ENERGY EXCESS (too much)** -can lead to weight gain, obesity, joint pains, type 2 diabetes, coronary heart disease, high blood pressure, bowel and breast cancer

**ENERGY DEFICIENCY (lack of)** – can lead to weight loss, anorexia, feeling weak, fainting, drop in blood sugar levels

**CORONARY HEART DISEASE (CHD)** -condition in which blood vessels in heart are narrowed by fatty build up. Main cause of death in UK.  
**CAUSED BY** – imbalanced diet, too much or certain fats, obesity, high blood pressure and smoking. **RESULTS IN** – fatty plaque build up in the heart blood vessels, increased risk of heart attack, chest pains (angina)

## FACTORS AFFECTING ENERGY REQUIREMENTS

-  Lifestyle
-  Occupation
-  Height and weight
-  Genetics
-  Life stage
-  Pregnancy and lactation (breast feeding)
-  Male or female

Plan a week's meals for people who want to lose weight

Plan meals for an anaemic teenager

## Micro-nutrients - These nutrients are needed in smaller amounts by the body (vitamins and minerals)

NUTRIENT	FUNCTIONS	SOURCES
<b>VITAMINS</b>		
<b>A (fat soluble)</b>	Healthy eyes, growth of children	<b>Retinol</b> – liver, dairy foods, eggs, oily fish <b>Beta carotene</b> – apricots, red, yellow and green fruits and vegetables
<b>B group (water soluble)</b>	Energy release and healthy nerves	<b>Bread</b> (wholegrain), cereals, pulses, meat and poultry
<b>C (water soluble)</b>	Helps wounds to heal, increases absorption of iron, builds connective tissue (such as skin and mucous membranes)	<b>Citrus fruits, berry fruits, dark green vegetables</b>
<b>D (fat soluble)</b>	Healthy bones and teeth, helps absorb calcium	<b>Dairy foods, eggs, oily fish, liver, sunlight on skin</b>
<b>MINERALS</b>		
Calcium	Bone and teeth health, supports muscles contraction, ensures proper blood clotting	<b>Dairy foods, bread and cereals, oily fish and green vegetables</b>
Iron	Transports oxygen around blood	<b>Red meats, offal, eggs, green leafy vegetables, dark chocolate, dried fruit, lentils</b>

## Problems linked to nutritional deficiencies

**Anaemia** – caused by lack of iron in the diet or by poor iron absorption. Girls and women are at greater risk due to menstruation (monthly bleeding)

**Results in** – pale skin, tiredness and lack of energy, dizziness.

**Poor bone health** – caused by lack of calcium and vitamin D

**Results in** – **RICKETS** (occurs in children) bones become soft, don't grow properly and often become curved



**OSTEOPOROSIS** (occurs in elderly) bones become porous, brittle and easy to break, bones heal slowly after any break



**TOOTH DECAY** – can be a result of a deficiency of calcium, vitamin D and fluoride AS WELL AS a high sugar diet and poor tooth hygiene

# Food – Tier 3 Vocab

VOcab	DEFINITION	EXAMPLE
Nutrient	An invisible chemical substance found in food that the body needs to be healthy	Protein is an important nutrient for teenagers
Function	Work or operate in a particular way	Protein has an important function in the diet
Source	A place, person or thing from which something originates or can be obtained	Citrus fruit are an important source of Vitamin C
Macro nutrient	A nutrient needed in large amounts by the body	Protein, fat and carbohydrates are macro nutrients
Micro nutrient	A nutrient needed in smaller amounts by the body	Vitamins and minerals are micro nutrients
Obesity	A condition in which fat is stored in the body making a person dangerously overweight	Obesity can lead to many other health problems
Excess	Too much of something	An excess of fat in the diet can lead to heart problems
Deficiency	Too little/a lack of something	A deficiency of vitamin C can lead to scurvy
Porous	Full of tiny holes	Bones may become porous if a diet is lacking in calcium and vitamin D
Anaemia	A condition caused by a lack of the mineral iron	Anaemia is a problem for many women today
Scurvy	A condition caused by a lack of vitamin C	Historically many British sailors developed scurvy as they were unable to access fresh fruits and vegetables on long sea voyages
Rickets	A condition that can occur in children who have a lack of calcium and vitamin D	Rickets can cause softening of bones and leads to bow legs and bone pain
Osteoporosis	A condition when bones become porous, fragile and brittle	Elderly people are more likely to suffer from osteoporosis meaning their bones will fracture and break more easily
Haemoglobin	Oxygen carrying substance present in red blood cells	The mineral iron helps to make haemoglobin
Offal	The edible internal organs of an animal	Liver is a type of offal
Retinol	Another name for Vitamin A, found in some animal foods eg. egg yolk. It is essential for growth and vision in dim light	Retinol is a type of vitamin A.
Beta carotene	A red/orange pigment found in some fruits and vegetables	Carrots contain the substance beta carotene which the body converts to Vitamin A so carrots really can help with your eye sight!
Cuisine	A style or method of cooking often of a particular country or region	Italian cuisine is my favourite
Occupation	The job a person does	A person's occupation can affect the amount of energy they need each day.
Lactating woman	A woman who is breast feeding	A lactating woman should try and have plenty of calcium in her diet
Diabetes	A condition linked to not being able to balance blood sugar levels	Diabetes can lead to other health problems

## Year 8 Textiles Knowledge organiser

### Textiles overview

During this project you will further develop your skills and knowledge in textiles by developing designs through research inclusive of the theme of Neuro Graphic Art and Animals and acquiring the skills needed to make your own cushion in response to the brief.

### Key skills and knowledge

- How to develop designs through research, annotation and student examples.
- Knowledge of specialist equipment and how to safely use it.
- How to create a weave and embellish fabric.
- Develop **Oracy** skills through the use of key words and definitions.
- (**Oracy** can be defined as the range of speaking and listening skills).

### Health and Safety:

Hazard: A danger or risk.

Mitigate: To lower the risk.

You will have training with specialist equipment to ensure safe practice.

A design brief is a document for a design project developed by a person or team (the designer or design team) in consultation with the client/customer. A design brief states the clients needs and requirements, it is created to give the designer a "brief" about the design work that needs to be done.

## Textiles: Key Equipment



Embroidery thread



Sewing needle



Sewing Machine



Iron



Keep calm  
And  
Carry on  
sewing



# Health and Safety: Sewing machine Rules



1) Always ask your teachers permission before you use the machine

2) Only ONE person at a time

3) Tie long hair back

4) No drinks or liquids near machines

5) Keep fingers clear of needle

6) Sensible behaviour at ALL times

7) Tell the teacher if something breaks or stops working

8) Ask for help if needed

## Keep calm And Carry on Sewing

### KEY WORDS

- Bobbin
- Thread
- Needle
- Presser foot
- Balance wheel
- Stitch
- Reverse switch
- Stich sector
- Top thread

### Key words

Neurographic Art: Neurographic art is a simple way to work with the subconscious mind through drawing. This creative method stimulates new neural pathways by combining art and psychology.

Embroidery: Embroidery is the craft of decorating fabric or other materials using a needle to apply thread or yarn.

Embroidery may also incorporate other materials such as beads and sequins.

Screen printing: Screen printing is the process of transferring a stencilled design onto a flat surface using a mesh screen, ink and a squeegee.



### Extension Tasks and challenging activities

#### Batik



#### Complex stitches



#### Waded applique



## Plot

‘Teechers’ is a play within a play. Three year 11 students put on a performance for their teachers. School leavers, Salty, Hobby and Gail Saunders perform an account of their time in High School. They were particularly inspired by their time with Mr. Jeff Nixon, the new drama teacher who ignited their passion for the stage with his idealism and belief that all children should be treated equally. At the end of the play, Mr Nixon leaves Whitewall High School to teach at St Georges, another school with a much better reputation.

## **Main Characters**

- Gail Saunders Loud mouthed, bossy and full of enthusiasm
- Lilian “Hobby” Hobson – always caught eating and missing PE
- Ian “Salty” Salt A school-leaver, bright and fresh-faced, rather dirty in appearance
- Mr Nixon - The drama teacher, socialist and idealistic fancies Jackie Prime
- Mrs Parry - The Headteacher loves all students and is wanting the best from them.
- Ms Maureen Whitham - A fussy teacher, desperate to leave.
- Bobby “Oggy” Moxon - The school bully in a modern age
- Peter “Pete” Saxon - A large, frightening youth with tattoos, appears foolish.
- Mr Derek Basford - The Deputy Head
- Miss Jackie Prime (later Short) - PE Teacher



## **Style of Acting**

- Actors play multiple roles
- Direct address to the audience
- Social commentary veiled in humour
- Quick paced scenes
- Episodic structure
- Frequent changes of direction
- Use of different styles of text
- Colloquial language
- Exaggerated

## **Social/Cultural & Historical Context**

- Written in 1980s and it retains political and social relevance. Mainly concerning educational issues liked to the Thatcher years of power.
- League tables introduced
- Many teachers opposed the changes, and campaigned against the low pay, working conditions, and lack of morale within the industry.
- In Teechers Mr Nixon argues with Mr Basford (The Deputy Head) about the fairness of private education. Mr Nixon believes that all children should have access to the best possible education, and that this should not be reserved for those who can afford it.

