



SPWT Year 8 Knowledge Organisers: Autumn

Name:

Form:

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family”
Kofi Annan

Knowledge organisers are brought to school every day, in their plastic folder.

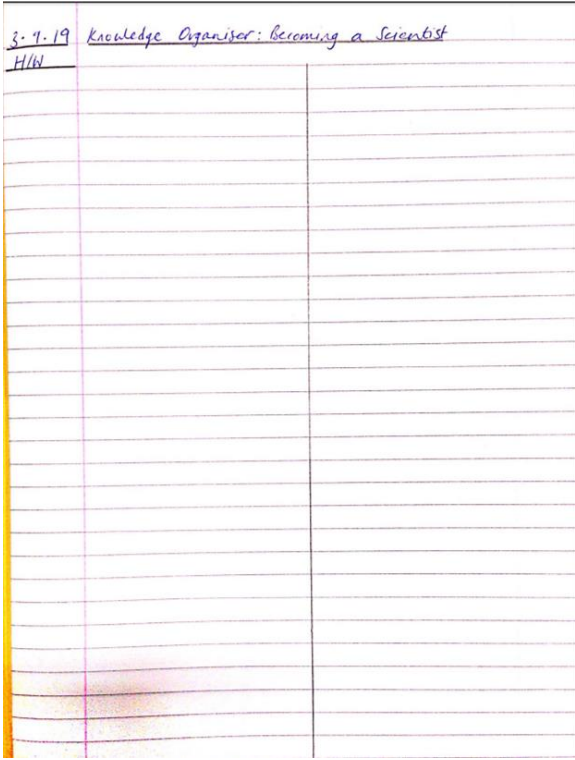
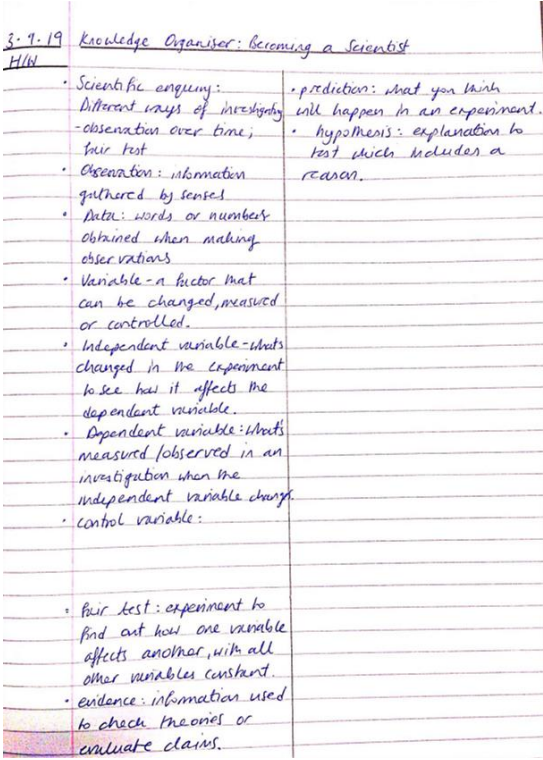
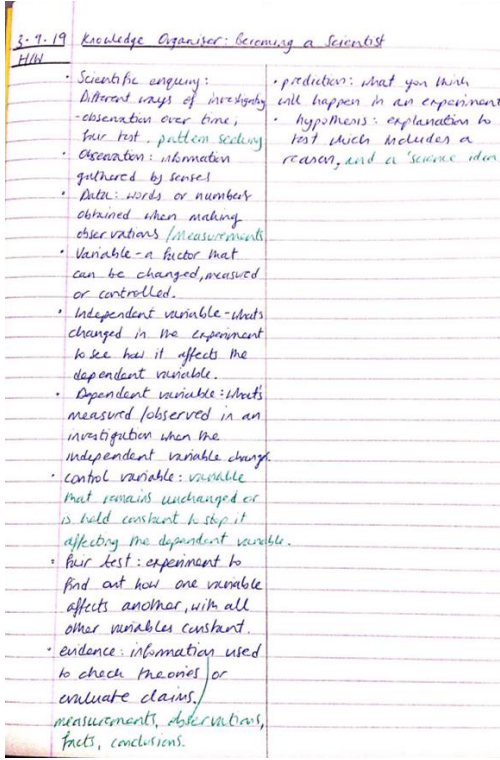
What is a knowledge organiser?

A knowledge organiser specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that you are expected to master in your long-term memory.

Why do we use knowledge organisers?

Knowledge organisers support you to build knowledge for long-term learning. They also support you to learn to study independently.

How do I use my knowledge organiser?

 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p>	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.observation over time;fair testObservation: information gathered by sensesData: words or numbers obtained when making observationsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: <ul style="list-style-type: none">fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims.	 <p>3.7.19 Knowledge Organiser: Becoming a Scientist HW</p> <ul style="list-style-type: none">Scientific enquiry:<ul style="list-style-type: none">Different ways of investigating will happen in an experiment.observation over time;fair testpattern seekingObservation: information gathered by sensesData: words or numbers obtained when making observations / measurementsVariable - a factor that can be changed, measured or controlled.Independent variable - what's changed in the experiment to see how it affects the dependent variable.Dependent variable: what's measured / observed in an investigation when the independent variable changescontrol variable: variable that remains unchanged or is held constant to stop it affecting the dependent variable.fair test: experiment to find out how one variable affects another, with all other variables constant.evidence: information used to check theories or evaluate claims, measurements, observations, facts, conclusions. <ul style="list-style-type: none">prediction: what you think will happen in an experimentHypothesis: explanation to test which includes a reason, and a 'science idea'
<p>Start a new page. Write the date and HW in the margin and underline. Write the title at the top of the page (Knowledge Organiser *Topic*).</p> <p>Draw a line down the middle of the page using a ruler (measure accurately where the middle is).</p>	<p>COVER the right-hand side of the table in a section of the Knowledge Organiser.</p> <p>WRITE down the word/ question on the left, followed by your answer.</p>	<p>CHECK your answers by uncovering and reading the right-hand side</p> <p>CORRECT any answers that are incorrect using a green pen</p>

ART FORMAL ELEMENTS

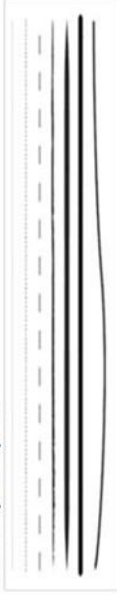
STONE: The general effect of colour or light and shade in a picture or an object

Related words: Tint, shade, light, medium, dark, fade, intense, graduation, monochrome, silhouette, soft, value etc.



LINE: A continuous or broken mark used to create both 2 and 3 dimensional work.

Related words: straight, curved, thick, thin, dotted, horizontal, vertical, crossed, dashed, wiggly, angular, scribble, faint, etc.

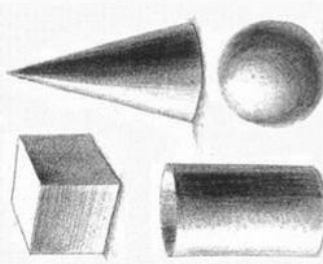
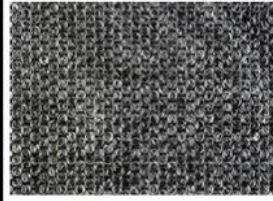


COLOUR: The sensation produced in the eye by rays of light creating a range of colours. Things are often recognised by their colours, i.e. blue sky.

Related words: Primary, secondary, warm, cool, bright, hue, complementary, blend, luminous, glowing, harmonious, pure, clash etc.

TEXTURE: The feel or appearance of a surface.

Related words: Rough, smooth, pitted, furry, soft, polished, rugged, bumpy, uneven, coarse, slimy, wrinkled, gritty, fuzzy, splatter, jagged, hatching, bobbly, fine, shiny, sharp etc.



FORM: The raised or three dimensional shape or appearance of an object.

Related words: relief, raised, dimensions, monumental, solid, rounded, contours, sculptural etc.

SHAPE: An area, person or object with a definite outline.

Related words: Square, circle, triangle, oval, regular, irregular, geometric, conical, uniform, angular, profile,



PATTERN: A repeated decorative design. An arrangement of shapes which create a more complicated overall shape or design.

Related words: Regular, irregular, order, alternate, intermittent, check, stripes, spots, diamonds, structure, symmetric, repeat, spiral, order, fluid, geometric, embellish, overlap, simple, ornamental etc.

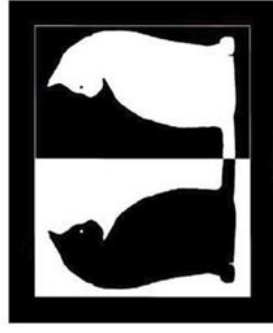


CROSS HATCHING: Techniques for the creation of tone and texture in a drawing.



SPACE: The area or interval in and around a group of objects or shapes.

Related words: Distance, near, far, perspective, emptiness, depth, proportion, squashed, size, scale, recede, negative, positive, etc.



Negative and positive space

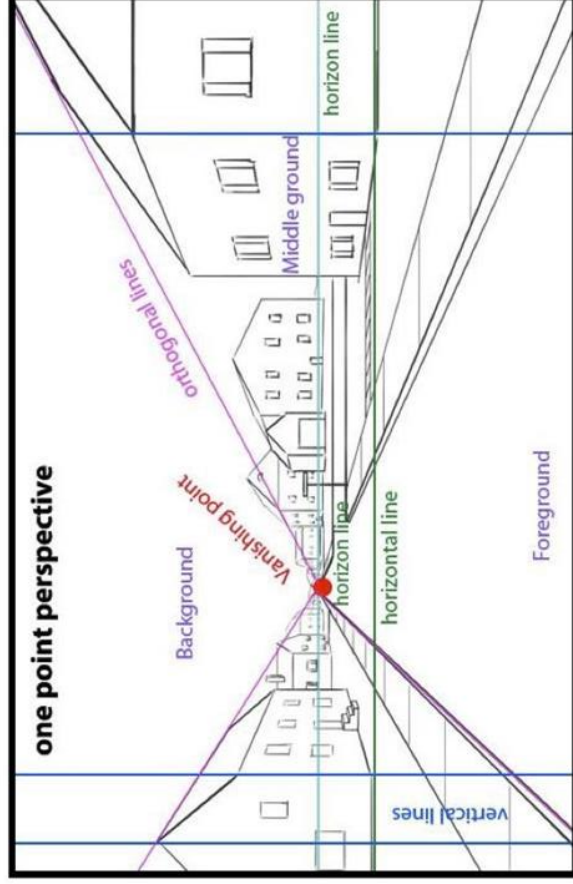
COMPOSITION: Arrangement of elements within a work of art

Related words: Diagonal, S-shaped, L-shaped, grouping, the golden ratio, bird's eye view, worm's eye view, horizon

PLEASE USE THIS KNOWLEDGE ORGANISER/FORMAL ELEMENTS TO HELP YOU WRITE AND ANALYSE YOUR WORK AND ARTIST WORK.

PERSPECTIVE DRAWING ELEMENTS

Perspective: A technique that makes objects look three dimensional on a flat surface.

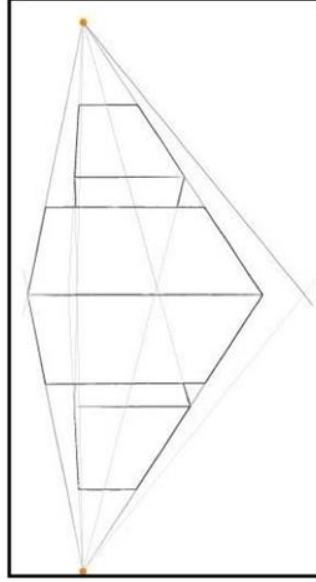


Horizontal line: runs across the canvas. The **horizon line** is a horizontal line which runs at the eye level of the viewer and is where the sky appears to meet the ground.

Orthogonal lines: are "visual rays" helping the viewer's eye to connect points around the edges of the canvas to the vanishing point.

Vertical lines: The line/s goes straight up and down it parallel only in that direction

Vanishing point: should be located near the center of the horizon line. The vanishing point is where all parallel lines (**orthogonals**) that run towards the horizon line appear to come together like train tracks in the distance.



One-point perspective: the shapes are viewed head on. Only one vanishing point.

Depth: the distance downwards, backwards or inward: uses perspective to show distance in the image.

Two-point perspective: the shapes are viewed at an angle. Two vanishing points.

2 point perspective

Key words: Perspective, architecture, architect, buildings, proportions, horizon line, horizontal line, vanishing point (VP), orthogonal lines, vertical, horizontal, parallel, distance, low angle, high angle, eye level, bird's eye view, aerial view, foreground, middle ground, background, panorama, one point perspective, two point perspective, urban, rural, environment.

Environment

1. The surroundings or conditions in which a person, animal, or plant lives or operates.
2. The natural world, as a whole or in a particular geographical area, especially as affected by human activity.

Landscape - all the visible features of an area of land, often considered in terms of their aesthetic appeal. The landscape is everything you can see when you look across an area of land.



Urban landscape - the landscape that is dominated by human intervention, particularly buildings and architecture. Urban landscape is a view of a town or a city.

Rural landscape – A landscape that is dominated by nature, although it also involves signs of human activity. It could include hills, rivers, buildings, trees, plants.

KEYWORDS:

Urban landscape:	Rural landscape:
Urban, city, metropolis, buildings, architecture, viewpoint, skyscraper, roads, cars, trains, bus, landmarks, human activity	Rural, countryside, trees, roads, plants, animals, ponds, canal, wood, stone, nature, cottage, fields, nature, plants, cottage, shed
Both urban and rural landscape:	
Buildings, window, viewpoint, horizon, sky line, perspective, middle ground, foreground, background, people, train, geometric, shape, line, overlapping, angles, old, modern, metal, glass, lights, bridge, bricks, realistic, unrealistic, bright colours, dull colours, primary colours, secondary colours.	

Examples of urban landscape artists

	<p>Canaletto (1697–1768) Was an Italian topographical painter whose masterful expression of atmosphere in his detailed views (called <i>vedute</i>) of Venice and London influenced succeeding generations of landscape artist. He painted with photographic precision and detail.</p> <p><i>The Riva degli Schiavoni</i> depicts an urban landscape. It is a view still familiar today, with its gondolas on the river and the Palace on the left. The scene is busy with people and the colours are realistic.</p>
	<p>Claude Monet - (1840–1926) Was a French painter, who was the initiator and leader of Impressionism. One of the founders of the movement, he was a consistent and prolific practitioner of the group's philosophy. Monet rejected the traditional approach to landscape painting and instead of copying old masters he had been learning from his friends and the nature itself, painting en plein air (outdoors). The <i>Rouen Cathedral</i> series was painted in the 1890s.</p> <p>The paintings in the series each capture the façade of the Rouen Cathedral at different times of the day and year and reflect changes in its appearance under different lighting condition. It is an urban landscape because it shows city's cathedral.</p>

Rouen Cathedral



Venise: La Salute

Paul Signac (1863–1935)

French painter who, with Georges Seurat, developed the technique called pointillism. They continued to apply pigment in minute dabs of pure colour, as had the Impressionists, but they adopted an exact, almost scientific system of applying the dots, instead of the somewhat intuitive application of the earlier masters. This Painting of the "Santa Maria della Salute" is an urban landscape. It shows buildings of a city and a river full of gondolas. The colours are bright and contrasting.



The City

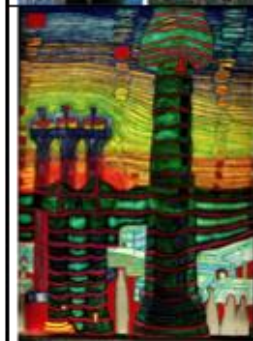
Edward Hopper, (1882-1967)

Is widely acknowledged as the most important realist painter of twentieth-century America. *The City* is a timeless masterpiece which is an evidence of Hopper's remarkable talent in giving an ordinary and familiar cityscape a deep feeling of mystery. It could be depicting a part of any large city. What is most striking, however, is the loneliness and isolation of the scene. There is a resounding sense of emptiness and quietness which leads the viewer into thinking that the city is either abandoned or its inhabitants are indoors. This is an urban landscape because it shows buildings and apartments of a city.



Antoni Gaudí, (1852 - 1926), Catalan architect, whose distinctive style is characterized by freedom of form, voluptuous colour and texture, and organic unity. Gaudí worked almost entirely in or near Barcelona.

This is an example of urban landscape, because it presents tall and big buildings in a city. Gaudí used lots of bright colours.



The End of Greece

Friedensreich Hundertwasser (1928-2000)

was an Austrian-born New Zealand visual artist and architect who also worked in the field of environmental protection. Hundertwasser stood out as an opponent of "a straight line" which he expressed in his paintings and building design. His best known work is the Hundertwasserhaus in Vienna, Austria which has become a notable place of interest in the Austrian capital, characterised by imaginative use of spirals and arabesque lines.

This is an urban landscape which shows skyscrapers and high buildings of a modern city. The colours are bright, bold and unrealistic.

Art

How to write about art & how to analyse artist's work



Information about the artist – Write down some important information about the artist and why have you chosen them.

Who is the Artist you are researching? When and where they were born? What style did they create in? What are their main themes? What was their source of inspiration? Why are you looking at this artist? How do they relate to your theme? How do they relate to your work? How do they inspire you?



Content & visual description- The content is the subject of a piece of work.

What is the title of the artwork it? What type of artwork is it? What is the artwork about? What is happening? What is the subject matter of the artwork?

Key words: Painting, Drawing, Print, Sculpture, Photography, Textile piece, collage, figurative, abstract, landscape, portrait, still life, background, middle ground, foreground, realistic, unrealistic



Form: This means looking at the formal elements of an artwork.

Formal elements: Line, Tone, Texture, Shape, Form, Space, Colour, Pattern, Value.

Describe the composition, shape, form, line, tone, colours, textures and objects in the work. How has the artist arranged the **composition**? What kind of **shapes** or **forms** can you find? What **colours** does the artist use? What kind of **marks, patterns** or **techniques** does the artist use? What kinds of **textures** can you see? How big is the work? Look at how the artist arranges the work. Can you describe how the different parts fit together?

Key words: Composition, balanced, symmetrical, asymmetrical, foreground, middle ground, background, arrangement, shapes, small, large, angular, curved, geometric, proportion, accurately, broken up, scale, perspective, overlapping, organised, repeat, angles, hot, cold, bright, dull, vivid, sombre, pastel, clashing, matching, complementary, range, variety, rough, smooth, broken, fragmented



Context - This refers to how the work relates to a particular time, place, culture and society in which it was produced.

When and where was it made? Who made it? How does it link with the social, cultural or political history of the time? Do you think the circumstances have influenced the artist? What can the background of the artist tell you about the art work? Can you link it to other arts of the period, such as film, music or literature? Does the work relate to other areas of knowledge, such as science or geography? Which art movement was the artist part of?

Key words: Political, response, relation, influence, government, political issues, war, peace, change, abstract, surrealist, pop art, realistic, cubist, futurist, expressionist,



Process - Looking at process means studying how the work was made and what techniques & materials were used.

What materials and tools were used to make the piece? What is the evidence for this? How has the artist made the work? What techniques and process has the artist used? What is good about their choice of materials? How do the materials help create a certain message? Is this work part of a series? Is it striking out in a new direction? What could be done to improve it? What would you have done? Have you tried using these materials? How did you find using them? Was it easy, tricky, fun? How have you experimented with different materials?

Keywords: Pencil, oil paint, pastels, charcoal, acrylic paint, watercolour, ink, photography, fabric, mixed-media, clay, bronze, marble, wire, wood, experimenting, combining, layering, structure,



Mood and meaning - means looking at how the artist has created a certain atmosphere or feeling and what is the intention of the artwork.

Mood: Does the work create an atmosphere? How does the work make you feel? Why do you think you feel like this? How do formal elements- the colour, texture, form or theme of the work affect your mood?

Meaning: What do you think the work is about? Is the meaning clear? Is the work ambiguous? What does the work mean to you? What does the work remind you of? Does it link with other images, objects, artists you have seen? What is the artist trying to say through their work? Is there a message? Is the work about a subject? What do you think the artist is trying to say or represent? Could the work have a symbolic or moral meaning?

Keywords: Interesting, unusual, happy, sad, gloomy, peaceful, expressive, aggressive, calm, disturbing, provocative, thought-provoking, suggestive, subtle, surprising, beautiful, ugly, strange, suggests, evokes, conveys, mood, feeling, creating, atmosphere, recalls, reminds me of, recreates



Your personal response - Describe how the picture affects you when you look at it, and how does it inspire you.


Answer in detail: What is the atmosphere? What is your reaction to the artwork? What is it about the picture that makes you react in this way? What do you think about the artist's work? What did you notice first? Do parts draw your attention more than others? Do you like or dislike it? Does the piece make you feel in a particular way? Describe why it makes you feel this way? Does the piece remind you of anything? Why? Have you seen a piece like this before? Where? When? What do you think about the artists' work? How might you use some of the artists' ideas for your project? How might you create a personal response to the artist?

Key words: Ideas, skill, originality, meaning, relevance, difference, emotional, memory, experience, meaningful, personal, hard to understand, complicated, strange, interesting, fun, fascinating, interesting, challenging, relating.


COLOUR

Colour definition: one of the **elements of art**, that is produced when light, striking an object, is reflected back to the eye.


Colour in art: colour is a subjective sensation, a human reaction to a hue arising in part from the optic nerve, and in part from education and exposure to colour, and from the human senses. Colour could have emotional and symbolic meaning in art.



Primary Colors



Secondary Colors



Tertiary Colors

Primary colours are basic colours that can be mixed together to produce other colours. These colours are **Red, yellow and blue**

Secondary colours: colours resulting from the mixing of two primary colours. **Yellow + red = orange**
Blue + red = purple
Blue + yellow = green

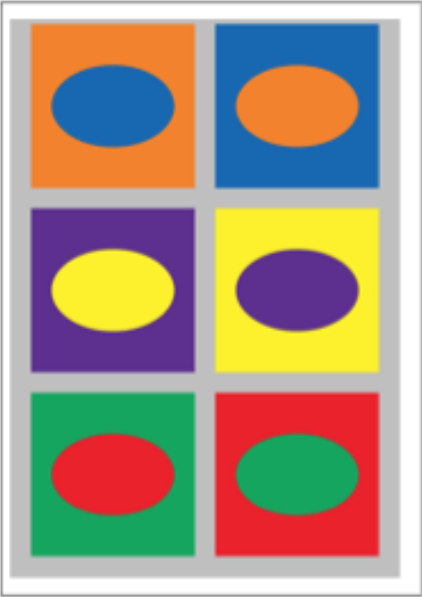
Tertiary colours are combinations of primary and secondary colours. There are six tertiary colours; **red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.**



Hue: pure colour
Tint: hue + white-reduces darkness
Tone: hue + grey-shading
Shades: hue + black-increases darkness



Complementary colours: pairs of colours which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale colour like white or black. When placed next to each other, they create the strongest contrast for those two colours. Complementary colours may also be called **opposite colours**.



- Painting techniques:** block/poster painting, watercolours, acrylic painting, oil painting

Painting materials: paper, canvas, board, palette, brushes, palette knife, sponge,

Painting subject: still life, portrait, landscape, abstraction, figurative

Main art movements: cubism, impressionism, post impressionism, pointillism, fauvism, futurism, surrealism, pop art, expressionism
- Keywords:** colour theory, colour wheel, complimentary, primary, tertiary, tint, hue, shade, tone, landscape, portrait, still life, abstract, figurative, contemporary, modern, traditional, impasto, paper, canvas, fabric, cardboard, brush, palette knife, canvas, palette, paper, watercolour, acrylic, oil, tempera/poster/block paint

Computer Science

Knowledge Organiser

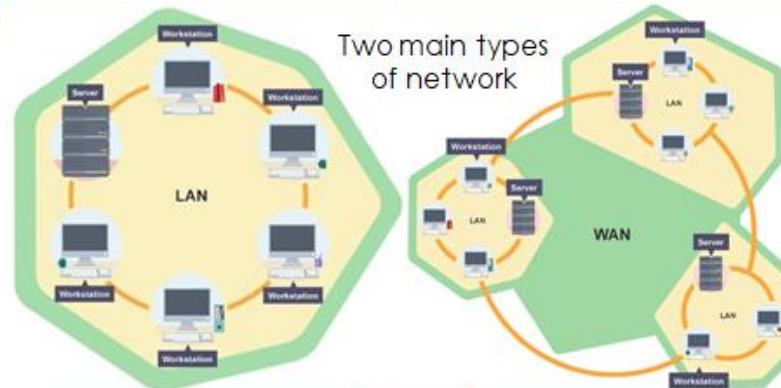
Topic: Unit 8.1 Networks & Security

Introduction

Computer networks are all around us! They can be made up of any internet enabled device ranging from computers to laptops to smartphones but what are they used for? In this unit you will learn to identify: different computer networks, networked devices and how to keep networks secure.

Keyword	Definition
Network	A group of interconnected computers/devices.
Workstation	A single device on the network
Client	The computer on a network that requests data from a server.
Server	A computer that holds data to be shared with other computers. Servers require server software.
Hub/Switch/Router	A device for connecting computers and other network capable devices together to form a network.
Network security	A way of keeping your network and devices on your network safe. Forms of security include: firewalls, anti-virus software, encryption and passwords.

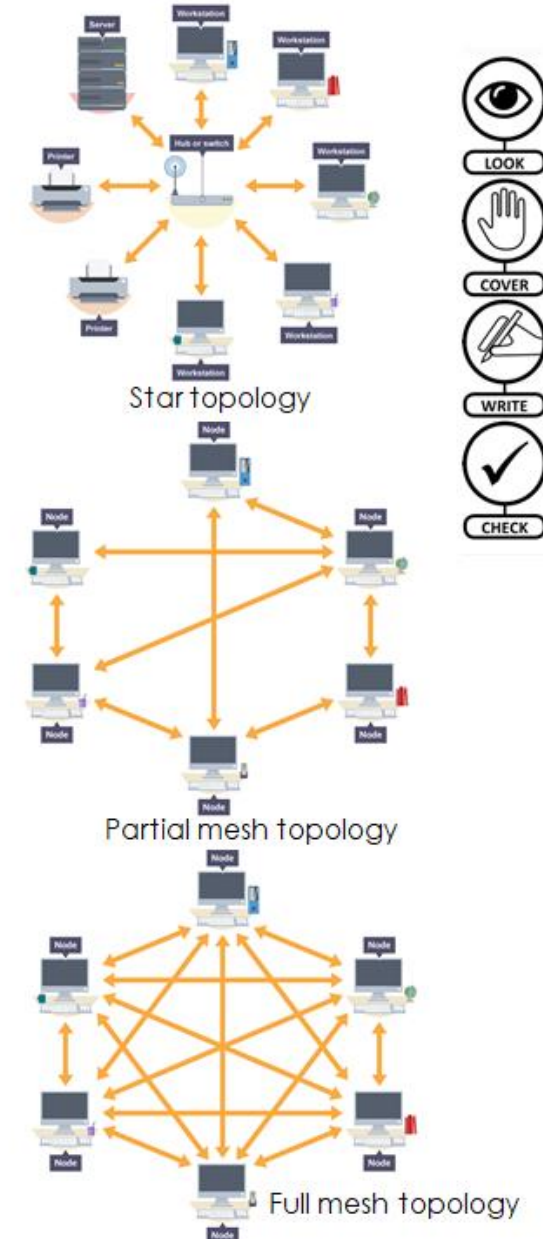
Internet	Wi-Fi	Ethernet	The cloud
A global network connecting millions of computers.	A method of connecting to the internet wirelessly using radio waves.	A set of protocols used in a wired local area network that describes how data is transmitted within it.	A term often used to describe a location on the internet from which software applications are run and where data is stored.



Advantages



Disadvantages



DT: Year 8 Food

Food Groups	What do they do?	Where do we find them?
Protein	Help build, repair and maintain our muscles, organs and body tissue	Meat, beans, eggs, lentils, fish
Dairy	Helps maintain healthy bones and teeth	Milk, yoghurt, cream, cheese
Carbohydrates	Gives us energy	Potatoes, pasta, breads, rice, cereal
Vitamins & minerals	Helps us to grow maintain a healthy body	Fruit, vegetables
Fats & sugars	Used for energy, insulation and to protect the vital organs	Cakes, biscuits, sweets, oil,

Boiling	Boiling is the method of cooking food in boiling water or other water-based liquids such as stock or milk.
Baking	Baking is a method of preparing food that uses dry heat, normally in an oven
Par-boiling	When food items are added to boiling water and cooked until they start to soften, then removed and fully cooked by another method such as baking.

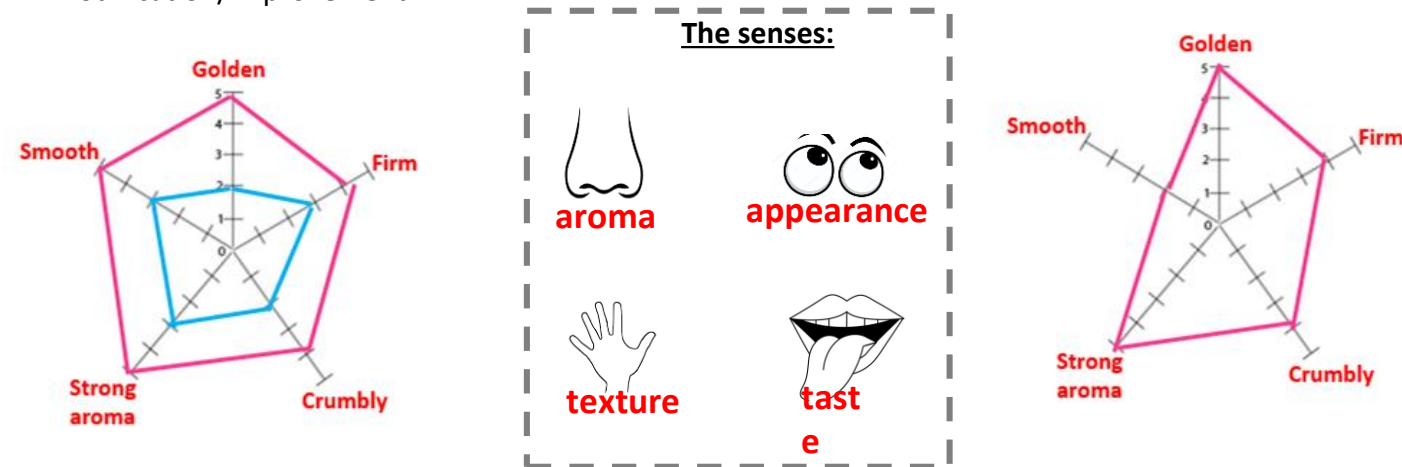
High Risk foods	Foods that are ready to eat, and foods that provide a place for bacteria to live, grow and thrive are described as high-risk foods. Examples of high-risk foods include: cooked meat and fish. gravy, stock, sauces and soup. shellfish.
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Sensory Star Graph

We use a star graph to record our opinions of a dishes sensory qualities.