## Key words

Multi–role  
Direct address  
Fourth wall  
V-Effect  
Social commentary  
Humour





**Birchwood**  
Community High School







**KS3 Knowledge Organiser – Year 8 – Drama - ‘Teechers’**

Subject terminology	Definition
*Narrative arc	This describes the <b>sequence of events</b> following a traditional structure of <b>exposition - rising action - climax/ dilemma - falling action - resolution.</b>
*Narrative perspective	The <b>point of view</b> from which the story is told. <b>First person narrative perspective:</b> in this point of view, a character (typically the protagonist, but not always) is telling the story. Pronouns such as 'I' and 'we' are used. <b>Third person narrative perspective:</b> in this point of view, an external narrator is telling the story. Pronouns such as 'he', 'she', 'it' and 'they' are used.
*Show not tell	This is when you allow the reader to experience and <b>guess</b> what is happening in the story through the use of words, images and action, rather than telling them directly.
CHRONOLOGICAL/ NON- CHRONOLOGICAL	Stories written in <b>chronological</b> order are stories which move forward in time, from beginning to middle to end. The events are <b>sequenced in order.</b> Stories that are <b>non-chronological</b> don't follow the chronological order of events - they might start at the end and go backwards, or they feature flashbacks/flash forwards. They tend to <b>jump back and forth in time.</b>

Word classes	Definition	Example
*Verb	A verb is a word or set of words that shows <b>actions and feelings.</b>	He <u>thought</u> of an idea. She <u>understood</u> what a verb was.
*Adverb	An adverb is a <b>describing</b> word that adds more detail to a verb.	She <u>instinctively</u> understood what a verb was. <u>Rapidly</u> , he thought of an idea.
*Noun	*Nouns are <b>names, places and things.</b>	The <u>sunshine</u> was blinding. His <u>knowledge</u> of <u>grammar</u> was impressive.
	<b>CONCRETE nouns</b> are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the <b>senses</b> ).  <b>ABSTRACT nouns</b> are <b>ideas and concepts.</b>	Sky, medicine, thunder, chair, cake.  Love, justice, happiness, sadness, hope.
*Pronoun	Words used <b>instead of</b> a noun i.e. 'he', 'she', 'they', 'it'.	The idea filled <u>her</u> with happiness. The basketball rolled until <u>it</u> hit the wall.
*Adjective	An adjective is a <b>describing</b> word that adds more detail to a noun.	His <u>impressive</u> knowledge of grammar filled him with confidence. The <u>blinding</u> sunlight meant that it was difficult to see.
PREPOSITION	A preposition is a word that tells you <b>where</b> something is in relation to something else.	The house was <u>on</u> a hill <u>beside</u> a tree. The cat lurked <u>under</u> the bed.

Language techniques	Definition
*Metaphor	A type of image when <b>one thing is compared to another thing</b> to help the reader to understand an aspect of the original thing more clearly e.g. " <i>The plane was a <u>metallic little bird</u> soaring through the empty sky.</i> "  In this example, the aeroplane (this is called the ' <b>tenor</b> ') is compared to a bird (this is called the ' <b>vehicle</b> ') to help the reader to understand an aspect of the aeroplane more clearly (understanding the link between the tenor and the vehicle is called the ' <b>ground</b> ').
*Personification	A type of image where a <b>human quality</b> is attached to a thing or idea e.g. " <i>The trees <u>wore</u> blankets of ice.</i> "
*Simile	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> e.g. " <i>The snow fell like delicate confetti.</i> "
IMAGERY	The use of vivid language to evoke a sensory experience or create a picture with words for a reader. Writers often use the <b>different senses</b> to describe something - such as seeing, hearing and touching - in order to help the reader experience what is being described.
SYMBOL/ SYMBOLISM	A thing that <b>represents or stands for something else</b> - usually, this is an object that represents a much deeper idea, emotion or feeling e.g. the colour white can symbolise peace; a star might symbolise hope.

Sentence openings	Definition	Example
*Begin with a verb	A sentence that begins with the action ( <i>verb, person sentence</i> ).	<i>Reading through the book, he became engrossed in the story. <u>Crying</u>, she opened the envelope.</i>
*Begin with an adverb	A sentence that begins with the description of the action.	<i><u>Quietly</u>, she crept away.</i>
*Begin with an emotion	A sentence that begins by describing the emotion of the subject.	<i><u>Furious</u>, he slammed the door and vowed never to return.</i>
BEGIN WITH A PREPOSITION	A sentence that begins by stating where something is.	<i><u>On the horizon</u>, the sky darkened and a storm began to brew.</i>

Structural techniques	Definition	Story types	Example
*Exposition	The <b>beginning</b> of the text where elements of plot, character and setting are introduced.	*Character flaw 	The main character has some sort of flaw which lands them into trouble. The story often ends with the character learning their lesson and changing their ways.
*Rising action	The action building up to the climax. We start to <b>learn more</b> about the characters and relationships in the story. There will be an incident (or incidents) that create suspense, or interest, or some kind of conflict.	*Quest/ journey 	The main character goes on a quest or adventure. They usually go on this journey to complete a specific task. The character will face a series of challenges, trials or temptations which they will need to overcome to succeed and find their way back home.
*Climax/ dilemma	The most <b>intense, important</b> point of the story where the tension has built to its highest point. For example, it might be a confrontation, or a moment where someone realises how they feel about someone/ something, or when a secret is revealed.	*Rags to riches 	The main character feels upset or mistreated because of the situation they are in at the beginning of the story. The character overcomes their difficulties and is often transformed in some way. This transformation can include either their appearance, personality or opinions.
*Falling action	The action that happens <b>as a result</b> of the climax. For example, this might be where the characters guess/ speculate/ worry about what will happen to them next.	<b>Conquering the monster</b> 	Everything is well for the main character until a threat appears. The threat is difficult to defeat, but the character eventually overcomes it using their resourcefulness or a positive character trait (e.g. honesty, courage, kindness).
*Resolution	The <b>end</b> of a text where events are resolved. Loose ends are tied up and we see what the characters' lives are going to look like now that the story is over.	<b>Discovery tale</b> 	The main character finds something valuable, interesting or important. But finding this object may lead to things going wrong. The character has to overcome the problems, sometimes by discarding the valuable item in some way.
FLASHBACK	A flashback is a reference (or scene) to something that takes place <b>before</b> a story begins. Flashbacks <b>interrupt</b> the chronological order of the main story and they take the reader back in time.	<b>Meeting tale</b> 	The main character meets someone or something which leads to a dilemma. The main character might have to look after this new acquaintance or keep them a secret. Alternatively, the two characters might argue and go their separate ways. But something terrible happens to one of them. Luckily, the other character helps them, and they are usually able to overcome their differences and resolve everything.
FLASHFORWARD	A flashforward is a reference (or scene) to the <b>future</b> (it could be an imagined idea of the future, or what actually happens in the future). It is much more direct than foreshadowing, which is where a writer tends to drop hints and clues rather than telling the future directly.		

**Gothic genre**

- Gothic literature is a genre of fiction which first became popular during the 18th century (although but many of the most famous Gothic novels were written during the **Victorian era**, which lasted for most of the 19th century).
- The term ‘Gothic’ originates from the name of an ancient Germanic tribe (the Goths) who are thought to have contributed to the fall of the Roman Empire. They had a reputation for being **barbaric and cruel**, and later a form of architecture was named after them as sort of insult, because it was seen as **dark, gloomy and dismal**.
- Gothic literature tends to focus on the **darker side of humanity** and its preoccupation with **sin and evil**. Writers of Gothic literature aimed to thrill, and to create strong feelings and emotions of **fear and dread** in their readers. They mainly focused on **human weakness and self-destruction**, the effects of **guilt and sin**, and ideas of **punishment and judgement**. Unlike horror stories, Gothic stories tend to create an atmosphere of **tension and suspense** for the reader using **psychological techniques** as opposed to relying on bloodshed and violence to scare the reader.
- The term ‘Gothic’ first became linked to literature with Horace Walpole’s 1764 novel ‘The Castle of Otranto’, later subtitled ‘A Gothic Story’. This term was probably given because of the book’s medieval Gothic architecture and setting. For example, ‘The Castle of Otranto’ is set in a castle with mysterious, supernatural events and an innocent female victim.

Gothic conventions	Definition/examples	Gothic novel	Plot summary	Context
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<b>Setting</b>	Typical Gothic settings tend to be <b>dark, abandoned and/ or decaying</b> . They include castles, graveyards, monasteries, churches, caves or dungeons. Hidden doors and secret passageways are often discovered. The locations could be in remote, wild or uninhabited places such as forgotten/ derelict buildings, mountain ranges or wild forests.	<b>‘Frankenstein’ by Mary Shelley</b> (1818)	‘Frankenstein’ tells the story of a gifted but ambitious scientist, Victor Frankenstein, who succeeds in giving life to a being of his own creation. However, this is not the perfect specimen he imagines that it will be, but rather a hideous creature who is rejected by Victor and mankind in general. The Monster seeks its revenge through murder and terror.	The novel was written originally by Mary Shelley as a short story when the poet, Lord Byron, suggested that each member of a group of friends should write each other a ghostly tale to keep themselves entertained. Mary’s story was the undoubted winner.  ‘Frankenstein’ is about the power of scientific ambition and the dangers of going a step too far. It was written at a time when many scientists were experimenting with new ideas and theories, and discovering new knowledge. ‘Frankenstein’ looks at the key question of whether mankind can have too much knowledge and, therefore, too much power.
<b>Weather</b>	<b>Pathetic fallacy</b> is often used as an indication that something bad is going to happen. The weather is often full of menace and threat. Storms, lightning, fog and clouds are typical examples.			
<b>Supernatural</b>	<b>Unexplainable events</b> often take place in Gothic literature, such as ghostly hauntings or paranormal activity. Supernatural beings such as monsters, demons and witches appear.	<b>‘Great Expectations’ by Charles Dickens</b> (1860)	‘Great Expectations’ follows the childhood and young adult years of Pip, a blacksmith’s apprentice in a country village. He suddenly comes into a large fortune (his ‘great expectations’) from a mysterious benefactor and moves to London where he enters high society. In the novel, Pip meets Miss Havisham, an eccentric lady who has shut herself away ever since she was jilted at the altar at the last minute. She never leaves her house, still wears her wedding dress and despises all men. Miss Havisham is clearly suffering from psychological damage, so although she is cruel and bitter, we also pity her.	Dickens had a difficult relationship with his own mother and this is perhaps reflected in the relationship between Pip and Miss Havisham. Dickens never forgave his mother for insisting during his childhood that he work in a boot-blacking factory, pasting labels onto pots of blacking. This is mirrored in the novel in the scene where Miss Havisham pays the money for Pip to become a blacksmith’s apprentice. Also, in the Victorian era, women were expected to marry and bring up a family. A woman’s good reputation was the most important thing she possessed. Miss Havisham shows the consequences of being cruelly mistreated by men.
<b>Atmosphere</b>	An atmosphere of <b>mystery and suspense</b> is often created. The plot is often built around feelings of threat and a fear of the unknown.			
<b>Curses, omens and nightmares</b>	Foreshadowing is often used in the form of curses, prophecies or omens to indicate <b>terrible events to come</b> . Disturbing dreams and harrowing nightmares happen. Shocking secrets are hinted at.	<b>‘Dracula’ by Bram Stoker</b> (1897)	‘Dracula’ is the story of a powerful and immortal vampire. It begins with a young solicitor’s visit to the strange and remote Castle of Count Dracula with the object of finalising the sale of some London-based properties. What was supposed to be a straightforward business affair soon becomes an increasingly terrifying adventure when the seemingly charming and aristocratic Dracula reveals himself to be an evil vampire with intentions of going to London to hunt for fresh blood.	‘Dracula’ was mostly written in the 1890s and some think that Stoker was inspired by historical figures like the ancient Romanian prince, Vlad the Impaler. When it was first published, some reviewers loved its horror, whereas others thought it was too frightening. Since then, many people associate Dracula with the typical image of a vampire, and Van Helsing as an iconic vampire hunter.
<b>Emotions</b>	Emotions are <b>extreme</b> : mystery, fear, shock, dread, disgust, distress, rage, power and madness are some examples of typical emotions in Gothic literature.			
<b>Anti-hero protagonists</b>	Gothic protagonists are often portrayed as <b>anti-heroes</b> – they are <b>flawed, isolated or outcasts</b> who have made mistakes and have to find their way back to rejoin society.	<b>‘The Strange Case of Dr Jekyll and Mr Hyde’ by Robert Louis Stevenson</b> (1886)	Dr Jekyll is a kind, well-respected and intelligent scientist who meddles with the darker side of science, as he wants to bring out his ‘second’ or hidden character. He does this by transforming himself into Mr Hyde, his evil alter ego, who commits evil and violent crimes but does not accept responsibility for them. Jekyll tries to control Hyde, and for a while, Jekyll has the power to do so, but soon Hyde takes over and is out of control. The monster is unleashed.	In the Victorian era, many people were very religious and believed in God and the devil. Scientists were viewed with some superstition and sometimes their discoveries were seen as un-godly, because they gave different explanations for how the universe had developed. Therefore, many people thought scientists were untrustworthy and engaged in doing the ‘devil’s work.’  Victorians were also interested in duality – the ides that people could be both good and evil. Stevenson describes how there is a good and an evil side to everyone’s personality, and explores what might happen if we all behaved according to our most primitive instincts.
<b>Powerful antagonists</b>	<b>Powerful, complex, tyrannical</b> male characters who are in positions of authority often threaten other characters. They can sometimes become monstrous/supernatural creatures themselves.			

Subject terminology	Definition
<b>CHRONOLOGICAL/ NON-CHRONOLOGICAL</b>	Stories written in chronological order are stories which move forward in time, from beginning to middle to end. The events are <b>sequenced in order</b> . Stories that are non-chronological don't follow the chronological order of events - they might start at the end and go backwards, or they feature flashbacks/flash forwards. They tend to <b>jump back and forth in time</b> .
<b>*Narrative perspective</b>	Narrative perspective is the point of view from which the story is told.  <b>First person narrative perspective:</b> in this point of view, a character (typically the protagonist, but not always) is telling the story. Pronouns such as 'I' and 'we' are used.  <b>Third person narrative perspective:</b> in this point of view, an external narrator is telling the story. Pronouns such as 'he', 'she', 'it' and 'they' are used. If the narrator is omniscient, they can be anywhere, at any time, and inside the minds of all the characters.
<b>*Protagonist</b>	The <b>leading character</b> in a novel.
<b>ANTAGONIST</b>	The character, or a group of characters, which stands in opposition to the protagonist. They are usually an <b>enemy/ adversary/ opponent</b> .
<b>Anti-hero</b>	The leading character in a novel who does not have traditionally heroic qualities, such as courage. An anti-hero is usually a <b>flawed individual</b> who disturbs the reader with their weaknesses. However, because they are sympathetically portrayed, they help us to understand the frailties/weaknesses/ flaws of humanity.
<b>Suspense</b>	Suspense is <b>anxiously waiting for something to happen</b> and <b>creating questions in the reader's mind</b> . The reader then feels <b>worry, anxiety, fear and stress</b> for the characters.  Suspense can be created by <b>withholding information</b> . This is where a writer <b>conceals information</b> in order to raise questions from the reader. The reader might have to guess from hints and clues, the reader might fear the worst, or the reader might know more than the characters so feels invested in their safety. Because the reader is anxious to find out what will happen, they <b>continue to read!</b>
<b>Tension</b>	Tension is a <b>feeling</b> created in the reader that is caused by the writer continually creating <b>conflict</b> , or the threat of conflict. Escalating tension is a feature of Gothic literature.

Literary techniques	Definition
<b>FORESHADOWING</b>	Where the author gives the reader <b>hints or signs about the future</b> . It suggests what is to come through imagery, language, and/or symbolism. It does not directly give away the outcome, but rather, suggests it.
<b>IMAGERY</b>	The use of vivid language to evoke a sensory experience or create a picture with words for a reader. Writers often use the <b>different senses</b> to describe something - such as seeing, hearing and touching - in order to help the reader experience what is being described.
<b>*Metaphor</b>	A type of image when <b>one thing is compared to another thing</b> to help the reader to understand an aspect of the original thing more clearly e.g. <i>"When it crashed, three deep gashes were made in the earth. Its wings were now sawn-off arms. No more flapping. Not for this metallic little bird."</i>  In this example, the aeroplane (this is called the ' <b>tenor</b> ') is compared to a bird (this is called the ' <b>vehicle</b> ') to help the reader to understand an aspect of the aeroplane more clearly (understanding the link between the tenor and the vehicle is called the ' <b>ground</b> ').
<b>*Motif</b>	An <b>object, image, symbol or idea that is repeated</b> throughout a literary work. Motifs help to explain bigger ideas or themes.
<b>Pathetic fallacy</b>	A type of personification where <b>emotions</b> are given to a <b>setting, a natural object or the weather</b> .
<b>*Personification</b>	A type of image where a <b>human quality</b> is attached to a thing or idea.
<b>*Simile</b>	A type of image that writers use to <b>compare one thing with another, using 'like' or 'as'</b> e.g. <i>"...but when I picked him up originally, the boy's spirit was soft and cold, like ice cream. He started melting in my arms."</i>
<b>SYMBOL/ SYMBOLISM</b>	A thing that <b>represents or stands for something else</b> - usually, this is an object that represents a much deeper idea, emotion or feeling.  A symbol might occur <b>only once</b> to signify a particular emotion or idea. It becomes a motif if it is repeated at various points in a text. Therefore, a symbol could be described as a ' <b>mini-motif</b> '!