- The bigger the shape the better the dish was received over all
- A smaller shape indicates more areas for modification/improvement

- Areas that scored less indicate areas for modification/improvement



Cross-contamination	When bacteria gets transferred from one food or surface to another.
Roux	Is flour and fat cooked together and used to thicken sauces. Roux is typically made from equal parts of flour and fat by weight.
Condiment	A substance such as ketchup, mustard, or pickle that is used to add flavour to food.
Accompaniment	Any additional food items that are served with the main dish such a sauces, bread, side salads.
Seasonality/in season	The times of year when a given type food is at its peak, either in terms of harvest or its flavour.


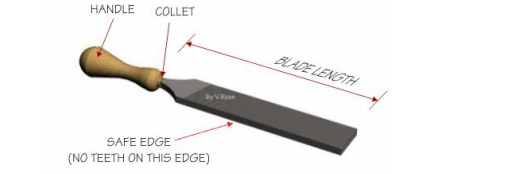


Carbon Footprint

Food's carbon footprint, is the greenhouse gas emissions produced by growing, rearing, farming, processing, transporting, storing, cooking and disposing of the food you eat.



DT: Year 8 Product Design

Hand Tools

	Coping Saw: used to cut shapes in wood & Acrylic
	Hand Files: used to shape and smooth edges and surfaces
	Sand paper: used to Smooth surfaces
	Needle files: used to shape and smooth fine details

MDF (Medium Density Fibre Board)



A man made wood, made from wood fibres/saw dust glued together under heat and pressure.

Machinery

		
Pillar Drill: used to drill holes through wood, metal, plastic	Hegnar/Jigsaw: used to cut wood, plastic	Bandfacer: used to smooth the edges of wood, plastic

Inspired	When someone's work makes you enthusiastic to design using similar themes
Influence	Having an effect on people and their ideas
Aesthetics	How something looks (colour, shape, pattern)
Pattern	An arrangement of repeating images such as lines, shapes and colours
Tessellate	Making parts fit into a space so that no material is wasted
Symmetry	Where parts of a design are equal on both sides
Modifications	Changes that can be made to improve something
Mechanism	A group of parts that work together to do a job (eg. Clock)

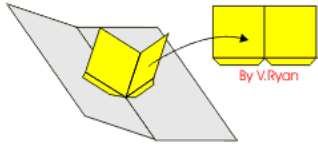
William Morris



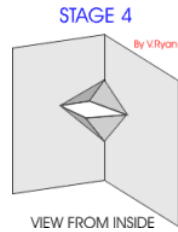
- 24 March 1834 – 3 October 1896
- English designer and craftsman
- associated with the British Arts and Crafts Movement
- Popular designs include wallpaper, fabric, furniture

DT: Year 8 Graphics

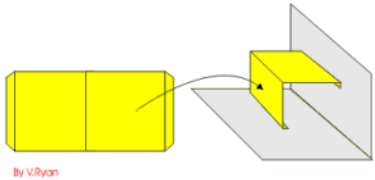
V-Fold



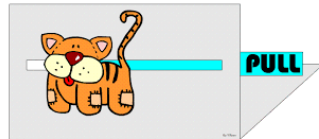
Mouth Mechanism



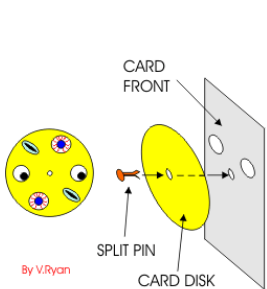
Internal Stand



Parallel Slide



Rotary card mechanism



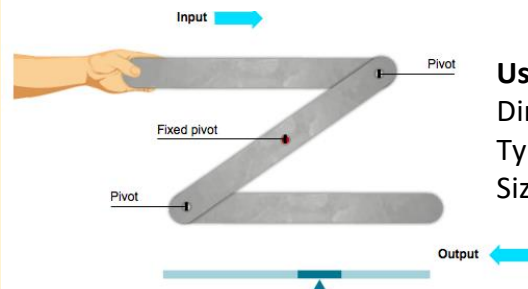
Electronic systems

Input (Switch)

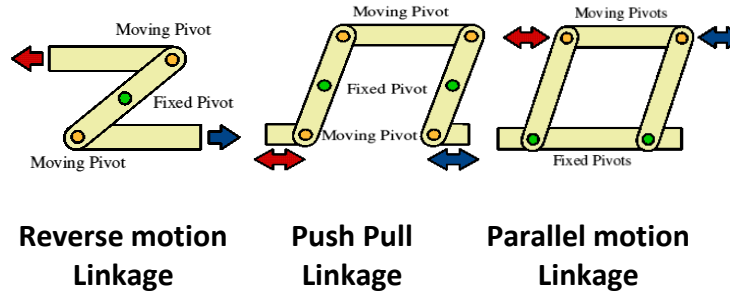


Output (LED)

Linkages



Used to change:
Direction of motion
Type of motion
Size of a force



Copper tape



Light Emitting Diode



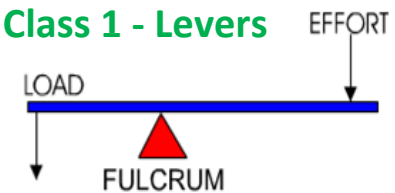
Coin battery

Copper properties

Malleable Corrosion resistant
Conductor of electricity Conductor of heat

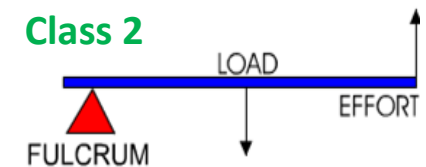
Lever	Rigid bar that pivots on a fulcrum
Rotation	A circular motion
Force	A push, pull or twist.
Pop Up	A 3D illusion
Specification	A list of design criteria
Target audience	The people who will buy your product.
Mechanism	A set of parts that work together
linkage	Connections between things
Fulcrum	The point at which a bar, or something that is balancing, is supported or balances
Input	An input consists of sensors or switches that produce an electrical signal.

Class 1 - Levers



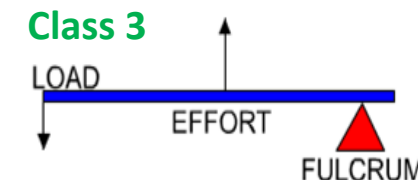
E.g. See saw

Class 2



E.g. Wheel barrow

Class 3



E.g. Arm

Drama Year 8 Autumn 1
Commedia dell'Arte

Context	Definition
Commedia dell'arte	A form of theatre that originated in Italy in the 16 th century. It features stock characters who often wore masks and used improvisation to create comedic scenes.
Improvisation	Performing dramatic scenes without written dialogue or without pre-determined action.
Masks / Half-masks	Face masks, originally made from wood and leather, to show a typical facial expression or facial features of the character such as a long nose or frowning eyebrows.
Stock character	A stock character is a character that is recognisable by the audience and often belongs to a specific genre such as comedy or fairy tales.

Stock character	Physical traits and characteristics
Pantalone	old, mean, stingy, vain, grumpy, chases women, bent back
Doctor	fat, grotesque, windbag, grumpy, leads with the stomach
Captain	vain, boastful, foolish, cowardly, speaks with a French or Spanish accent, leads with the knees
Columbina	clever, quick-witted, vain, outwits everyone, servant, friends with Harlequin
Harlequin	acrobatic, plays tricks, doesn't understand when he gets in trouble, doesn't know right from wrong, often a servant
Pierrot	cute, young, dreamy, easily confused, emotional – laughs and cries easily. Gets very upset when in trouble, often a servant

Commedia characters and their signature postures:



Pantalone



Harlequin



Capitano

Drama skills: Physical and Vocal Skills

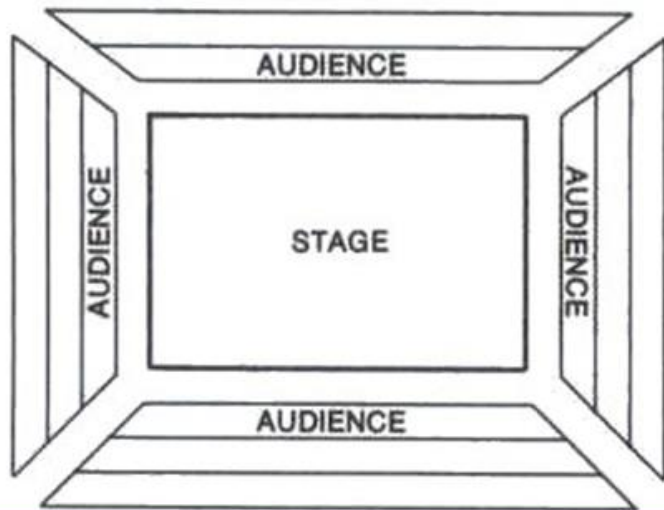
Exaggeration	In Drama, we exaggerate to make something (f.ex. a gesture, a facial expression or action) seem larger or bigger than in real life. We exaggerate to create a comedic effect or to make a character look grotesque.
Mime	Using <u>only</u> your body to tell the story without any props.
Pose	To hold a position with your body that expresses a particular character or meaning.
Gibberish	To talk in a made-up or improvised language.
Accent	The way in which people in a particular country or region pronounce words. F.ex. Speaking with an Italian accent.

Drama Year 8 Autumn 2

An exploration of the Fantasy and Comedy genre

Context	
Comedy	A genre of performance intended to make an audience laugh
Fantasy	A genre of performance which incorporates impossible or improbable things
Slapstick comedy	Slapstick comedy is primarily a physical kind of comedy based around exaggerated physical activity
Charlie Chaplin	An English comic actor, filmmaker, and composer who rose to fame in the era of silent film. His films used slapstick comedy.

Arena Stage



This type of staging is also called **'In the Round'** staging







Charlie Chaplin: one of the pioneers of slapstick comedy


Drama skills: Physical and Vocal Skills

Physical Theatre	Using exaggerated movements and body language to tell a story
Exaggeration	Making movements, gestures and facial expressions bigger than they would normally be
Gait	A person's manner of walking
Gestures	A movement of a body part to express an idea or meaning
Comedic timing	Refers to the performer's use of pause, intonation, pace and interaction with the audience to deliver their joke or scene in the most effective manner.
Accent	a distinctive way of pronouncing a language, especially one associated with a particular country or area











Year 8 - Knowledge Organiser – 19th Century Novel: A Christmas Carol

MAIN CHARACTERS	PLOT	Charles Dickens
<p>Ebenezer Scrooge: BEGINNING Miserly, mean, bitter, materialistic, unsympathetic, indifferent, cold, selfish, isolated, cynical LATER charitable, value driven, generous, happy, sociable, transformed.</p> <p>Marley's Ghost: IN LIFE Materialistic, self-centred, terrifying, IN DEATH haunting, exhausted, reformed, regretful, hopeful, selfless, wise</p> <p>Bob Cratchit: Uncomplaining, tolerant, courteous, deferential, patient, civil, eager, pleasurable, good-humoured, playful, caring, tender, cheerful, loving, forgiving.</p> <p>Fred: Warm-hearted, empathetic, cheerful, optimistic, even-tempered, insightful, determined, generous, forgiving, jovial, enthusiastic, caring</p> <p>Ghost of Christmas Past: Contradictory, strong, gentle, quiet, forceful, questioning, mysterious</p> <p>Ghost of Christmas Present: Compassionate, abundant, generous, cheerful, jolly, friendly, severe, sympathetic</p> <p>Ghost of Christmas Future: Mysterious, silent, ominous, intimidating, frightening, resolute, menacing</p> <p>Tiny Tim: Frail, ill, kind-hearted, innocent, religious</p>	<p>Stave One 1. Introduced to Ebenezer Scrooge on Christmas Eve. He is a lonely miser obsessed with money. He won't pay to heat the office properly, meaning Bob Cratchit is very cold. Scrooge is irritated that Christmas Day seems to be interrupting his business. 2. Scrooge is visited by his nephew Fred, who invites his uncle to Christmas dinner. Scrooge refuses. 3. Scrooge is visited by two charity workers, asking for donations. Scrooge refuses and exclaims he wants to be left alone. 4. Scrooge is visited by the Ghost of Jacob Marley – warning him he will be visited by three more ghosts to help him change his ways.</p> <p>Stave Two 1. Scrooge is visited by the Ghost of Christmas Past who takes him to witness his past. 2. Scrooge is taken to his schoolboy years and he is reminded how his friends would go home from Christmas, he was left at school. 3. Next we are shown Scrooge as an apprentice, working for Fezziwig, at a Christmas ball. 4. Finally, Scrooge is taken to see his ex-fiancée, Belle. We see the scene when they break up, as money has taken over Scrooge's life.</p> <p>Stave Three 1. Scrooge is visited by the Ghost of Christmas Present. The spirit shows Scrooge how the Cratchit family celebrate Christmas. Scrooge asked if Tiny Tim will live. 2. He is then taken to Fred's house at Christmas, where they are playing games. 3. The spirit then begins to age, and see under the spirit's robes two children: Want and Ignorance.</p> <p>Stave Four 1. The Ghost of Christmas Future is described. 2. The spirit takes Scrooge to see a group of businessmen discussing someone who has died. 3. Scrooge is then taken to see Old Joe, where he is in the process of buying property of the dead man – which have been stolen. 4. Scrooge then returns to Bob Cratchit's house, where it is revealed Tiny Tim has died. 5. Scrooge is then taken to the graveyard and is shown a grave stone and realises this is for him. Scrooge falls to his knees and begs that he will change his ways.</p> <p>Stave Five 1. Scrooge wakes up in his own bed. He wonders how much time has passed and calls to a boy. He then sends the prize turkey to give to Bob Cratchit, 2. Scrooge meets one of the charity workers from earlier and makes a large donation. 3. Scrooge then goes to Fred's house and is welcomed. He enjoys the dinner and party. 4. On Boxing Day, Scrooge arrives early to work. Scrooge tells Bob he is going to raise his salary and promises to help Bob's struggling family. 5. Scrooge has transformed and becomes a 'second father' to Tiny Tim – 'who did not die.'</p>	<p>1. Charles Dickens was born on February 7, 1812 in Hampshire into a middle class family. 2. His dad was imprisoned for debt leading to poverty for the family. 3. He was put to work at Warren's Blacking Factory. 4. Dickens found employment as an office boy at an attorney's office 5. He wrote <i>A Christmas Carol</i> in 1843</p> <div>1564 - 1616</div> 
THEMES		
	<p>Redemption</p> 	<p>Christmas</p> <p>Charity</p> 

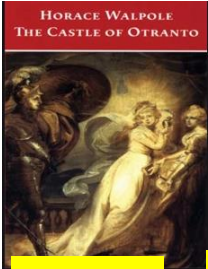
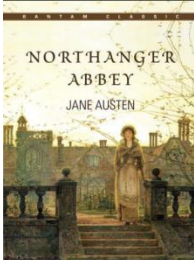