**\*What you already know**

## Christianity 2 Knowledge Organiser

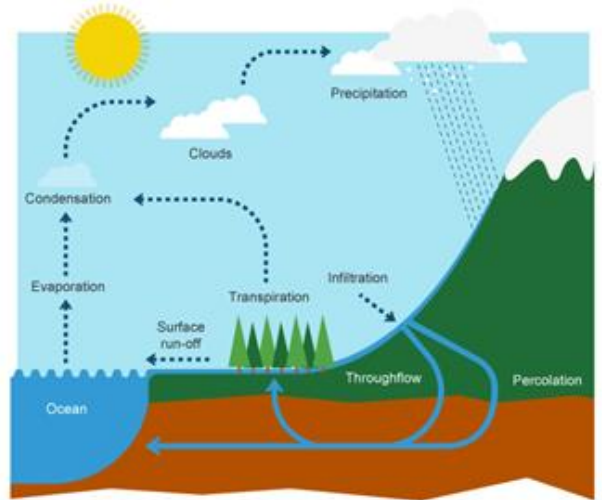
Lesson 1 The Christian moral code	Lesson 2 Life of Jesus man of peace or conflict	Lesson 3 Life of Jesus death and resurrection	Lesson 4 The authority of the Bible
<p>Christians are guided by; their <b>families</b>, the <b>law</b>, <b>society</b>, school <b>teachers</b> and friends. Most importantly, Christians are guided by the teachings <b>of Jesus and St. Paul.</b></p> <p><b>Helping others;</b> St. Paul said not to hurt others. However, it isn't enough to not just hurt others; they must do something positive to help others, especially those in need. Paul said <b>the greatest quality is love</b></p> <p>In the parable of the <b>Sheep and the Goats</b>, Jesus says <b>'Whatever you do for one of these you do for me'</b> referring to people in need.</p> <p>James: <i>'Faith without action is pointless'</i> here he was showing that people need to translate their beliefs into activity.</p> <p><b>Harvest Festival-</b> September/October many churches collect food items. During harvest, Christians thank God for his creation Jesus said the <b>second greatest commandment</b> is <i>'Love your neighbour'</i></p>	<p>For the Jewish <b>Passover festival</b> people had to give special money to the temple and make sacrifices. It was expensive to buy the special money and animals for sacrifice. – <b>Jesus realised people were being cheated – he overturned traders tables and cleared the temple.</b></p> <p>Religious leaders believe Jesus disrespected God and their religion because he healed people on the <b>sabbath day</b> of rest. From this, the religious leaders began to plot against him.</p> <p>Luke and Mark say that <b>the religious leaders</b> wanted Jesus dead as they <b>were afraid of him.</b></p> <p>On <b>Palm Sunday</b>, the week before his arrest and execution, Jesus rode into Jerusalem on a donkey, cheered on by huge crowds. <b>The religious leaders believed he was trying to challenge their authority and set himself up as a king.</b></p> <p>In the Sermon on the mount, Jesus talks about peace and love. He speaks of <b>Beatitudes</b>, which are a series of statements about gentleness being humble and peaceful – specifically, <b>'Blessed are the peacemakers'</b>.</p>	<p>Jesus shared bread and wine in the <b>Last Supper</b>, telling his disciples to copy this act as a way of remembering him. He knew that he would be arrested and killed. He told them <b>the bread was his body and the wine his blood. Christians today recall this as the Eucharist.</b></p> <p>After the supper, Jesus went to pray in the garden of <b>Gethsemane</b>. While the other disciples slept, <b>Judas</b> brought soldiers to the garden who arrested Jesus. During the night, Jesus faced three trials.</p> <p>In the third trial the Roman Governor <b>Pilate</b> sentenced Jesus to death by <b>crucifixion.</b></p> <p>Jesus had to carry his cross to <b>Golgotha</b> and was crucified between two thieves. <b>Before he died, he asked God to forgive the executioners 'for they know not what they do'.</b></p> <p><b>Jesus' body was taken to a tomb</b> on Friday and a stone rolled across the entrance. On Sunday, <b>they saw the stone rolled back and the tomb was empty -Jesus had risen from the dead - Resurrected.</b> On the fortieth day after his crucifixion, Jesus rose up to heaven this is known as the <b>Ascension.</b></p>	<p>The Bible is the holy book of Christianity. It gives God's message for humans, including how they should live to go to heaven.</p> <p><u>3 main ways different Christians understand the Bible;</u>  <b>A literal understanding</b> – This is the belief that <b>the Bible is the absolute word of God, written down exactly as God wanted by humans.</b></p>  <p><b>The Bible was directly inspired by God</b> – The belief that the writers of the books were human and used their own words.</p> <p><b>The Bible has a spiritual message</b> – The belief that the writers of the Bible were trying to interpret the world around them. They believed in God and believed they were seeing God at work in the world</p> <p>The Bible is divided into two main parts; <b>The Old Testament</b> and the <b>New Testament.</b></p> <p><b>The Gospels in the Bible can provide people with knowledge of Jesus' message.</b> The Bible contains many hymns that can be sang in choir. It is read in church on Sundays.</p>
Lesson 5 The Gospels	Lesson 6 How Christianity changed – Orthodoxy and Roman Catholicism	Lesson 7 How Christianity changed –Protestantism	
<p>The Gospels are the first four books of the <b>New Testament</b> – Matthew, Mark, Luke and John. The first three are known as the Synoptic Gospels, because they have similar stories and styles. All the Gospels have their own message beyond just telling the story of Jesus' story.</p> <p>Scholars think Mark's Gospel was written first in about 70ce, because Matthew and Luke repeated almost all of Mark and they wrote between 70 and 100ce. John was the last one dating from 90-110ce.</p> <p><b>-Mark's Gospel</b> – Mark seems to be just telling the story – he doesn't go into much detail. Mark writes about Jesus life from his baptism until his <b>Ascension</b> to heaven.</p> <p><b>-Matthew's Gospel</b> – Matthew writes about Jesus' birth and childhood, through to his Resurrection. He tries to show how Jesus has fulfilled the Jewish prophecies as the <b>Messiah.</b></p> <p><b>-Luke's Gospel</b> – He starts before Jesus' birth and goes on to describe his birth and life until his Ascension to heaven. Luke has been called the 'Gospel of the Underdog' because Jesus' words and work are for the victims of society.</p> <p><b>-John's Gospel</b> – John starts at the beginning of time, claiming Jesus was with God at the creation, misses out Jesus birth and ends with Jesus telling Peter, one of the disciples, to lead the group after his resurrection.</p>	<p>In the 4<sup>th</sup> Century, Christianity became the religion of the Roman Empire which stretched from Portugal to Asia, and from Northern Germany to Northern Africa. Because it was so big it needed several leaders known as <b>Patriarchs.</b></p> <p>They interpreted Jesus words differently so split into two halves – The West – based teachings on Roman Law and was led by the Pope. The East – based their teachings on Greek philosophy and was led by a patriarch. All Christian leaders agreed on one single statement of what Christians must believe – the Nicene Creed</p> <p>The Patriarch from the East learned some churches were following Roman ways. When he ordered them to stop and they refused, he closed the churches down.</p> <p>The Patriarch refused to see anyone from Rome and the new Pope <b>excommunicated</b> him (cut the patriarch off from heaven). The Patriarch then excommunicated the Pope! Christianity had been divided in two. This is known as the <b>Great Schism.</b> The West became Catholic or <b>'worldwide' Church.</b> The East became the <b>Orthodox Church.</b></p>	<p>From at least the twelfth century many people would protest against the Roman Catholic Church's leadership and practices. Eventually these protests would form the basis of a new denomination of Christianity: <b>Protestantism.</b></p> <p>Between 1378 and 1417 there were several Popes at the same time. This was known as the <b>Papal schism.</b></p> <p>People who had committed many sins could buy <b>indulgences</b> (a piece of paper) from a priest which promised to reduce the amount of time spent in purgatory.</p> <p><b>John Wycliffe</b> – Spoke out against indulgences and argued for the Bible to be translated to English from Latin. He is seen as the start of Protestantism.</p> <p><b>-Martin Luther</b> – Attacked corruption in the Church, including indulgences and demanded wide ranging reforms.</p> <p><b>-Henry VIII</b> – Wanted to divorce and re-marry, something not allowed in the Catholic Church. So, he set himself up as the head of the <b>Church of England.</b></p>	

## 8.2 How do rivers shape our land?

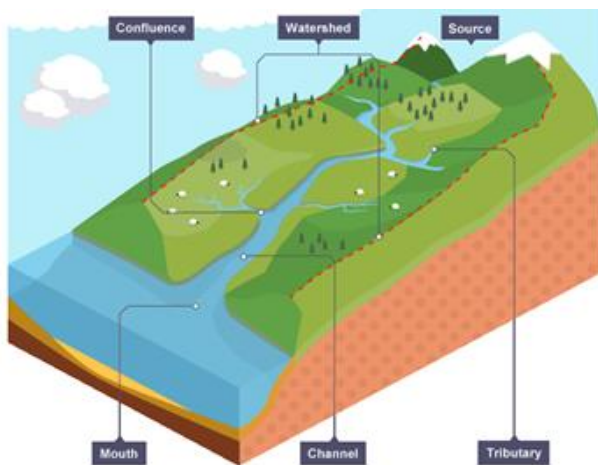
### 1. UK LANDSCAPES



### 2. HYDROLOGICAL CYCLE



### 3. DRAINAGE BASIN



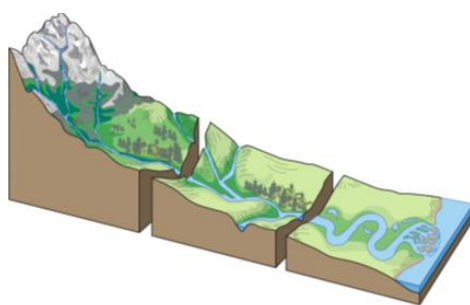
A drainage basin is the area of land around the river that is drained by the river and its tributaries.

- **Watershed** - the area of high land forming the edge of a river basin
- **Source** - where a river begins, (usually in an upland area)
- **Mouth** - where a river meets the sea
- **Confluence** - the point at which two rivers meet
- **Tributary** - a small river or stream that joins a larger river
- **Channel** - this is where the river flows

The hydrological cycle shows the continual movement of water between the rivers, oceans atmosphere and land.

- **Evaporation** - The process in which a liquid changes state and turns into a gas.
- **Condensation** - A change of state in which gas becomes liquid by cooling.
- **Precipitation** - Moisture that falls from the air to the ground. Includes rain, snow, hail, sleet, drizzle, fog and mist.
- **Interception** - To interrupt the movement of something, eg water is intercepted by the leaves of trees when it rains.
- **Surface Run Off** – when water flows across the surface of the ground. Surface run-off is more likely to occur if the ground is **saturated** (full) with water or when the rock is **impermeable** (water cannot soak through it).
- **Infiltration** - water moves into the soil.
- **Percolation** - Water moves into permeable rock.
- **Ground Water flow** – When water is able to move slowly through the soil and porous rocks to move back towards the sea
- **Store** – Water being held somewhere e.g. lake
- **Transfer** - When something is moved from one place to another.

### 4. LONG PROFILE OF A RIVER



UPPER

MIDDLE

LOWER

#### UPPER COURSE:

Valley: Steep, high above sea level  
Channel: Narrow and shallow  
Landform: Waterfall

#### MIDDLE COURSE:

Valley: Becoming flatter  
Channel: Becoming wider and deeper  
Landform: Meander

#### LOWER COURSE:

Valley: Flattest  
Channel: Widest and deepest  
Landform: Floodplains

## 5. EROSION

Erosion is the process that wears away the river bed and banks. Erosion also breaks up the rocks that are carried by the river.

There are four types of erosion:

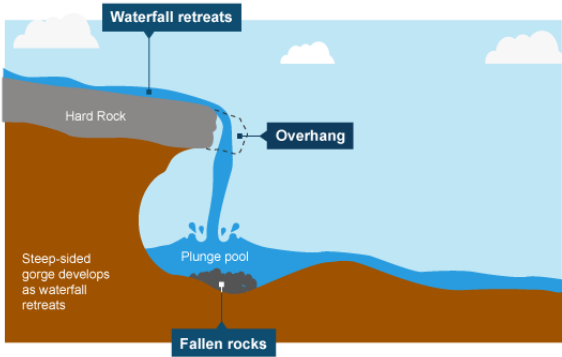
**Hydraulic action** - This is the sheer power of the water as it smashes against the river banks. Air becomes trapped in the cracks of the river bank and bed, and causes the rock to break apart.

**Abrasion** - When pebbles grind along the river bank and bed in a sand-papering effect.

**Attrition** - When rocks that the river is carrying knock against each other. They break apart to become smaller and more rounded.

**Solution** - When the water dissolves certain types of rocks, e.g. limestone.

## 6. WATERFALLS

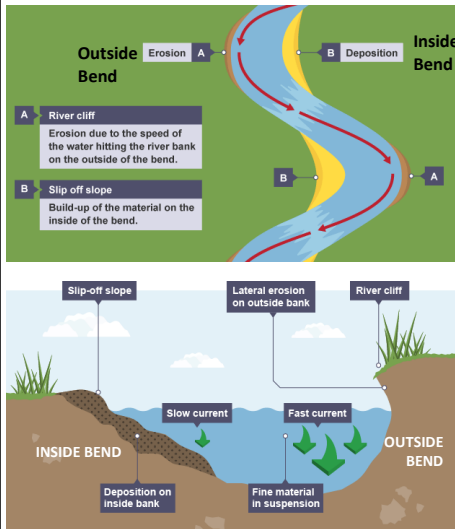


Waterfalls often form in the upper course of a river where it flows over different bands of rock (hard rock over soft rock)

Formation of a waterfall:

- The soft rock erodes more quickly, undercutting the hard rock.
- The hard rock is left overhanging and because it isn't supported, it eventually collapses.
- The fallen rocks crash into the plunge pool. They swirl around, causing more erosion.
- Over time, this process is repeated and the waterfall moves upstream.
- A steep-sided gorge is formed as the waterfall retreats.

## 7. MEANDERS

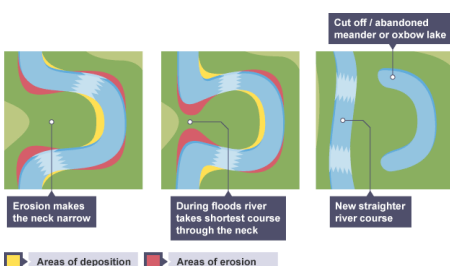


In the middle course the river has more energy and a high volume of water. The gradient here is gentle and erosion has widened the river channel.

The river channel has also deepened. A larger river channel means there is less friction, so the water flows faster.

- As a river goes around a bend, most of the water is pushed towards the outside. This causes increased speed and therefore increased erosion (through hydraulic action and abrasion).
- The **Thalweg** is the line of fastest flow (red line on the diagram) the river flows fastest on the outside bend due to the lack of friction due to the deep water.
- The erosion on the outside bend causes **undercutting** of the bank to form a **river cliff**.
- Water on the inner bend is slower, causing the water to slow down and deposit the eroded material, creating a gentle slope of sand and shingle.
- The build-up of deposited sediment is known as a **slip-off slope** (or sometimes river beach).

## 8. OX BOW LAKES



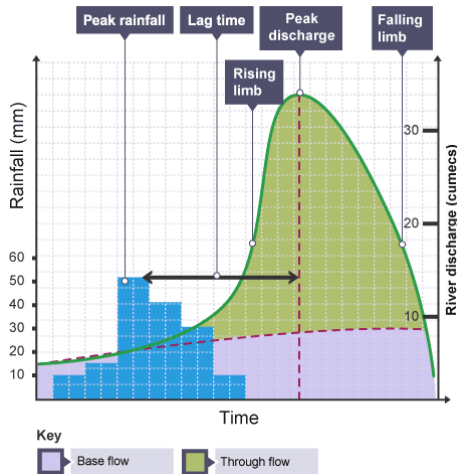
Due to erosion on the outside of a bend and deposition on the inside, the shape of a meander will change over a period of time.

- Erosion narrows the neck of the land within the meander and as the process continues, the meanders move closer together.
- When there is a very high **discharge** (volume of water) usually during a flood, the river cuts across the neck, taking a new, straighter and shorter route.
- Deposition will occur to cut off the original meander, leaving a horseshoe-shaped oxbow lake



## 9. HYDROGRAPHS

Hydrographs are used to show how a river responds to a flood event.