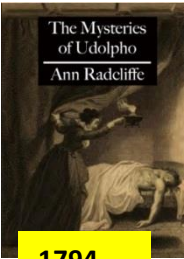

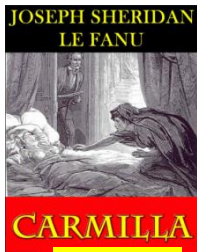
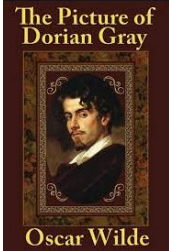
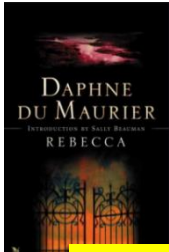
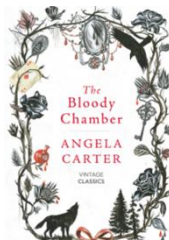
Year 8 - Knowledge Organiser – 19th Century Novel: A Christmas Carol

SYMBOLS IN 'A CHRISTMAS CAROL'	SOCIAL AND HISTORICAL CONTEXT
	<p data-bbox="1559 149 1786 178"><u>Victorian Society</u></p> <div data-bbox="840 207 1839 614"><p data-bbox="1179 221 1495 249">INDUSTRIAL REVOLUTION</p><ol data-bbox="873 257 1803 599" style="list-style-type: none">1. From 1780 factory owners in Britain began to use coal-fired steam engines to power the machines in big factories, bringing great fortune.2. Transition from traditional farming methods to machinery led to Industrial revolution.3. People flocked from the countryside to the cities. London's population between 1800 and 1900 from 1 million to 6 million people. This led to overcrowding and hunger, disease and crime. There were no proper drainage /sewage systems. Many families had to share one tap/toilet. Children suffered the most and were exploited by factory owners who forced them to work long hours in dangerous conditions.</div> <div data-bbox="840 642 1839 921"><p data-bbox="1263 664 1411 692">EDUCATION</p><ol data-bbox="873 699 1783 906" style="list-style-type: none">1. Dickens believed strongly in the importance of education.2. As part of his campaign against the treatment of the poor, Dickens worked with a friend called Angela Burdett-Coutts.3. In 1840s, Dickens and Coutts became involved in the Ragged Schools. The aim was to provide poor children with basic education.4. Dickens believed that it is through education that one can leave poverty..</div> <div data-bbox="1885 307 2509 821"><p data-bbox="2125 321 2272 349">CHRISTMAS</p><ol data-bbox="1931 357 2466 806" style="list-style-type: none">1. At the time A Christmas Carol was written, Christmas had become a very unfashionable holiday and was celebrated mainly by the lower classes.2. Queen Victoria's husband, Prince Albert, sought to make Christmas a national ritual and brought many Christmas traditions from Germany.3. Dickens view of Christianity was less conservative than many at the time, and he sought to transform Christmas into celebration of goodwill towards men, charity and family.</div>
KEY TERMINOLOGY	KEY QUOTES - SCROOGE AND SETTING
<p data-bbox="17 1013 779 1156">Stave – Dickens divides the novella into 'staves' instead of 'chapters'. A stave is a piece of music that is divided into 5 distinct parts/verses. Dickens has structured the novella as if it were an actual Christmas carol song.</p> <p data-bbox="17 1163 700 1235">Novella – A narrative that is shorter than a novel but longer than a short story.</p> <p data-bbox="17 1242 733 1385">Cautionary Tale– A story which explicitly critiques problems in society (poverty, greed, lack of charity) and seeks to change readers' attitudes by showing how bad things could get.</p> <p data-bbox="17 1392 652 1428">Redemption– Making amends for past misdeeds.</p>	<p data-bbox="817 1013 1923 1042">'He was as tight-fisted as a grind stone', 'As solitary as an oyster' – Scrooge in Stave 1</p> <p data-bbox="817 1049 2382 1078">"Are there no prisons?", "And the Union workhouses?...Are they still in operation?" - Living conditions for poor in Stave 1</p> <p data-bbox="817 1085 2522 1235">'Meanwhile the fog and darkness thickened so, that people ran about with flaring links, proffering their services to go before horses in carriages, and conduct them on their way. The ancient tower of a church, whose gruff old bell was always peeping slyly down at Scrooge out of a Gothic window in the wall, became invisible, and struck the hours and quarters in the clouds, with tremulous vibrations afterwards as if its teeth were chattering in its frozen head up there' - London in Stave 1</p> <p data-bbox="817 1242 2514 1306">'Why did I walk through crowds of fellow-beings with my eyes turned down, and never raise them to that blessed star which led the wise men to a poor abode?' - Marley lamenting that he didn't help the poor in life, especially at Christmas, in Stave 1</p> <p data-bbox="817 1313 2285 1342">'The phantom slowly, gravely, silently approached' – Ghost of Christmas Yet to Come'a terrifying arrival in Stave 3</p> <p data-bbox="817 1349 2339 1428">'Wonderful party, wonderful games, wonderful unanimity, won-der-ful happiness!' – Repetition shows Scrooge's joyful transformation by the end of Stave 5.</p>

Year 8 – Gothic Fiction

What is Gothic Fiction?	Elements of Gothic Fiction	The Supernatural
<p>A literary genre originating from the 18th century, which describes a sinister, grotesque or mysterious atmosphere and/or character. Gothic Fiction is set in places which are old and ruined, such as a house or a castle. Usually these settings are abandoned or lived in by a solitary, mysterious character. Often a setting like this could also be haunted by ghosts or spirits of dead people . The character would experience strange, unexplainable events such as doors closing, alarming sounds or hearing footsteps. Most Gothic fiction is set at night, which creates more confusion for the character between what is real, what is a dream, what is supernatural and what is just a product of the character’s imagination. The events often happen in the dark which emphasises how terrifying and uneasy the setting is and allows for there to be sudden, frightening appearances of people, animals, objects, monsters or ghosts.</p>	<ul style="list-style-type: none"> • Terrifying, threatening settings Gothic fiction is typically set in haunted, old, abandoned buildings, graveyards, castles or other settings that seem threatening and mysterious • The Uncanny Describes when a person, place or object feels both familiar and unfamiliar at the same time. • Gothic journeys The terrifying experiences that characters go through to solve a mystery, because they’ve got lost or because they’ve been trapped. • Tension and suspense The way that the author creates a feeling of stress, fear and anxiety in a text for both the characters and the reader • Damsels in Distress Women in Gothic fiction who are presented as being under threat, in danger or being harmed and so need saving • The Supernatural Events, figures or objects that cannot be explained by nature or by science. • Byronic hero A Gothic male protagonist and anti-hero who is haunted by a dark secret from his past 	<div>  <p>Witches Evil (often old) women with powers who cast magic spells and cause chaos for humans</p> </div> <div>  <p>Ghosts The spirits of the dead that are not at peace who return to haunt the living- often because of ‘unfinished business’ on Earth</p> </div> <div>  <p>Werewolves Typically male humans who transform into wolves every full moon</p> </div> <div>  <p>Vampires Undead, immortal creatures who were once human but survive off human blood</p> </div>
Language techniques found in Gothic Fiction	Settings	USEFUL VOCABULARY
<p>Pathetic fallacy: When human emotions and feelings are described as being part of nature or the weather <i>e.g. The miserable grey clouds hung gloomily overhead.</i></p> <p>Rhetorical questions: Questions that do not expect or require an answer, used by authors to make a point <i>e.g. What just happened? Did I imagine that scraping sound?</i></p> <p>Exclamations: Sentences ending in an exclamation mark (!) which express shock, surprise or horror <i>e.g. There it was again! The same eyes, filled with hate!</i></p> <p>Fronted Adverbials: Phrases and words at the beginning of a sentence that will describe the action that follows. <i>E.g. Alarmed, but not discouraged, she tried it another way.</i></p>	<div>  <p>Dark caves and halls</p> </div> <div>  <p>Haunted, old mansions</p> </div> <div>  <p>The dark woods</p> </div> <div>  <p>Spooky graveyards</p> </div> <div>  <p>Abandoned castles</p> </div> <div>  <p>Cellars and dungeons</p> </div>	<p>Claustrophobic A feeling of fear that comes from being trapped in a small space</p> <p>Terrifying Something/one that causes extreme fear</p> <p>Incomprehensible Cannot be explained or understood</p> <p>Macabre Describing something strange & unpleasant, connected with death and violence</p> <p>Grotesque Something/one with unnatural or inhuman features</p> <p>Nightmarish Unpleasant and terrifying, reminds you of a nightmare</p> <p>Sadistic Someone who enjoys causing harm and pain to others</p>

Year 8 – Gothic Fiction

Gothic Timeline of Texts and Authors									Title of novel (Author, date published)
									<i>The Castle of Otronto</i> (Horace Walpole, 1764) <i>Mysteries of Udolpho</i> (Ann Radcliffe, 1794) <i>The Monk</i> (Matthew Gregory Lewis, 1796) <i>Frankenstein</i> (Mary Shelley, 1818) <i>Northanger Abbey</i> (Jane Austen, 1818 –written 1804) <i>The Vampyre</i> (Polidori, 1819) <i>Wuthering Heights</i> (Emily Bronte, 1847) <i>Jane Eyre</i> (Charlotte Bronte, 1847) <i>Great Expectations</i> (Charles Dickens, 1860-1) <i>Carmilla</i> (Joseph Le Fanu, 1871) <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Robert Louis Stevenson, 1886) <i>The Picture of Dorian Gray</i> (Oscar Wilde, 1890) <i>Dracula</i> (Bram Stoker, 1897) <i>Rebecca</i> (Daphne Du Maurier, 1938) <i>Interview With a Vampire</i> (Anne Rice, 1976) <i>Bloody Chamber</i> (Angela Carter, 1977) <i>Woman in Black</i> (Susan Hill, 1983)
1764	1796	1818	1847	1860-1	1886	1897	1976	1983	
									
1794	1818	1819	1847	1871	1890	1938	1977		

Descriptive vocabulary				The Gothic Protagonist		
Sounds Echo Whisper Murmur Scream Voice of a ... Singing Knocking	Darkness Pitch black Gloomy Obscure Murky Shadowy	Scare Frightening Scary Horrible Terrifying Spine-chilling Ghostly Haunted	Weather Chilling wind Gust Fog Mist Rain Cloudy Overcast Thunder Lightning Hailstorm Moon-lit sky Clear sky	Who are they? <ul style="list-style-type: none"> • Young woman • Young man • Scientist • Damsel in distress • Byronic hero • Gentleman • Social recluse (excluded from other people) • Investigator • A newcomer to a strange place 	Common Traits/Characteristics <ul style="list-style-type: none"> • In or around a gloomy, mysterious place • Lonely or isolated • Often unlikeable from the readers' point of view but are sympathized with by the end • A fascination with the past • A dark secret from their past • Curious about an unsolved mystery • Tragic flaw that leads to their downfall • Links to the supernatural • Suffers mentally because of trouble past or sad events in their life • High social ranking • Trouble sleeping/has nightmares • Driven by intense emotions (such as love, hatred, curiosity or defiance) 	What happens to them? <ul style="list-style-type: none"> - Victim of tragic events involving violence or death - They experience a downfall - There is usually a foreshadowing of bad events to follow early in the story or a sense of doom hanging over them - Affected by supernatural events or figures - Suffer a loss (of someone they love, their life as they know it) - Romantic interest in a man/woman linked to supernatural events - They have a conflict with an evil force or character - They rebel against a figure of authority, fail to follow instructions which ends in tragedy or terrifying events - Sometimes experience the death of a loved one or are dead/killed/murdered by the end of the novel
Ambitious adjectives Old archaic, ancient, prehistoric, elderly Scary spine-chilling, terrifying, petrifying, blood curdling, spine-tingling, macabre, gruesome Empty abandoned, deserted, isolated, uninhabited, desolate, forsaken, derelict Loud deafening, resounding, ear-splitting, thunderous, piercing, booming, high-pitched						

Knowledge Organiser Year 8 French Autumn 1: Module 1 *Vive les vacances!***A. IRREGULAR VERBS PRESENT TENSE**

	Avoir = To have	Etre = To be
(I)	J'ai	Je suis
(you)	Tu as	Tu es
(he/she/we)	Il/elle/on a	Il/elle/on est
(we)	Nous avons	Nous sommes
(you all)	Vous avez	Vous êtes
(they)	Ils/elles ont	Ils/ells sont

A. VERBS PERFECT TENSE (past) with avoir

	Regarder = To watch	Dormir = To sleep
	J'ai regardé	J'ai dormi
	Tu as regardé	Tu as dormi
	Il/elle/on a regardé	Il/elle/on a dormi
	Nous avons regardé	Nous avons dormi
	Vous avez regardé	Vous avez dormi
	Ils/elles ont regardé	Ils/elles ont dormi

A. VERBS PERFECT TENSE with être

	Aller = To go	Partir = To leave
	Je suis allé(e)	Je suis parti(e)
	Tu es allé(e)	Tu es parti(e)
	Il/elle/on est allé(e)	Il/elle/on est parti(e)
	Nous sommes allé(e)s	Nous sommes parti(e)s
	Vous êtes allé(e)s	Vous êtes parti(e)s
	Ils/elles sont allé(e)s	Ils/elles sont parti(e)s

B. KEY GRAMMAR: Irregular past participles

What is a past participle?	The third part of a perfect tense verb - usually: é for -er verbs i for -ir verbs u for -re verbs
What are irregulars?	Verbs that don't follow the usual pattern
E.g. boire voir faire prendre lire	Becomes: bu = drank vu = saw fait = made/did pris = took lu = read

C. KEY GRAMMAR: Negatives in the perfect (past) tense

What are negatives in French?	ne... pas = not ne... rien = nothing ne... jamais = never ne... personne = no one
How do they work?	Usually the two words surround the <i>verb</i> e.g. Je n'aime pas , Je n'ai rien
What happens in the perfect tense?	In the perfect tense we have two verbs: the auxiliary verb and the past participle . In this case, the negatives surround the auxiliary verb (<i>avoir</i> or <i>être</i>)
E.g. I didn't go He didn't eat anything	Je ne suis pas allé Il n'a rien mangé

D. KEY GRAMMAR: To/In + country

How do we say to/in in French?	Au En Aux
What is the difference?	Au is used with masculine countries e.g. Le Maroc En is used with feminine countries e.g. La France Aux is used with plural countries e.g. Les Etats-Unis
E.g. I am going to Morocco I went to France I am in the US	Je vais au Maroc Je suis allé en France Je suis aux Etats-Unis

E. OPINIONS

C'était une journée magique!	It was a magical day!
Ce n'était pas mal	It wasn't bad
Quelle horreur!	How awful!
J'ai adoré ça	I loved that
Je préfère	I prefer

F. COMPLEX STRUCTURES

Je suis allé en Tunisie où j'ai fait de la plongée sous-marine	I went to Tunisia where I did scuba diving
J'ai perdu mon portable donc je n'ai pas pris de photos, quel dommage !	I lost my phone so I didn't take any photos, what a shame !
C'était une expérience vraiment inoubliable !	It was a really unforgettable experience!

G. CULTURE CORNER!

The North African countries Morocco, Algeria and Tunisia are French-speaking countries and together are known as the **Maghreb**.

H. VOCAB

Point de départ (pages 8–9)

J'habite ...	<i>I live ...</i>	à la campagne.	<i>in the countryside.</i>
en Angleterre / Écosse / Irlande (du Nord).	<i>in England / Scotland / (Northern) Ireland.</i>	en colo (en colonie de vacances).	<i>at a holiday camp.</i>
au pays de Galles.	<i>in Wales.</i>	chez mes grands-parents.	<i>at my grandparents' home.</i>
J'ai / On a ...	<i>I have / We have ...</i>	C'est ...	<i>It is ...</i>
une semaine / deux semaines de vacances	<i>a week / two weeks of holiday</i>	assez	<i>quite</i>
en janvier / février (etc.).	<i>in January / February (etc.)</i>	très	<i>very</i>
à Noël / à Pâques.	<i>at Christmas / Easter.</i>	trop	<i>too</i>
Je suis / Nous sommes en vacances ...	<i>I am / We are on holiday ...</i>	un peu	<i>a bit</i>
au bord de la mer.	<i>at the seaside.</i>	complètement	<i>completely</i>
à la montagne.	<i>in the mountains.</i>	nul / sympa	<i>rubbish / nice</i>
		ennuyeux / intéressant	<i>boring / interesting</i>
		triste / marrant	<i>sad / funny</i>

Unité 1 (pages 10–11) Tu as passé de bonnes vacances?

Pendant les vacances ...	<i>During the holidays ...</i>	J'ai acheté des baskets.	<i>I bought some trainers.</i>
j'ai joué au tennis.	<i>I played tennis.</i>	J'ai regardé des clips vidéo.	<i>I watched video clips.</i>
j'ai mangé des glaces.	<i>I ate ice creams.</i>	J'ai nagé dans la mer.	<i>I swam in the sea.</i>
j'ai retrouvé mes amis.	<i>I met up with my friends.</i>	J'ai traîné à la maison.	<i>I hung around the house.</i>
j'ai écouté de la musique.	<i>I listened to music.</i>		

Unité 2 (pages 12–13) Qu'est-ce que tu as fait?

Qu'est-ce que tu as fait pendant les vacances?	<i>What did you do during the holidays?</i>	J'ai fait tous les manèges.	<i>I went on all the rides.</i>
J'ai visité un parc d'attractions.	<i>I visited a theme park.</i>	d'abord	<i>first of all</i>
J'ai bu un coca au café.	<i>I drank a cola in the café.</i>	ensuite / puis	<i>then</i>
J'ai pris beaucoup de photos.	<i>I took lots of photos.</i>	après	<i>after(wards)</i>
J'ai vu un spectacle.	<i>I saw a show.</i>	finalement	<i>finally</i>
J'ai fait une balade en bateau.	<i>I went on a boat ride.</i>	C'était ...	<i>It was ...</i>
J'ai vu mes personnages préférés.	<i>I saw my favourite characters.</i>	fantastique / génial / super!	<i>fantastic / great / brilliant!</i>
		amusant / marrant / sympa.	<i>fun / funny / nice.</i>
		intéressant / ennuyeux / nul.	<i>interesting / boring / rubbish.</i>
		Ce n'était pas mal.	<i>It wasn't bad.</i>

Unité 3 (pages 14–15) Tu es allé(e) où?

Tu es allé(e) où en vacances?	<i>Where did you go on holiday?</i>	en Espagne / France / Grèce.	<i>to Spain / France / Greece.</i>
Tu es allé(e) en vacances avec qui?	<i>Who did you go on holiday with?</i>	au Maroc / aux États-Unis.	<i>to Morocco / to the USA.</i>
Je suis allé(e) en vacances avec ...	<i>I went on holiday with ...</i>	Tu as voyagé comment?	<i>How did you travel?</i>
ma famille / mes parents / mes copains.	<i>my family / my parents / my friends.</i>	J'ai voyagé ...	<i>I travelled ...</i>
On est allé(e)s / Nous sommes allé(e)s ...	<i>We went ...</i>	On a / Nous avons voyagé ...	<i>We travelled ...</i>
		en avion / en bateau.	<i>by plane / by boat.</i>
		en bus / en car.	<i>by bus / by coach.</i>
		en train / en voiture.	<i>by train / by car.</i>

Unité 4 (pages 16–17) Quel désastre!

J'ai oublié mon passeport.	<i>I forgot my passport.</i>	On a raté l'avion.	<i>We missed the plane.</i>
J'ai cassé mon portable.	<i>I broke my phone.</i>	On est arrivés en retard.	<i>We arrived late.</i>
J'ai perdu mon porte-monnaie.	<i>I lost my purse.</i>	Je n'ai pas acheté de souvenirs.	<i>I didn't buy any souvenirs.</i>
J'ai choisi le poisson.	<i>I chose the fish.</i>	Je n'ai pas pris de photos.	<i>I didn't take any photos.</i>
J'ai beaucoup vomi.	<i>I vomited a lot.</i>	Je ne suis pas sorti(e).	<i>I didn't go out.</i>
Je suis tombé(e) sur la plage.	<i>I fell over on the beach.</i>	Quel désastre!	<i>What a disaster!</i>
Je suis resté(e) au lit.	<i>I stayed in bed.</i>	Quelle horreur!	<i>How horrible!</i>

Unité 5 (pages 18–19) Mon voyage extraordinaire!

Normalement, pendant les vacances ...	<i>Normally, during the holidays ...</i>	Mais l'année dernière, ...	<i>But last year, ...</i>
je vais en colo, à la campagne.	<i>I go to a holiday camp, in the countryside.</i>	j'ai gagné un concours.	<i>I won a competition.</i>
je voyage en car.	<i>I travel by coach.</i>	je suis allé(e) à Vanuatu.	<i>I went to Vanuatu.</i>
je nage dans la piscine.	<i>I swim in the pool.</i>	j'ai voyagé en avion.	<i>I travelled by plane.</i>
je fais du sport.	<i>I do sport.</i>	j'ai nagé dans la mer.	<i>I swam in the sea.</i>
je mange des hamburger-frites.	<i>I eat burgers and chips.</i>	j'ai fait de la voile.	<i>I went sailing.</i>
C'est un peu ennuyeux.	<i>It's a bit boring.</i>	j'ai vu des dauphins.	<i>I saw dolphins.</i>
		j'ai mangé des fruits de mer.	<i>I ate seafood.</i>
		C'était vraiment génial!	<i>It was really great!</i>

Les mots essentiels High-frequency words

Qualifiers

assez	<i>quite</i>
très	<i>very</i>
trop	<i>too</i>
un peu	<i>a bit</i>
complètement	<i>completely</i>
vraiment	<i>really</i>

Sequencing words

d'abord	<i>first of all</i>
ensuite / puis	<i>then</i>
après	<i>after(wards)</i>
finalement	<i>finally</i>

Connectives

où	<i>where</i>
avec	<i>with</i>

Prepositions

au (+ masculine country)	<i>to / in</i>
en (+ feminine country)	<i>to / in</i>
aux (+ plural country)	<i>to / in</i>
chez Tom	<i>at Tom's home</i>

Time expressions

pendant	<i>during</i>
normalement	<i>normally</i>
l'année dernière	<i>last year</i>

Stratégie

Cognates, near-cognates and faux amis

Cognates are spelt the same in French as in English. But remember to learn the correct French pronunciation, as it is usually different from English! How do you pronounce the following?

le bus le train des photos des souvenirs

Near-cognates are nearly – but not exactly – the same as English words. Take extra care when learning to spell words like this!

la musique le passeport le désastre

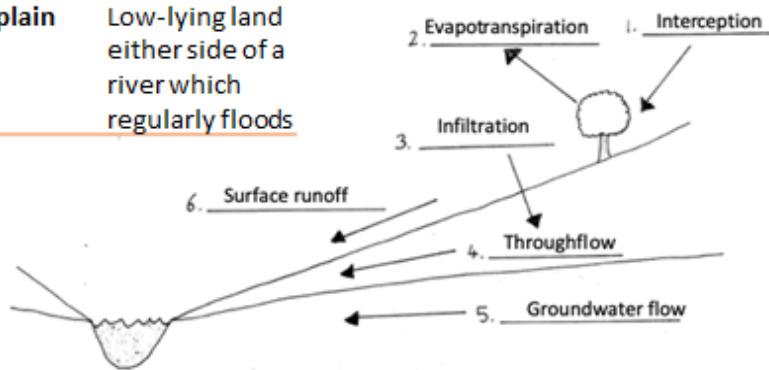
Some words look like cognates, but they are faux amis (false friends). What do these words mean in English?

le car le spectacle rester traîner

Rivers

Key words

Channel	A waterway between two land masses
Drainage basin	Area of land that feeds a river
Gradient	Steepness
Long profile	A slice taken along a river from source to mouth
Cross profile	A slice taken across a river showing how wide and deep it is
V-shaped valley	Land between mountains/hills created by vertical erosion
Flood plain	Low-lying land either side of a river which regularly floods



1. Features of a river



2. What happens to rain when it reaches the ground?

3. What work does a river do?

Group of processes	Examples of processes	Meaning
Erosional processes	Hydraulic action Abrasion Solution Attrition	Pressure forcing open cracks Wearing away Dissolving Rocks wearing each other down
Transportational processes	Traction Saltation Suspension Solution	Rolling Bouncing Being carried Dissolved
Depositional processes		

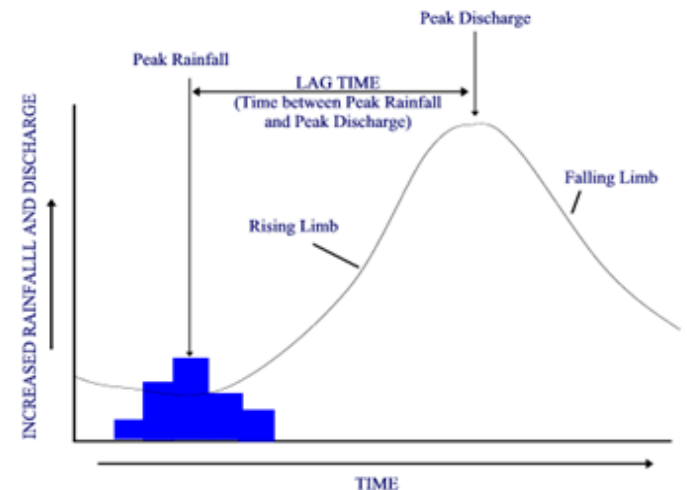
4. How do rivers shape the landscape?

Course of the river	Landforms	Process
Upper course	Waterfall V-shaped valley	Erosion
Middle course	Meanders Oxbow lakes	Erosion and deposition
Lower course	Levees Deltas	Deposition

Ensure you can sketch, recognise and explain the formation of these landforms.

5. People and rivers

What are three ways in which people use rivers?	1. Energy source 2. Means of transportation 3. Bridging point
Define flooding	When a river bursts its banks
Why does the peak discharge matter?	The higher the peak discharge, the more likely a flood
Does infiltration or surface runoff make flooding more likely?	Surface runoff
Why did York flood in 2015?	1. Urbanisation 2. High rainfall 3. Removal of peat 4. Steep tributaries 5. Many tributaries
How can flooding be managed?	1. Embankments and walls 2. Temporary walls 3. Planting trees 4. Slowing the river



How do we classify countries?

Developed Countries	Countries with a high standards of living and a high quality of life for most people.
Emerging Countries	Countries with rapidly improving standards of living but still have significant levels of poverty.
Developing Countries	Countries with a low standards of living and a high levels of poverty.

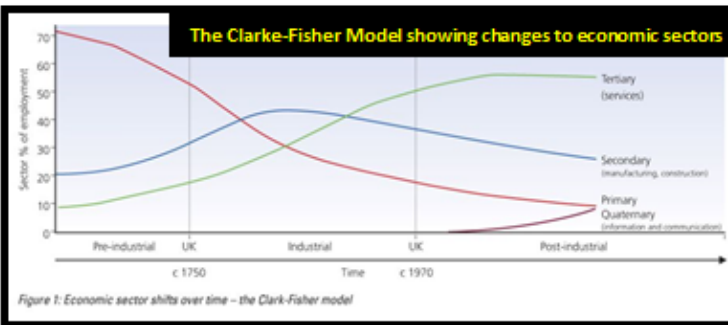
What causes poverty?

Physical Causes	Human Causes
Geographical location (e.g. landlocked countries) Harsh climatic conditions Natural hazards and disasters	Political corruption Lack of access to education Lack of access to healthcare Gender inequality War and conflict

How does an economy change with development?

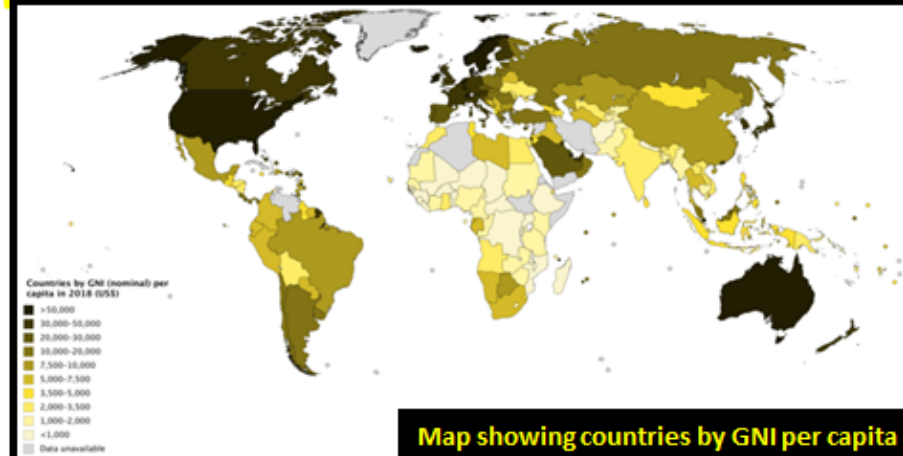
The number of people employed in different economic sectors changes as a country develops. (Shown by the Clarke-Fisher Model)

Primary Sector:	Employment and industries involved in the extraction of natural resources. (e.g. farming)
Secondary Sector:	Employment and industries involved in manufacturing (e.g. car factories)
Tertiary Sector:	Employment and industries involved in services (e.g. retail)
Quaternary Sector:	Employment and industries involved in information services (e.g. IT)



Geography: Development

“The measure of the standard of living in an area and the quality of life for its inhabitants.”



Map showing countries by GNI per capita

How do we try to help developing countries?

According to the World Bank, nearly 800 million people live in poverty. Poverty is defined as living on less than US\$1.90 a day.

Foreign Aid:	Top-Down Development:	Bottom-Up Development:
The general term used when money, food or other resources is given or lent to one country by another.	Large-scale, expensive projects led by governments or inter-governmental organisations (IGOs) like the UN or the World Bank.	Smaller-scale, community-focused projects led by local communities or non-governmental organisations (NGOs) like charities.

The UN Sustainable Development Goals:

A set of 17 targets set by the UN in 2015. These goals call for all countries to take action to end poverty, fight inequality and tackle climate change by 2030.

What makes a country developed?

Social Development Good access to education Good access to healthcare Gender equality	Political Development Democracy Transparency Low levels of corruption
Environmental Development Awareness and education Low levels of pollution (or working towards that)	Economic Development High employment & incomes Low levels of poverty Low levels of inequality

How do we measure development?

GNI per Capita	The total income of a country divided by its population.
Life Expectancy	The average number of years that a person can expect to live.
Literacy Rate	The percentage of adults in a population who can read and write.
Birth Rate	The number of babies born per 1000 people per year.
Death Rate	The number of people who die per 1000 per year.
Infant Mortality Rate	The number of babies who die before their 1 st birthday per 1000 per year.
Human Development Index	Combined measurement of GNI per capita, life expectancy and the average number of years of schooling a child receives. Expressed as a score between 0 and 1.
Global Scale	Differences in development <i>between</i> countries.
Local Scale	Differences in development <i>within</i> countries.

Year 8 History: Why was slavery abolished in the British Empire in 1833?