**Peak discharge** - maximum amount of water held in the channel.

**Peak rainfall** – maximum amount of rainfall (millimetres).

**Lag time** - the time taken between peak rainfall and peak discharge.

**Rising limb** - shows the increase in discharge on a hydrograph.

**Falling limb** - shows the return of discharge to normal/base flow on a hydrograph.

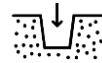
**Base flow** - the normal discharge of the river.

## 10. FACTORS INFLUENCING DISCHARGE

The lag time can be short or long depending on different factors:



**Geology** - if the rocks under the ground are impermeable and water cannot drain through the rock layer resulting in rapid overland flow and a shorter lag time. Permeable rocks encourage a slow transfer by groundwater flow, hence a longer lag time.



**Soil type** – clay soils do not drain easily and become saturated very quickly. This results in rapid overland flow and shorter lag times. Dry soils slow down water transfer leading to longer lag times.



**Slope** - steep slopes lead to rapid water transfer and shorter lag times. Gentle slopes slow down water transfer making the lag time longer.



**Urban areas** – towns and cities have many impermeable surfaces such as tarmac and concrete, this can lead to rapid surface runoff into the rivers.



**Deforestation** - if there is no vegetation in an area, the water runs off into the river quicker, therefore it would have a short lag time. Alternatively, if there is plenty of vegetation in the area, the lag time would be longer as the plants would intercept the rainfall.

## 11. RIVER ENGINEERING

**Hard Engineering** involves building artificial structures which try to control rivers.

Strategy	How it works	Advantages	Disadvantages
Dams and Reservoirs	The dam traps water, which builds up behind it, forming a reservoir. Water can be released in a controlled way.	<ul style="list-style-type: none"> <li>• Can be used to produce renewable electricity by passing the water through a turbine within the dam.</li> <li>• Reservoirs can attract tourists.</li> </ul>	<ul style="list-style-type: none"> <li>• Very Expensive</li> <li>• Habitats are flooded</li> <li>• Settlements are lost leading to the displacement of people.</li> </ul>
Dredging	Dredging makes the river deeper so it can hold more water.	<ul style="list-style-type: none"> <li>• More water can be held in the channel.</li> <li>• It can be used to reduce flood risk in built-up areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Dredging needs to be done frequently.</li> <li>• Impacts wildlife habitats on the river bed</li> </ul>
Embankments	Raising the banks of a river means that it can hold more water.	<ul style="list-style-type: none"> <li>• Cheap with a one-off cost</li> <li>• Allows for flood water to be contained within the river.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks unnatural.</li> <li>• Water speeds up and can increase flood risk downstream.</li> </ul>

**Soft Engineering** does not involve building artificial structures, but takes a more sustainable and natural approach to managing the potential for river flooding.

Strategy	How it works	Advantages	Disadvantages
Flood warnings and preparation	The environmental agency monitors rivers and issues warnings via TV, radio and the internet when they are likely to flood so people can prepare	<ul style="list-style-type: none"> <li>• People have time to protect their properties, eg with sandbags.</li> <li>• Many possessions can be saved, resulting in fewer insurance claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash floods may happen too quickly for a warning to be effective.</li> <li>• They do not stop land from flooding - they just warn people that a flood is likely.</li> </ul>
Floodplain Zoning	Allowing only certain land uses on the floodplain reduces the risk of flooding to houses and important buildings.	<ul style="list-style-type: none"> <li>• More expensive buildings are further away from the river, so have a reduced flood risk.</li> <li>• Less damage is caused, leading to fewer insurance claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Not always possible to change existing land uses.</li> <li>• Planners have to decide what type of flood to plan for.</li> </ul>

## 12. FLOODING CASE STUDY – YORK 2012

### Causes:

- **Rainfall** – September was the wettest month ever recorded, almost a month of rainfall fell in 24 hours
- Saturated ground – the ground became full of water.
- **Deforestation** – in the North York Moors.
- **Urbanisation** – the growth of urban areas such as York, Tadcaster and Selby
- Building on flood plains – Barlby and Selby are built in the lower course of the river.

### Effects:

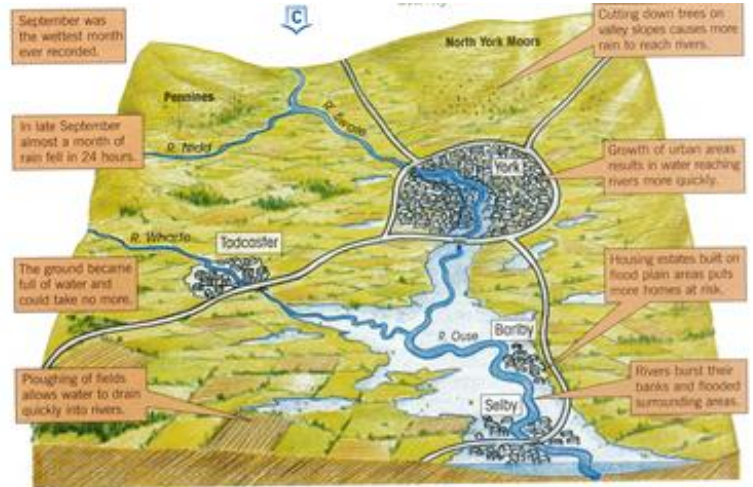
- The River Ouse reached 6.2 meters above the normal river flow.
- Bridges were closed as the water washed away some of their foundations and made them unsafe to cross
- Some **train journeys were delayed** or cancelled due to the flooding
- More than 20 people were rescued or assisted with cars stuck in the flood water
- Two-Thirds of the York Dungeon **tourist attraction was flooded** and it is likely to stay closed for over a month
- **£300 million worth of damage**

### Short Term Responses:

- The Environment Agency gave 2,112 warnings to people at risk from the flood in York.
- Government and Insurance companies helped people finance the recovery effort

### Long Term Responses:

- **£45 million flood prevention project.**
- Flood stage areas
- **2.5 meter flood wall**
- Embankments
- **Afforestation**



# History Knowledge Organiser - What was significant in the development of democracy in Britain c.1800 - 1918?





<p><b>(a) Problems with democracy in 1800.</b></p> <ol style="list-style-type: none"> <li>In 1800 only 3% of the population were able to vote.</li> <li>Huge cities like Manchester and Sheffield did not have a Member of Parliament to represent them. However, some tiny villages like Appleby did have a Member of Parliament – they were known as ‘rotten boroughs’.</li> <li>Voting was not done in secret – so voters could be bribed.</li> <li>There was no female <b>suffrage</b> meaning that all women were unable to vote.</li> </ol>	<p><b>(b) The Peterloo Massacre.</b></p> <ol style="list-style-type: none"> <li>In the early 1800s working people were unhappy about taxes, high prices and not having the vote.</li> <li>On the 16<sup>th</sup> Augusts 1819 a peaceful demonstration took place in St. Peter’s Field in central Manchester.</li> <li>The local <b>yeomanry</b> tried to arrest Henry Hunt, one of the speakers at the meeting.</li> <li>When the crowd tried to stop them from arresting Henry Hunt, the <b>yeomanry</b> began to attack the protestors and 17 people were killed in what came to be known as the Peterloo <b>Massacre</b>.</li> </ol>	<p><b>(c) The Chartists</b></p> <ol style="list-style-type: none"> <li>Some working men were given the right to vote in 1832 – but 80% of men were still unable to vote.</li> <li>The Chartists were a <b>protest</b> group which demanded that all men over 21 be given the vote. They also called for a secret <b>ballot</b> at elections to prevent bribery.</li> <li>The Chartists organised <b>protests</b> and petitions. In 1848 a Chartist petition gained 5 million signatures.</li> <li>In 1884 all men over the age of 21 were given the vote.</li> </ol>	<p><b>(d) The Liberal Reforms</b></p> <ol style="list-style-type: none"> <li>Studies into the lives of the poor by Booth and Rowntree found that in Britain in 1900 around 1 in 3 people lived in <b>poverty</b>.</li> <li>In 1906 the Liberal Party began to introduce changes known as reforms which were designed to help those in poverty.</li> <li>In 1906 they introduced Free School Meals to improve the diets of young people.</li> <li>In 1908 they introduced an Old Age Pension for everyone over 70.</li> <li>In 1911 they introduced National Insurance to support the unemployed and sick.</li> </ol>
<p><b>(e) The position of women in 1900</b></p> <ol style="list-style-type: none"> <li>In 1900 men and women were seen as having separate ‘spheres’. Men were expected to work, go to war and engage in politics. Women were expected to care for the home and raise children.</li> <li>Women were typically paid 40% less than men, even if they did exactly the same job.</li> <li>Women’s education focussed on household skills such as cooking and cleaning.</li> <li>Only 15% of University students were women.</li> <li>Women were unable to vote in 1900.</li> </ol>	<p><b>(f) Suffragettes and Suffragists</b></p> <ol style="list-style-type: none"> <li>The Suffragists were founded in 1897 by Millicent Fawcett and were officially called the NUWSS.</li> <li>They focussed on peaceful methods of protest to win the vote for women. These included marches and public meetings.</li> <li>The Suffragettes were founded in 1903 by Emmeline Pankhurst and officially called the WSPU.</li> <li>They became increasingly <b>militant</b> in their methods as they tried to win the vote for women.</li> </ol>	<p><b>(g) The death of Emily Davison</b></p> <ol style="list-style-type: none"> <li>Emily Davison was a famous Suffragette who died in June 1913.</li> <li>She was killed by a racehorse belonging to the king at the 1913 Epsom Derby horserace.</li> <li>Historians are unsure whether she deliberately chose to become a <b>martyr</b> to gain attention for the ‘votes for women’ campaign or that her death was a tragic accident.</li> <li>Her death generated a lot of attention, sympathy and support for the Suffragette’s campaign.</li> </ol>	<p><b>(h) Why were women over 30 given the vote in 1918?</b></p> <ol style="list-style-type: none"> <li>The attention gained by the Suffragettes made it impossible to ignore the issue of ‘Votes for Women’. Their <b>Hunger Strikes</b> during 1913 in particular gained national attention.</li> <li>The Suffragists demonstrated that women could engage peacefully and successfully in politics. They had over 100,000 members by 1914.</li> <li>The First World War gave women to opportunity to prove that they could do ‘men’s work’.</li> </ol>

Key Term	Definition
Ballot	A slip of paper on which a vote is made; the action or system of voting.
Democracy	A system in which people can take part in and vote on the decisions that affect their country.
Hunger strike	Refusing to eat for a long period of time as a form of protest. This is usually done by prisoners.
Martyr	A person who dies for their religion or their beliefs.
Massacre	When many people are killed at the same time in a brutal and violent way.
Militancy	Aggressive or confrontational attitudes and actions, usually taken to support a particular cause.
Poverty	When a family or individual does not have enough money for basic necessities like food, fuel and clothing.
Protest	1. A complaint against an idea or a way of doing things. 2. An event in which people gather to show disapproval.
Suffrage	The right to vote in political elections.
Yeomanry	Men on horseback who volunteered to control crowds during the eighteenth and nineteenth century.

# History knowledge Organiser – How did the transatlantic slave trade develop and why was it abolished?

## (a) Africa before the transatlantic slave trade

There are many misconceptions about Africa before the transatlantic slave trade. For example, that Africa was isolated from the rest of the world and that there was little education or culture. Recent historical research has shown that this is completely wrong and that Africa had trade links across the world. In addition, Mali in the 14<sup>th</sup> century was one of the richest countries in the world and under the leadership of Mansa Musa (reign: 1312-1337) it became a centre for trade and learning – particularly through the Sankore University.

(b) The transatlantic slave trade	(c) How was Warrington connected?	(d) What happened to enslaved Africans?	(e) Abolition of slavery: Factors 1 & 2	(f) Abolition of slavery: Factors 3 & 4
<p>Britain first became involved in the slave trade in 1562. John Hawkins was the first British slave trader and he was copied by many other slave traders.</p> <p>A transatlantic 'triangle of trade' developed which had three stages:</p>  <ol style="list-style-type: none"> <li>European traders exchanged goods made in Europe for enslaved people in west Africa.</li> <li>Enslaved Africans were then taken across the Atlantic to work in North America and the Caribbean.</li> <li>Goods produced by enslaved people, such as cotton, sugar and tobacco were taken from America to Europe and sold.</li> </ol>	<p>People from Warrington were involved in various ways, during the years of the slave trade from 1562 to 1807.</p> <p>Patten's copperworks at Bank Quay made goods that were traded for enslaved people in West Africa.</p> <p>Slave ships were improved at Bank Quay in Warrington through the process of 'copper-bottoming'.</p> <p>Warrington bankers like Thomas Parr raised the money to pay for slave ships to complete the 'triangle of trade'.</p> <p>Many local landmarks were built using money gained through the slave trade. These include Bank Hall (now the townhall) which was built by the Patten family.</p>	<p>Around 50,000 slave trade journeys took place from 1562 to 1807, leading to approximately 12 million Africans being enslaved.</p> <p>The 'middle passage' was the 4,000 mile journey across the Atlantic lasting 40 to 70 days.</p> <p>Conditions on the 'middle passage' were <b>atrocious</b>. 1 in 5 enslaved people died on the journey.</p> <p>Enslaved people were sold on arrival in North America. This was through an auction or 'scramble'.</p> <p>Enslaved Africans were then forced to work on plantations where they had to work long hours, face harsh punishments and had no legal rights.</p> <p>An important form of resistance to enslavement was trying to escape. Around 100,000 people managed to escape enslavement.</p>	<p><b>Factor 1 – Money</b></p> <p>In the 1770s the price of sugar dropped. This led to many British <b>plantations</b> closing down.</p> <p>In 1771 <b>plantations</b> in Barbados bought 2728 slaves. In the following year they bought none.</p>  <p><b>Factor 2 – Enslaved people helped to end slavery</b></p> <p>In 1804 Toussaint L'Ouverture led a slave rebellion and took control of the island of Haiti. This terrified <b>plantation</b> owners across the Caribbean.</p> <p>It also proved that people who were enslaved were not prepared to accept slavery as some racists had claimed.</p> 	<p><b>Factor 3 – Racist ideas were proved wrong</b></p> <p>Many enslaved people in Britain took their owners to court. The arguments that enslaved people made in court highlighted the <b>injustice</b> of slavery. This convinced many people that the racist ideas which were used to <b>justify</b> slavery were wrong.</p> <p><b>Factor 4 – Anti-slavery campaigners</b></p> <p>Granville Sharp helped enslaved Africans to win court cases against their owners. The Society for the Abolition of the Slave Trade gathered evidence to show the horrors of slavery. William Wilberforce was a member of parliament who made many persuasive speeches against the slave trade.</p> 

Key Term	Definition
Abolish	To stop something; to put an end to something.
Auction	A public sale at which the highest bidder wins.
Copper-bottoming	Covering the bottom of a ship in copper.
Dysentery	A deadly form of diarrhoea.
Manual labour	Physical work for example building and farming.
Transatlantic	Crossing the Atlantic Ocean.
Petition	A request asking for a change which has been signed by many people.
Plantation	A large farm where crops such as sugar, tobacco or cotton are grown.

MATHS Year 8 TOPICS			SPARX Code(s)	KO Pages	Vocabulary
<u>Year Group Movie - THE THEORY OF EVERYTHING</u>					
<b>SPRING 1</b>					
Wk 1	Fractions & Decimals	Round to significant figures	M994, M131	16	quarter halve variable consecutive
		Estimation		17	
		Put fractions in size order	M335	13	
		Find fractions of amounts	M695, M684	14	
Wk 2		Review Converting between fractions and mixed numbers	M601	13	metric isosceles scalene equilateral equation
		Find reciprocals of fractions, whole numbers and mixed numbers			
		Add and subtract Fractions and mixed numbers	M835, M931	14	
		Multiply Fractions and mixed numbers	M157, M197	14	
Wk 3	Divide Fractions and mixed numbers	M110, M265	14	deci-	
	<b>END OF UNIT FEEDBACK</b>				
Wk 4	Ratio & Percentages	Simplifying Ratio (inc simple different units, £ and p)	M885	28	
		Unitary ratio	M543	28	
		Solve problems involving ratio		28	
		<i>Exchange rates (Extension)</i>		29	
Wk 5		Simple Best Value	M681		
		Review finding percentages of amounts without a Calculator	M437	15	
		Find percentages of amounts using a decimal multiplier	M905	30	
		<i>Increase and decrease by a percentage using a decimal multiplier (Extension)</i>	M905	30	
Wk 6	Ass Week	Revision			
		ASSESSMENT			
		<b>ASSESSMENT FEEDBACK</b>			
		RE-TEACH LESSON			
Wk 7	Ratio & Percentages	Increase and decrease by a percentage using a decimal multiplier	M905	30	
		<i>Find percentage change (Extension)</i>	M533		
		<i>Reverse percentages (Extension)</i>	M528		
		Convert between FDP	M264		
<b>END OF UNIT FEEDBACK</b>					
<b>FEBRUARY HALF TERM</b>					