Key individuals

Who was Thomas Clarkson?	Clarkson founded 'The Society for Effecting the Abolition of the Slave Trade' and the Abolition of Slavery Committee. Researched slavery and organised petitions. Influenced Wilberforce.
Who was <u>Oloudah Equiano</u>?	Ex-Slave who moved to England and published an autobiography in 1789 which raised awareness of the conditions of slavery.
Who was Mary Prince?	First black woman to present an anti-slavery petition to Parliament. Published autobiography 1831
Who was <u>Elizabeth Heyrick</u>?	Organised sugar boycotts and criticised the anti-slavery movement for not demanding quicker action
Who was <u>Ottobah Cugoana</u>?	Ex-slave who published a book in 1787 criticising the slave trade and made speeches all over Britain
Who was <u>Thomas Fowell Buxton</u>?	MP who took over as head of the anti-slavery group from Wilberforce in 1825. Introduced the 1833 Act
Who was Sam Sharpe?	A slave and Christian pastor who led the Baptist rebellion in Jamaica

How did conditions of slavery impact abolition?

- The Middle Passage - 50% die due to disease, poor food, sea sickness, shackles, heat, smell, whipped. Stories of this by ex-slaves raised public sympathy
- Plantation life - bad treatment, branded, auctioned, name changed. Have to work long hours, no pay, basic food and living, no breaks, slaves who run away whipped and mutilated or executed. Stories of this by ex-slaves showed people the awful conditions of slavery
- Thomas Clarkson used accounts and diaries of slaves to show the horrors of slavery to generate public sympathy

What was Africa like before slavery?

- Mali and Benin were both wealthy, advanced African Kingdoms before slavery
- They were well organised and governed using force, religion and trade to rule
- Mali was a centre of culture having lots of Islamic manuscripts and a university with over 25,000 students. Arabic gave Malians a common language
- Mali traded gold & salt with the Europeans whilst Benin traded Pepper, Ivory and cloth with the Portuguese in return for copper which were used to design plaques
- Benin was the first to exchange guns for slaves in the 1500's

How did William Wilberforce impact abolition?

- He was a British member of Parliament (MP) who campaigned for the abolition of slavery in Parliament
- He helped pass two acts that abolished slavery (1807 and 1833)
- Built on the work of Thomas Clarkson (*key individuals*)
- Joined the Society for Gradual Abolition in the 1820s
- Traditionally seen as the hero of the abolition movement
- However, retired from politics in 1825 before slavery was abolished

How did economic factors impact abolition?

- Slavery less profitable
- Sugar boycotts in Britain led to decline in profits
- Cheap sugar could be bought from Brazil and Cuba, so plantations started to close
- Rebellions cost a lot of money to put down and crops were destroyed by rebels
- Cost of increasing troops (soldiers) paid for out of profits

How did slave rebellions impact abolition?

- Revolts increased in the 1800s for example Demerara, Haiti, Jamaica (islands in the Caribbean)
- 1831 Baptist War in Jamaica occurred one year before decision to end slavery, and violence in the war shocked the public
- Increased fear amongst slave owners who were outnumbered by millions of slaves threatening to rebel
- Convinced politicians that if slaves were not freed they would free themselves
- Brutal crushing of rebellions shocked the British public and led to calls to end slavery

Y8 Autumn 1 History Knowledge Organiser: Abolition of Slavery

Keyword	Definition
Slave	A person who is owned by another person and has to work for them without pay
Transatlantic slave trade	The trade of slaves and slave made goods between Europe, Africa and the Americas
Colony	A country under the political control of another country
Middle Passage	Slave journey crossing the Atlantic Ocean from Africa to America
Plantation	Large farm where one type of crop is grown by slaves e.g. Sugar, cotton, tobacco
Abolition	To get rid of something
Abolitionist	Someone who campaigned against the slave trade
Evangelical	A tradition within Protestant Christianity emphasizing the authority of the Bible
Parliamentary Bill	A proposal for a new law
Parliamentary Act	A new law agreed in parliament
Petition	Something people sign to show their support for a campaign
Boycott	When lots of people refuse to buy something as a way of protesting
Lobbying	Putting pressure on important people like politicians
Emancipation	Freedom from slavery
Rebellion	Uprising or revolt

Date	Event
1200-1600	Height of the Mali Empire
1400-1600	Benin Empire. Trade weapons for slaves from 1500 onwards
1700-1800	Transatlantic Slave Trade at its height
1787	Thomas Clarkson sets up the Abolition of Slavery Committee
1789	<u>Olaudah</u> Equiano publishes his autobiography
1791	The slave rebellion on <u>St Domingue</u> begins
1804	The slaves on <u>St Domingue</u> win the rebellion and re name the island Haiti
1807	Slave Trade Act passed, ending British involvement in the slave trade
1825	Wilberforce retires from Parliament
1831	The Baptist War starts
1832	The Great Reform Act passed, many slave owners lose their seats in Parliament
1833	Slavery Abolition Act, ending slavery in the British Empire

The Industrial Revolution in Britain, 1750 - 1900

	What was Britain like before 1750?	What was Britain like after 1900?
Where did people live?	20% lived in towns	75% lived in towns
How big was the population?	11m	40m
What work did most people do?	Most were farmers, goods were made by home	Most worked in factories or offices, goods were made by machines
How did people move around?	Travel by foot or horse	Travel by train
What kind of government was there?	Constitutional monarchy but only 3% could vote and much corruption	Government much more representative. Any man over 21 could vote, MPs paid, secret ballots.

Why did the Industrial Revolution happen?

- Growing population after 1750 meant growing demand for goods/homes/jobs
- People began to move away from the countryside and agriculture to work in the cities for more money
- New forms of transport were developed, mainly canals and railways, which helped people move around more freely and travel to cities for work
- Entrepreneurs and innovation drove forward new ideas, such as engineers creating new machines for factories or coal and steam power for ships
- Britain had growing colonies (America, India) which increased transport and trade of goods

What political change was there during the Industrial Revolution?

What political reform was there?

- Only 3% of the population were allowed to vote in 1815. **Pocket boroughs** and **rotten boroughs** meant there was a lot of corruption in government and MPs.
- Reform was led by MPs who wanted to reduce the power of the monarchy by making it a **constitutional monarchy**, and who wanted to solve social and economic problems by increasing the amount of people who could vote. There were also protests.
- The Peterloo Massacre, 1819 – peaceful protest attacked by the army. No voting reform
- The Reform Riots, 1831 and The Great Reform Act, 1832 – resulted in increase of vote to 20% of population, more representation in cities, end to rotten boroughs
- The Chartist Movement, 1839-48 – made six demands and organised huge petitions. Ignored at the time but eventually all demands adopted
- 1884 Representation of the People Act gave the vote to 60% of men (middle class)

How did Public Health change during the Industrial Revolution?

- There was a **laissez faire** attitude, that the government shouldn't interfere in these issues. However towns had appalling living conditions – overcrowding, poorly constructed, poor sanitation and water supply
- Improvements in medicine helped understand causes of disease, and **philanthropists** saw it as their responsibility to help improve society, including public health
- Many started to change their views on the role and responsibilities of government, leading to greater involvement in society and less laissez-faire attitudes
- A series of Public Health Acts were passed after 1875 due to growing concerns about cholera epidemics (particularly 1854) and general poor health

What social change happened during the Industrial Revolution?

How did attitudes to children change?

- In the 1800s child labour was used in factories etc because it was easier to control and cheap
- Factory conditions were dangerous, poor ventilation and pollution, tired workers, loud, cruelty from management
- 1833 -1901: a series of Factory Acts aimed at increasing the minimum working age to stop young children having to work, reducing working hours for children and ensuring education so they would be able to go to school
- There was opposition to the Factory Laws, including concerns about slowing down productivity, government interference, and parents who needed the income from their children working
- Factory inspectors employed to ensure that the new laws were followed: some factory owners disobeyed

How did attitudes to the poor and poverty change?

- Poor relief system was becoming too expensive due to the increase in population and growing poverty.
- 1834 Poor Law introduced to deal with poverty: introduction of workhouses
- Workhouses: strict rules, harsh punishment, poor conditions

Keywords	Meaning	Date	Event
Industry	Turning raw materials into goods to sell	1819	<u>Peterloo</u> Massacre
Revolution	A sudden or drastic change	1832	Great Reform Act – increased voting rights and reduced corruption
Industrial Revolution	The change from a society based on agriculture to one based on manufacturing goods in factories	1833	Factory Act – limits to working hours and minimum schooling for children
MP	Member of Parliament, someone who works in Parliament to help make laws	1834	Poor Law introduced workhouses to deal with poverty
Constitutional monarchy	When a country is ruled by a king and queen whose power is limited by parliament	1844	Minimum working age set at 8 years old
Entrepreneur	Someone who creates a new business	1854	Cholera outbreak on Broad St in Soho
Engineering	Designing and building machines	1848	5.7m people sign the Charter petition demanding voting reform
Constituency	An area represented by an MP	1878	Compulsory schooling for those under 10
Rotten borough	A constituency with only a tiny number of voters	1890	Housing of the Working Classes Act - This law gave London councils the power to build new housing that was affordable, safe and clean
Pocket borough	A constituency where the MP is chosen by a wealthy landowner		
Reform	Make changes to something in order to improve it		
Chartism	A political movement that campaigned for political reform through the use of petitions		
Laissez-faire	The belief that it is best to leave things alone to sort themselves out and that the government should not interfere		
Sanitation	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.		
Cholera	A deadly disease spread through infected water		
Child labour	The employment of children in industry or business		
Workhouse	An institution where those unable to support themselves were offered accommodation and employment		
Pauper	A poor person that receives support from the government		
Philanthropist	Someone wealthy who gives to charity/creates charities		

1. Core Vocab

	Latin	English
Verbs	dormio	I sleep
	laboro	I work
	lego	I read
	rideo	I laugh; I smile
The verb 'to be'	sum	I am
	es	you are
	est	s/he is; there is
Nouns	frater	Brother
	hora	Hour
	insula	Block of flats; island
	pater	Father
	servus	Enslaved man
	turba	Crowd
	via	Street; road; way
Useful words	ego	I
	in	In, on
	meus	My
	non	Not
	tu	You (Singular)
	ubi?	Where?

YEAR 8 LATIN – CHAPTER 1 – SUBURA

2. Culture

The Roman Empire	Rome was the largest city of its time and controlled a huge empire, covering North Africa, the Middle East, Asia and Europe. Romans spread their language and culture through their empire, shaping the world in ways that still affect us today.
History of Rome	Rome was founded in 753 BC and became an empire in 27 BC. The emperor at the time of our story is Nero; he became emperor in 54 AD aged 16.
The Subura	A densely populated district near the centre of Rome. It was noisy, crowded, dirty and dark at night; violence was common.
The population of Rome	About 1 million people lived in Rome, between 6 and 30% came from outside the city. People came for careers, job opportunities, benefits and against their will through slavery .
Life in an insula	Almost everyone lived in multi-storey apartment blocks; most had shops or inns on the ground floor. Tenants faced high rents, risks of fire or collapse, lack of running water and sanitation . Richer tenants lived lower down which was safer.



3. Grammar

a) Person endings

Ending	Meaning	Example	Meaning
-o	I	(ego) laboro	'I work/I am working'
-s	you	(tu) dormis	'You sleep/you are sleeping'
-t	he/she/it	ridet	'he/she/it smiles/is smiling'
		pater ridet	'the father smiles/is smiling'

b) The verb 'to be'

Latin	English
(ego) sum	'I am'
(tu) es	'You are'
est	'he/she/it is; there is'
hora prima est	'it is the first hour'
popina est in Subura	'there is a bar in the Subura'

4. Key terms

derivation	Word that comes from another word, e.g. 'labour' is a derivation of 'laboro' ('I work' in Latin)
root word	Word from which you get lots of other words
person	Who is doing the action of a verb. Can be first ('I/we'), second ('you') or third ('he/she/it/they')
irregular	Does not follow the same patterns as other words of its type, e.g. <i>sum</i> is an irregular verb
conjugate	Change the form of a verb to make it give the correct information

YEAR 8 LATIN – CHAPTER 2 – ROMA

1. Core Vocab

	Latin	English
Verbs	duco	I lead, take
	habeo	I have
	habito	I live
	intro	I enter
	quaero	I search for, look for, ask
	specto	I look at, watch
Nouns	video	I see
	voco	I call
	cibus/cibum	Food
	filia/filiam	Daughter
	filius/filium	Son
	forum	Forum, marketplace
Adjectives	pecunia/pecuniam	Money, sum of money
	vinum	Wine
	magnus	Big, large, great
Useful words	multus	Much, many
	ad	To, towards, at
	et	And
	quoque	Also
	sed	But

2. Culture

First impressions of Rome	Visitors arriving into the city would pass a large public space called the Field of Mars ; temples ; archways; public baths and amphitheatres .
The growth of Rome	Rome was built on the Palatine Hill and grew to cover the surrounding hills. Its infrastructure (such as the nearby harbour, sewers; aqueducts and roads) helped it to thrive.
The Forum	The forum was the centre of any Roman town; for shopping, socialising, business and religion. Because of its size Rome had a number of fora.
The Forum Romanum	The most important forum in Rome and the empire; it was full of splendid temples and other public buildings which contrasted the poverty of most inhabitants .
The Foundation of Rome	Romulus was the legendary founder of Rome; his ancestor, Aeneas , came to Italy from Troy after its destruction by the Greeks. Hercules is also supposed to have visited the area, killing the monster Cacus.

4. Key Terms

Cases	Different forms of nouns, depending on the job they are doing in the sentence
Nominative	Case used when a noun is carrying out the action/is the subject of a sentence
Accusative	Case used when a noun is receiving the action/ the object of a sentence
Declension	Group of nouns that follow the same pattern of endings
Gender	(In Latin:) whether a word is masculine, feminine or neuter

3. Grammar

When do the endings of Latin nouns change?	To show us what job the noun is doing in a sentence. In English this is done with word order: in the sentence, 'the dog bites the man' you know the dog is the subject, the man is the object. In Latin, endings are more useful than the word order.
When is the nominative case used?	When the noun is carrying out the action (another way of saying this is that the noun is the subject of the sentence). The nominative form of the noun is what you see when you look at a word list or dictionary.
When is the accusative case used?	When the noun is receiving the action of the verb (another way of saying this is that the noun is the object of the sentence).
How do you spot first declension nouns?	They end –a in the nominative and –am in the accusative .
What about second declension ?	They end –us in the nominative and –um in the accusative .
What about third declension ?	They have a variety of endings in the nominative and –em in the accusative .
What gender can nouns be in Latin?	Masculine, feminine, or neuter . Most first declension nouns are feminine, second declension masculine, third declension can be any.
How can I check the gender of a noun?	To be certain, you can look it up in the dictionary, which will say m., f. or n. after the word

Declension	1 st	2 nd	3 rd
Nominative	hor- a	amic- us	canis (mixed endings)
Accusative	hor- am	amic- um	can- em

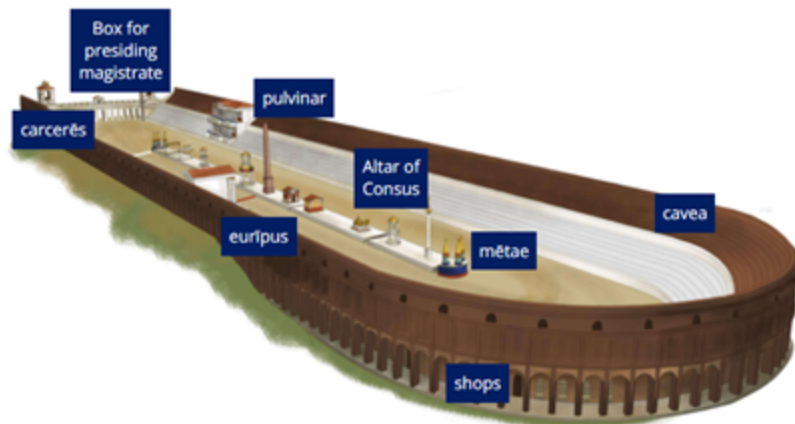
1. Core Vocab

	Latin	English
Verbs	ambulo	I walk
	cado	I fall
	clamo	I shout
	curro	I run
	dico	I say, speak, tell
	festino	I hurry
	vinco	I conquer, win
Nouns	amicus, um	Friend
	ancilla, am	Enslaved woman
	clamor, em	Shout, noise
	equus, um	Horse
	gladius, um	Sword
	senator, em	Senator
	urbs, urbem	City
Adjectives	infelix	Unlucky, unhappy
	laetus	Happy
	omnis	All
	primus	First
Useful words	cum	With
	per	Through, along

YEAR 8 LATIN – CHAPTER 3 – LUDI

2. Culture

Public festivals	Romans celebrated a number of religious festivals throughout the year; they were public holidays and involved free entertainment (like chariot racing, plays, and gladiator fights) as well as religious rites .
Chariot racing	The most popular entertainment; held in a circus like the Circus Maximus in Rome, a huge open-air stadium. A day of races started with a religious procession; then up to 12 chariots would race around the oval track. Crashes and injuries were common.
Charioteers	Raced for one of the 4 teams; mostly slaves or ex-slaves but could win fame and money, and attract devoted fans.
Three phases of ruling	Rome was a monarchy from 753-509 BC; the kings were then overthrown and it became a republic ; in 31 BC, after many civil wars, Octavian won sole power, took the name Augustus and became emperor. The Empire survived until 476 AD.



3. Grammar

a) Noun ending

	Declension	1 st	2 nd	3 rd
SINGULAR	Nominative	amic- <u>a</u>	serv- <u>us</u>	e.g. senator
	Accusative	amic- <u>am</u>	serv- <u>um</u>	senator- <u>em</u>
PLURAL	Nominative	amic- <u>ae</u>	serv- <u>i</u>	senator- <u>es</u>
	Accusative	amic- <u>as</u>	serv- <u>os</u>	senator- <u>es</u>

What changes when more than one person is doing an action?

The nominative noun changes ending to become **plural**; the verb has -nt at the end instead of t, e.g. amicae festinant - the friends are hurrying.

b) The verb 'to be'

(ego) sum	'I am'
(tu) es	'You are'
est	'(he/she/it) is'; 'there is'
sunt	'(they) are'; 'there are'

4. Key Terms

Singular	Just one. e.g. a friend, the horse
Plural	More than one. e.g. friends, the horses
Number	Whether a word is singular or plural

Music

Y8 Minimalism



Facts

The Minimalist movement is multidisciplinary. There is minimalist music, Art, cinema and even literature



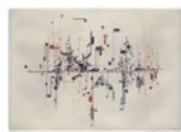
The main principle of minimalism is layering lots of small simple things to make something complex



Minimalism started in the USA in the 1930's and the best known minimalist composers come from there



Minimalism makes use of music technology, recording techniques and synthesisers that were new inventions & experimental inventions in the 1940's.



Minimalist composers often used graphic scores

Using Logic

Getting started

1: Loading Your Logic Template



Click the "Finder" icon at the bottom left of your screen.

Select the "Finder" icon (located on the left column)

Select - Music Dept - 2020/2021 - year group - class group - Unit (eg Minimalism) - Template.

2: Saving Your Logic Project

Select "Save As" in the file menu. Save the project as your full name or names, if working in a pair, followed by the name of the unit (eg. 30th Smith - Minimalism)



The basics



In the middle of the main interface is the LCD. If you want to change the tempo, key, or time signature of the song, you can do that in this center section.



You can change your metronome settings to the right of the LCD window. Clicking the metronome image will turn the metronome on and off.

Key techniques

Ostinato

A short, repeated pattern of notes

Layering

Gradually adding repeating parts, minimalism always contains layering

Metamorphosis

Gradual change of the shape of music To bring about a gradual change

Phasing

Two or more performers playing the same Part, at slightly different tempos

Note subtraction/addition

Adding or removing notes from individual Parts to create gradual changes

Key composers



Steve Reich



John Cage



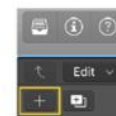
Phillip Glass



Terry Riley

Recording MIDI

Click the "+" button that's below the main interface.



A new window will pop up where you can choose to create an audio track or a software instrument (i.e., a MIDI channel).

Select "Software Instrument."



Quantising

If your MIDI notes are out of time, try quantizing them. Select all the notes you want to move and hit Q on your keyboard. When you do, watch the notes snap to the grid.



Logic shortcuts

Key(s) Pressed	Function
r	Record
spacebar	Stop/Play
,	Rewind to Previous Measure
.	Fast Forward to Next Measure
cmd + z	Undo
cmd + shift + z	Redo
cmd + c	Copy
cmd + v	Paste
delete	Delete
enter	Rewind to Beginning of Song



The "1234" next to the metronome is your count-in. When count-in is turned on, you'll have an extra measure (1 bar) of lead-up before Logic Pro starts recording.

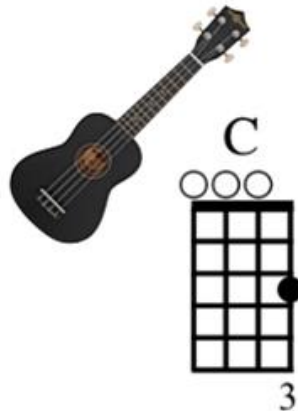
Music

Key Vocab	Definition
Skanking	The main rhythm used in reggae
Polyrhythm	Multiple different rhythms happening together within a shared pulse
Syncopation	Playing off the beat- Caribbean music is heavily syncopated
Homophonic	One melody with an accompaniment



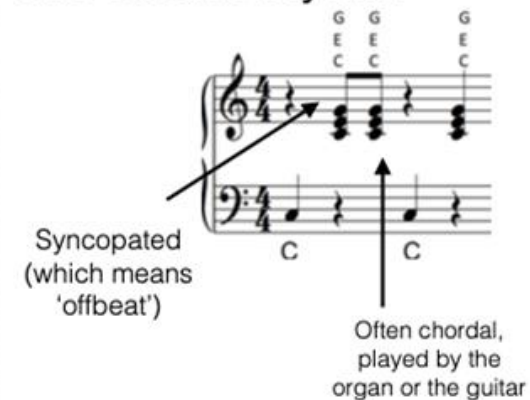
Note values

Notes	Name	Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semi-quaver	¼ beat
	2 Quavers	1 beat
	4 Semi-quavers	1 beat



Ukulele chords

The Skank rhythm



Music type	Definition
Reggae	The most popular form of Caribbean music- uses the skank rhythm
Dub	Characterised by a slow tempo and use of music technology
Calypso	Traditional Caribbean music
Salsa	A form of polyrhythmic dance music from Cuba

RE: Who was Jesus?

Key Words

The Fall	a term used in Christianity to describe when humanity transitioned from a state of perfection to one of disobedience	Messiah	the promised deliverer of the Jewish nation prophesied in the Hebrew Bible
Covenants	An agreement	Sadducees	High priests, aristocratic families, and merchants—the wealthier elements of the population
Exile	To be forced away from one's home (i.e. village, town, city, state, province, territory or even country) and unable to return	Pharisees	A Jewish religious party that flourished in Palestine
Babylonians	The most powerful state in the ancient world at around 612 BCE. <u>Centered</u> in modern day Iraq	Zealots	Member of a Jewish sect noted for its uncompromising opposition to pagan Rome and the polytheism it professed.
Persian Empire	c. 550-330 BCE, was founded in the 6th century BCE by Cyrus the Great, in Western and Central Asia	Incarnation	Embodied in flesh or taking on flesh
Hellenistic age	The period of Greek rule between the death of Alexander the Great in 323 BCE and the emergence of the Roman Empire	Crucifixion	A method of capital punishment in which the victim is tied or nailed to a large wooden beam and left to hang until eventual death
Roman empire	the ancient empire, centred on the city of Rome, that was established in 27 BCE continuing until the 5th century CE.	Resurrection	The concept of coming back to life after death

Key Ideas

1 How does Sin connect to the story of the Bible so far?

What happened at 'The Fall'?	Man and Woman first sinned against God by eating from the tree of knowledge
What were the consequences of the Fall?	Sin entered into the world, damaged the relationship between God and Humanity and led to a separation between God and Humanity
How do the covenants relate to the Fall?	They are ways God has tried to repair the relationship broken by human sin. Firstly through Abraham (Covenants of Abraham), then Moses (10 commandments)
Who was King David?	2 nd King of Israel. In the Bible, David is a young shepherd who gains fame first as a musician and later by killing the giant Goliath
How did David break the Covenants?	He committed adultery, lied, killed and coveted

2. What was the impact of Exile on the Israelites?

When were the Israelites exiled?	587/586 BCE	Who ruled Jerusalem after the Babylonians?	Between 538-142 BCE, The Persians (Iranian) followed by the <u>Hellens</u> (Greeks)
Why were they exiled?	Continuing to break their promises to God despite being warned that they would be punished	When did the Romans occupy Palestine?	63BCE-66CE
Where did they go?	The Babylonians held them captive in Babylon (modern day Iraq)	What was life like under Roman occupation?	Israelites could practice their religion but they had very little power and had to pay large taxes
How long did the Exile last for?	Over 50 years		

RE: Who was Jesus?

3. What were the beliefs about the Messiah?			
What beliefs about the Messiah doe the Israelites have before the exile? (Isaiah 11:1-5)	A spiritual saviour will lead the people back to God. They will restore justice through righteousness, peace and harmony.	What did the Sadducees believe about the Messiah?	They did not believe in the Messiah
What beliefs about the Messiah do the Israelites have 500 years after the exile? (Psalms of Solomon)	The arrival of a military leader who will restore justice through power and strength. They long for a righteous king, who will rule according to God’s will.	What did the Zealots believe about the Messiah?	They expected the Messiah to be a great warrior who would overthrow the Romans.
What did the Pharisees believe about the Messiah?	They expected the Messiah to free Israel from foreign rulers and set up the Kingdom of God. They believed the Messiah would be a descendant of King David.		
4. What is the Theological significance of the Incarnation?			
What miracle occurred before Jesus was born?	Virgin Mary became pregnant with the Spirit of God	What signs were there that Jesus would be special?	Virgin birth, gifts given to anoint a King, Angels singing, North star
When was Jesus born?	Between 6-4 BCE	Why do Christians believe this story shows Jesus was the Messiah?	Fulfils Prophecy of the Messiah being born into humble beginnings
Who was present at/ just after Jesus’s birth?	Angels, Shepherds and 12 days later the Magi		
5. How did Jesus challenge the status quo?			
How did Jesus treat the Sabbath?	There are occasions were Jesus appears to break the Sabbath by performing miracles or doing work.		
How did Jesus treat people?	There are many occasions were Jesus shows compassion the ‘outsiders’ for example, Lepers, Women and Tax collectors		
6. What is the Theological significance of Jesus’ arrest, death and Resurrection?			
When did the last supper happen?	Maundy Thursday (Night of Passover)	What was Jesus charged with?	Blasphemy (false claims of being God)
Where was Jesus arrested?	Garden of Gethsemane	How was Jesus killed?	Crucifixion
Who betrayed Jesus?	Judas	When did Jesus Resurrect?	Easter Sunday
What happened at the Sanhedrin?	Jesus is put on trial by the Pharisees	Why do Christians believe this story shows Jesus was the Messiah?	It is seen as a fulfilment of Isaiah’s prophecy

How did Muhammad impact Makkah and the world today?

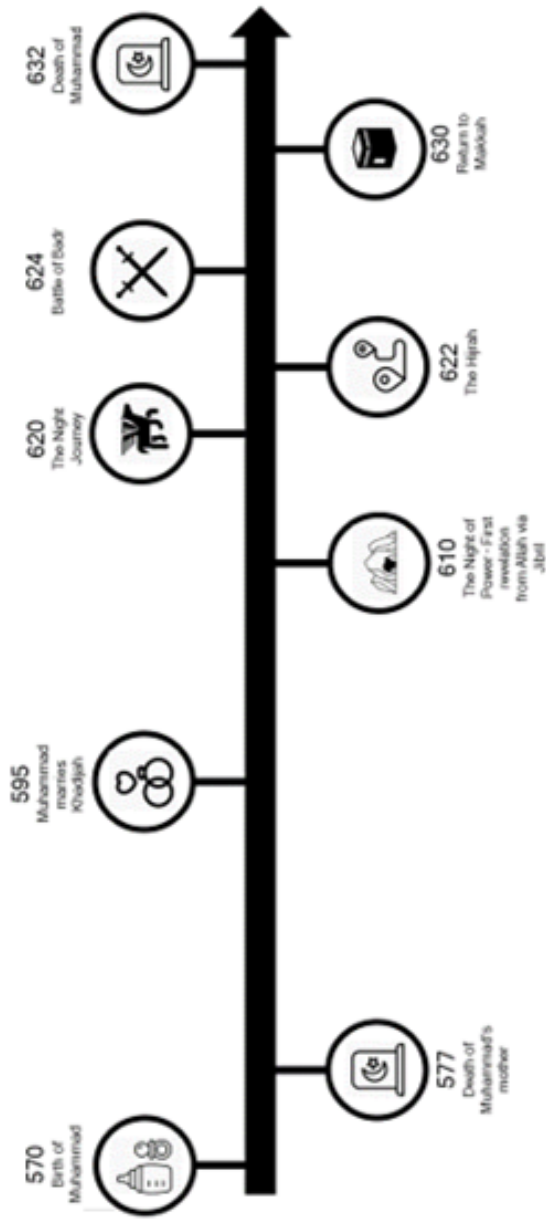
Knowledge Organiser

Key Vocabulary			
Jahiliyyah	The 'era of ignorance'. The time before Islam was revealed in Makkah.	Halal	Something that is permissible in Islam.
Muhammad	The final prophet according to Muslims who was the 'founder' of Islam.	Haram	Something that is forbidden and sinful in Islam.
Allah	The Arabic word for 'God'.	Quran	Islam's holy book that was revealed to Muhammad that is the word of Allah. A source of authority for Muslims.
Tawhid	Monotheistic belief that God is One.	Sunnah	The actions of Muhammad recorded in the Hadith. A source of authority for Muslims.
Shirk	Polytheistic belief of giving God partners or believing in more than One God or idolatry.	Sunnat	Those who believe Abu Bakr should have been successor of Muhammad.
Muslim	Someone who submits to Allah and follows Prophet Muhammad.	Shia	Those who believe Ali should have been successor of Muhammad.
Shariah	Laws that Muslims follow given by Allah and Muhammad.	Jihad	The use of reason and Islamic sources to come to a conclusion.
Key Ideas			
What was pre-Islamic Arabia like?		How did Muhammad teach people to live?	
What is this era known as?	Jahiliyyah (era of ignorance).	What are the Muslim sources of authority?	The Quran – word of Allah. The Sunnah – actions of Muhammad.
How did people worship God?	Idolatry. Hanifs did not worship idols.	What are some of the things the Quran speaks about?	Allah Life after death Laws / rules Stories of prophet
What were some problems during pre-Islamic Arabia?	Females were treated badly. Drunkennes. Tribes did not like each other.	How long did it take for the Quran to be revealed?	23 years
What were some positives of pre-Islamic Arabia?	They were generous. They kept their promises. They had expert language skills. They did not fight for 4 months in a year.	How many Surahs are there in the Quran?	114
Who was the most powerful tribe?	The Quraysh.	When did the shariah begin to reveal to the Muslims?	In Mدينah, after the Hijrah was completed.
Who was Muhammad?			
What was Muhammad's two titles?	The 'Trustworthy' The 'Truthful'	What were Muhammad's final sermons?	
Who did Muhammad marry?	Khadijah, a wealthy Makkan businesswoman.	When and where did Muhammad give the 'farewell sermon'?	In Makkah on Mount Arafah at the end of the Hajj pilgrimage.
How did Jibril visit Muhammad?	Muhammad was visited by Angel Jibril in a cave whilst praying.	When and where did Muhammad give the 'Ghadeer sermon'?	At a pond called Ghadeer Khumm on the way home to Mدينah from Hajj.
What was Allah's message to Muhammad?	To worship Allah alone.	What happened after the death of Muhammad?	
How did the Makkans react to the message?	Most Makkans did not like this message and reacted to Muhammad with hostility.	How old was Muhammad when he died?	63
What did Muhammad teach about Allah?		How was the new leader chosen?	Companions gathered to have a meeting to decide who should be the next leader.
What are some of the qualities of Allah?	He is One. Creator. All-powerful. All-knowing.	Who do Sunnis believe is the rightful successor of Muhammad?	Abu Bakr
Who did all prophets in history worship?	Muslims believe all the prophets in history worshipped the same God, Allah.	Who do Shias Muslims believe is the rightful successor of Muhammad?	Ali
What are the different forms of shirk?	Giving Allah partners. Giving Allah images. Worshipping something other than Allah.	Approximately what percentage of Muslims are Sunni?	85%
What is mental shirk?	Placing importance on other things above Allah.	Approximately what percentage of Muslims are Shia?	15%
What is physical shirk?	Idolatry or worshipping other than Allah.		