# Year 8 Spanish: Half Term 3 Mi Tiempo Libre

## VOCABULARY

- Range of free time activities in the present tense
- Time and frequency phrases
- Telling the time
- Range of sports using “jugar” and “hacer”
- Range of positive and negative opinion phrases

Escuchar – to listen  
 Jugar – to play  
 Hacer – to do  
 Ver – to watch  
 Salir – to go out  
 Montar – to ride  
 Ir – to go

Escucho – I listen  
 Juego - I play  
 Hago – I do  
 Veo – I watch  
 Salgo – I go out  
 Monto – I ride  
 Voy – I go

Me encanta(n) – I love  
 Me gusta(n) mucho – I really like  
 Me gusta(n) – I like  
 No me gusta(n) – I don't like  
 No me gusta(n) nada – I really don't like  
 Odio – I hate

## GRAMMAR

- Present tense of regular and some irregular verbs
- Stem changing verbs – jugar and hacer
- Opinion phrases + infinitive verbs
- Negative structures
- Near future tense in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular (plural for extra challenge)

**Gramática**

A third group of verbs has infinitives ending in **-er**, e.g. comer to eat

Here are the **-ar**, **-er** and **-ir** verb endings:

	hablar (to speak)	comer (to eat)	escribir (to write)
(I)	hablo	como	escribo
(you)	hablas	comes	escribes
(he/she/it)	habla	come	escribe
(we)	hablamos	comemos	escribimos
(you – plural)	habláis	coméis	escribís
(they)	hablan	comen	escriben

*Para saber más* p.40 (exs 1–3); p.130

hacer	to do	salir	to go out
hago	I do	salgo	I go out
haces	you do	sales	you go out
hace	he/she/it does	sale	he/she/it goes out
hacemos	we do	salimos	we go out
hacéis	you (plural) do	salís	you (plural) go out
hacen	they do	salen	they go out

**Gramática**

To say what you are ‘going to’ do, use a form of **ir** followed by **a** plus the **infinitive**. This is called the near future tense.

voy a	jugar	al fútbol	I am going to play football
vas a	hacer	esquí	you are going to go skiing
va a	ir	de compras	he/she is going to go shopping
vamos a	ir	al cine	we are going to go to the cinema
vais a	salir		you (plural) are going to go out
van a	escuchar	música	they are going to listen to music

### Questions to answer:

- ¿Qué haces en tu tiempo libre?
- ¿Qué hora es?
- ¿Qué deportes haces?
- ¿Te gusta...?
- ¿Qué vas a hacer este fin de semana?

### How will I be tested?

- Regular vocab tests
- Departmental standardised writing task – 90/150 words
- End of unit assessment – speaking and writing

### En mi tiempo libre

¿Qué haces en tu tiempo libre?

Voy al cine.  
Voy a la piscina.

Voy de compras.  
Salgo con mis amigos.

Hago mis deberes.  
Monto en bicicleta.  
Escucho música.  
Veo la televisión.  
Navego por internet.  
Juego con mi ordenador.  
No voy al cine.

### ¿Con qué frecuencia?

todos los días  
los lunes  
una vez por semana  
dos veces a la semana  
los fines de semana  
nunca

### Los deportes

¿Qué deportes haces?

Hago atletismo.  
Hago ciclismo.  
Hago equitación.  
Hago esquí.  
Hago natación.  
Hago patinaje.  
Juego al baloncesto.  
Juego al fútbol.  
Juego al hockey.  
Juego al tenis.  
Juego al voleibol.  
No hago deporte.

### In my free time

What do you do in your free time?

I go to the cinema.  
I go to the swimming pool.

I go shopping.  
I go out with my friends.

I do my homework.  
I ride my bike.  
I listen to music.  
I watch television.  
I surf the net.  
I play on my computer.  
I don't go to the cinema.

### How often?

every day  
on Mondays  
once a week  
twice a week  
at weekends  
never

### Sports

What sports do you do?  
I do athletics.  
I do/cycle cycling.  
I do/can riding.  
I do/can skiing.  
I do/can swimming.  
I do/can skating.  
I play basketball.  
I play football.  
I play hockey.  
I play tennis.  
I play volleyball.  
I don't do any sports.

### ¿A qué hora ... ?

¿Qué hora es?

Es la una.  
Son las dos.  
Es la una y cinco.  
Son las dos y diez.  
Son las tres y cuarto.  
Son las cuatro y veinte.

Son las cinco y veinticinco.  
Son las seis y media.  
Son las siete menos veinticinco.  
Son las ocho menos veinte.

Son las nueve menos cuarto.  
Son las diez menos diez.

Son las once menos cinco.

Son las doce.  
de la mañana  
de la tarde  
de la noche

¿A qué hora comes?

¿A qué hora vas al cine?

¿A qué hora escuchas música?

¿A qué hora sales con tus amigos?

¿A qué hora vas de compras?

¿A qué hora navegas por internet?

¿A qué hora ves la televisión?

A las dos de la tarde.

### At what time ... ?

What time is it?

It's one o'clock.  
It's two o'clock.  
It's five past one.  
It's ten past two.  
It's quarter past three.  
It's twenty past four.

It's twenty-five past five.

It's half past six.

It's twenty-five to seven.

It's twenty to eight.

It's quarter to nine.

It's ten to ten.

It's five to eleven.

It's midday/midnight.  
in the morning  
in the afternoon  
in the evening

At what time do you eat?

At what time do you go to the cinema?

At what time do you listen to music?

At what time do you go out with your friends?

At what time do you go shopping?

At what time do you surf the net?

At what time do you watch TV?

At two p.m.

### ¿Qué te gusta hacer?

¿Qué te gusta hacer en tu tiempo libre?

¿Qué no te gusta hacer?

Me gusta ...  
Me gusta mucho ...  
No me gusta ...  
No me gusta nada ...

Me encanta ...  
Odio ...  
Prefiero ...  
jugar al fútbol  
hacer atletismo  
navegar por internet  
ir al cine  
salir con mis amigos

ver la televisión  
hacer mis deberes  
escuchar música  
ir de compras  
hacer natación

¿Por qué?

Porque es ...

Porque no es ...

aburrido  
barato  
bueno  
caro  
divertido  
fácil  
interesante  
sano

### What do you like doing?

What do you like doing in your free time?

What don't you like doing?

I like ...  
I really like ...  
I don't like ...  
I don't like ... at all.

I love ...  
I hate ...  
I prefer ...  
playing football  
doing athletics  
surfing the internet  
going to the cinema  
going out with my friends  
watching television  
doing my homework  
listening to music  
going shopping  
going swimming

Why?

Because it's ...

Because it isn't ...

boring  
cheap  
good  
expensive  
amusing  
easy  
interesting  
healthy

### ¿Qué vas a hacer mañana?

¿Qué vas a hacer?

Voy a jugar al tenis.

Va a escuchar música.

Vamos a ir de compras.

Vais a hacer natación.

Van a ver la televisión.

mañana

la semana que viene  
este fin de semana  
en las vacaciones

### Palabras muy útiles

sobre todo

### What are you going to do tomorrow?

What are you going to do?

I'm going to play tennis.

He/She's going to listen to music.

We're going to go shopping.

You're going to go swimming. (pl)

They're going to watch television.

tomorrow

next week  
this weekend  
in the holidays

### Very useful words

above all

## Estrategia

### Verbs that you see everywhere!

You can use the verb **tener** in lots of situations:

**Tengo** una serpiente.  
**Tengo** dos hermanas.  
**Tengo** doce años.

**Tener** is what we call a **high-frequency** verb. Learning verbs like this will help you to say a lot more in Spanish!

There are some other very useful verbs in Chapter 5. Try to find four different ways of finishing these sentences:

- Voy ...
- Hago ...
- Juego ...
- Es ...

# MUSICAL FORMS

**Musical forms** are the designs or structures composers use to build a piece of music.

**Sectional forms** are made up of connected sections that are repeated.

Sectional Form	Visual Representation	
Strophic		A
Binary		AB
Ternary		ABA
Through-Composed		ABCD
Arch		ABCBA
Rondo		ABACA
Theme & Variations		A A' A'' A''' A''''

**Developmental forms** are thematic and consist of several layers of sections.

Developmental Form	Visual Representation
Sonata-Allegro	 <small>Introduction Exposition Development Recapitulation Coda</small>

**Improvisational forms** improvise on a motive (musical idea) and usually make up a single movement.

Improvisational Form	Description
12-Bar Blues	Harmonic Progress: First 4 bars—I, I, I, I; Second 4 bars—IV, IV, I, I; Last 4 bars—V, IV, I, V
Solo Improvisation	A spontaneous solo based upon musical ideas called motives that are altered by using underlying stylistic frameworks of harmony, rhythm, and pitch relationships

**Any form** may have an introduction, interludes, and/or a coda.