Scholarship
"Like all Arabians, the Jews spoke of God as al-Lah, the high one, and often used the honorific that would become familiar in the Quran."
— Lesley Hazleton, <i>The First Muslim: The Story of Muhammad</i>
"A boy who had learned to survive by silencing his voice had suddenly been given one, but was it his own voice he had been given, or the voice of God? Or was the voice of God within him, part of him? Had divine words really been planted inside him, or had his own words been an expression of the divine? Where did man end and God begin? What was this boundary so powerfully and briefly broken?"
— Lesley Hazleton, <i>The First Muslim: The Story of Muhammad</i>
"The idolaters claimed that their idols were powers which acted as mediators between God and men. As a result, their approach to God became less and less direct, and the remoter He seemed, the dimmer became their sense of the reality of the World-to-come, until many of them ceased to believe in life after death."
(Martin Lings – Muhammad: His Life Based on the Earliest Sources)
"The nature of Muhammad's message threatened the age-old balance in their society. Both their gods and their power could be challenged, and the danger was serious."
(Tariq Ramadan – The Messenger: The Meanings of the Life of Muhammad)
"Monotheism is essentially inimical (harmful) to tribalism: it demands that a people unite in a single community."
(Karen Armstrong – Muhammad: A Prophet of Our Times)
"Muhammad was not being called to bring a new religion to Arabia, he was being called to bring Arabia back to the religion of Islam which was the original religion of Arabia."
(Victor Watton – Islam)
"Muhammad was threatening the wealth of Makkah by saying that the idols were nonsense. Makkah made a lot of money through pilgrimage...money they could ill afford to use."
(Victor Watton – Islam)
"If there was a single moment it all began, it was that of Muhammad's death. Even the Prophet was mortal. That was the problem. It was as though nobody had considered the possibility that he might die, not even Muhammad himself."
— Lesley Hazleton, <i>After the Prophet: The Epic Story of the Shia-Sunni Split in Islam</i>



Timeline of Islam - The Life of Muhammad



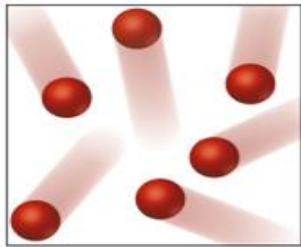
Y8 Elements and the Periodic Table

1. Elements, atoms, molecules, compounds and mixtures

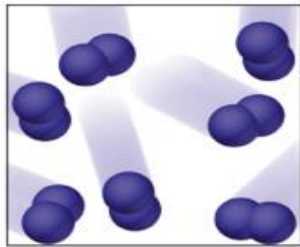
1	Elements	Substances that all other materials are made up of, and which contain only one type of atom. An element cannot be broken down into other substances.
2	Atoms	The smallest part of an element that can exist.
3	Molecules	A group of two or more (up to thousands) atoms strongly joined together. Most non-metal elements exist either as small or giant molecules.
4	Compounds	Pure substances made up of atoms of two or more elements, strongly joined together.
5	Mixtures (yr 7)	Contains two or more substances, which may be elements or compounds. The particles of different substances are not joined together.

2. Particle diagrams (all showing gaseous substances)

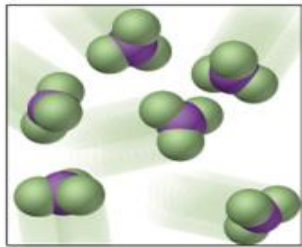
A	Atoms of an element
B	Molecules of an element
C	Molecules of a pure compound
D	Mixture of elements and a compound



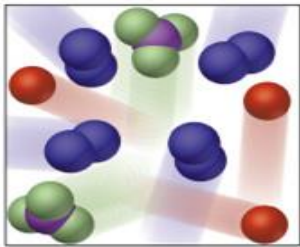
A



B



C

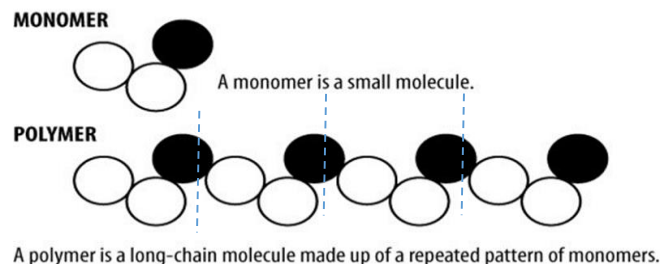


D

3. Naming compounds

Molecule of a compound made up of...	Name of compound	Chemical formula
1 carbon atom and 1 oxygen atom	Carbon monoxide	CO
1 carbon atom and 2 oxygen atoms	Carbon dioxide	CO ₂
1 sulfur atom and 3 oxygen atoms	Sulfur trioxide	SO ₃
A metal, oxygen and hydrogen atoms	Metal hydroxide e.g. sodium hydroxide	XOH e.g. NaOH
A metal, nitrogen and oxygen atoms	Metal nitrate e.g. sodium nitrate	XNO ₃ e.g. Na NO ₃
A metal, sulfur and oxygen atoms	Metal sulfate e.g. copper sulfate	XSO ₄ e.g. CuSO ₄
A metal, carbon and oxygen atoms	Metal carbonate e.g. copper carbonate	XCO ₃ e.g. CuCO ₃
A metal and a non-metal	Metal <i>non metal-ide</i> e.g. iron sulfide	FeS

4. Structure of Monomers and Polymers



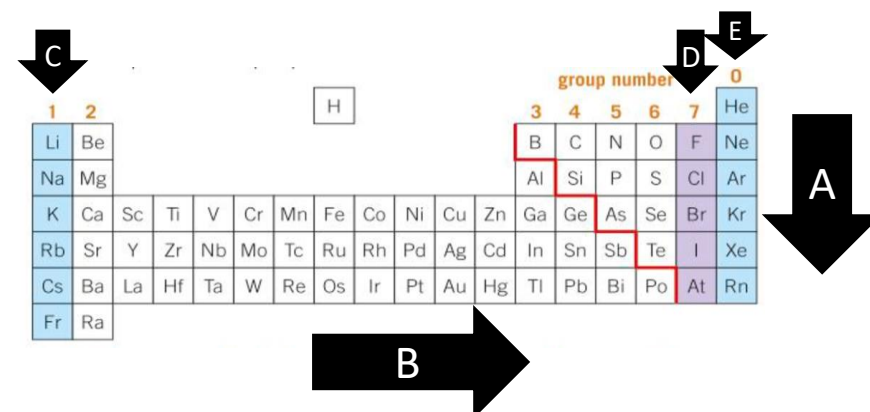
polymer	A molecule made by joining up thousands of smaller molecules in a repeating pattern. Plastics are synthetic polymers, and starch is a natural polymer.
natural polymer	A polymer made by plants or animals. Examples include starch, wool, cotton, and rubber.
synthetic polymer	A polymer made by people, often in a factory. Examples include poly(ethene) and poly(propene).

6. Group 1, 7 and 0 elements

Group 1 Alkali metals	Very reactive. Low density. Have vigorous reactions with water, releases hydrogen gas and form a hydroxide solution with water. Metal + water → metal hydroxide + hydrogen More reactive going down the group.
Group 7 Halogens	Very reactive non-metals. Halogens become less reactive going down the group. A more reactive halogen will displace a less reactive halogen from its metal compound: chlorine + sodium bromide → sodium chloride + bromine
Group 0 Noble gases	Are unreactive.. Have very low boiling points.

5. Periodic Table

A	Vertical columns are called groups. The elements in a group have similar properties.
B	Horizontal rows are called periods
C	Group 1 elements are called Alkali metals
D	Group 7 Elements are called Halogens include
E	Group 0 elements are called Noble gases



7. Key Term

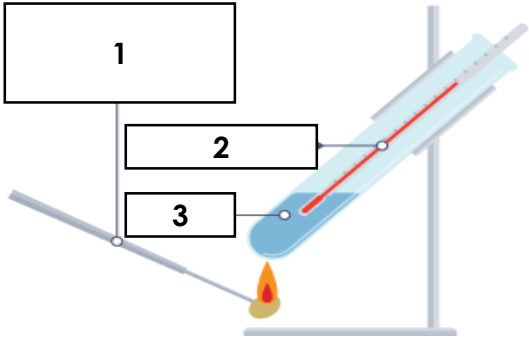
Definition

physical properties	Features of a substance that can be observed without changing the substance itself.
chemical properties	Features of the way a substance reacts with other substances.
trend	A pattern in properties, such as an increase or decrease.
unreactive	Elements that take part in few chemical reactions are unreactive.

Y8 Energy Cost and Transfer

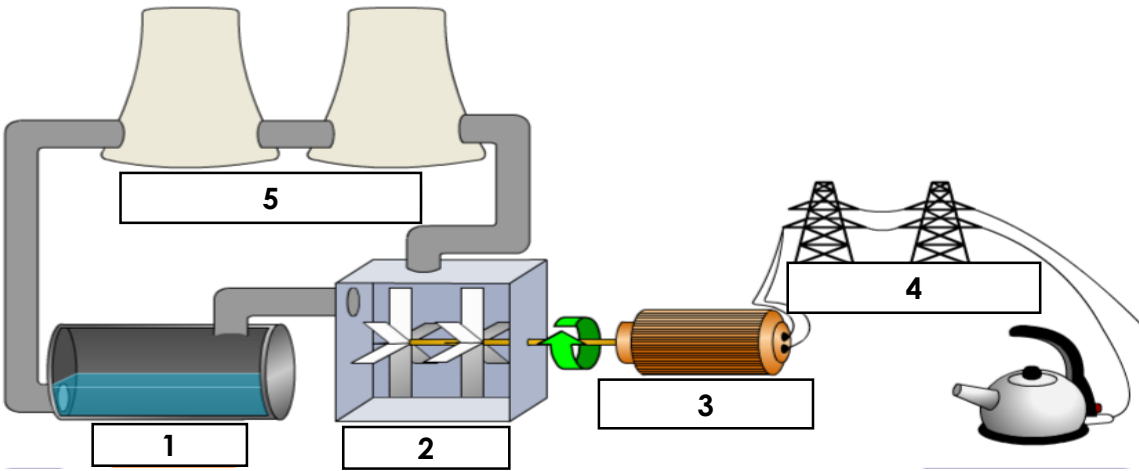
1. Energy in food

1	Burning food on a mounted needle
2	Thermometer
3	Water



2. Power stations

1	Boiler	Water is heated to steam which moves the turbine
2	Turbine	Turbine drives the generator
3	Generator	Generator produces electricity
4	National Grid	Carries energy for commercial and residential uses
5	Cooling Towers	Steam is condensed back to water and reused



1. Key Term	Definition
Kinetic energy (KE)	The energy an object has because it is moving
Gravitational potential energy (GPE)	The energy an object has because of its position
Elastic potential energy	The energy stored in a springy object when you stretch or squash it
Thermal energy	The energy a substance has because of its temperature
Chemical energy	The energy stored in fuels, food, and batteries
Conservation of energy	Energy cannot be created or destroyed only transferred.
Dissipation	The process of energy being transferred or lost to the surroundings
Friction	A force that opposes movement
Useful energy	Energy in the place it is wanted in the form that it is needed in

3. Equations		
1	Power	Power = energy transferred ÷ time
2	Efficiency	$\text{efficiency (\%)} = \frac{\text{useful energy output} \times 100}{\text{energy input}}$
3	Energy Cost	$\begin{aligned} \text{Cost} &= \text{Power} \times \text{time} \times \text{Cost per unit} \\ \text{Cost} &= \text{Energy used} \times \text{Cost per unit} \end{aligned}$




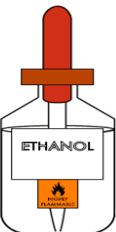
4. Energy Resources

Energy Resource	Renewable/ Nonrenewable	Advantages	Disadvantages
Fossil Fuels	Non-renewable	<ul style="list-style-type: none"> • Low cost. • Easily transportable. • Reliable. 	<ul style="list-style-type: none"> • Produces large amounts of Carbon Dioxide. • Produces some Sulfur Dioxide.
Nuclear	Non-renewable	<ul style="list-style-type: none"> • Generates a lot of electricity. Reliable. 	<ul style="list-style-type: none"> • Expensive to construct and run. • Produces dangerous radioactive waste which will last for thousands of years.
Solar	Renewable	<ul style="list-style-type: none"> • No fuel costs. No pollution. 	<ul style="list-style-type: none"> • Expensive to set up. • Doesn't work at night.
Wave	Renewable	<ul style="list-style-type: none"> • No fuel costs. Reliable. 	<ul style="list-style-type: none"> • Can damage marine ecosystems. Not everywhere is near water.
Tidal	Renewable	<ul style="list-style-type: none"> • No fuel costs. • No pollution. • Reliable. 	<ul style="list-style-type: none"> • Can damage marine ecosystems. Not everywhere is near water.
Wind	Renewable	<ul style="list-style-type: none"> • No fuel costs. No pollution. 	<ul style="list-style-type: none"> • Not always reliable. Noisy. • Some think they are ugly (eyesore).
Geothermal	Renewable	<ul style="list-style-type: none"> • No fuel costs. No pollution. 	<ul style="list-style-type: none"> • Very few areas where it is accessible.
Biomass	Renewable	<ul style="list-style-type: none"> • Low cost. • Readily available. • Carbon neutral. 	<ul style="list-style-type: none"> • Large scale land use requiring lots of water. • Destruction of habitat to grow crops.
Hydro-electric	Renewable	<ul style="list-style-type: none"> • No fuel costs. • Reliable. • Easily controlled. 	<ul style="list-style-type: none"> • Requires flooding land to build

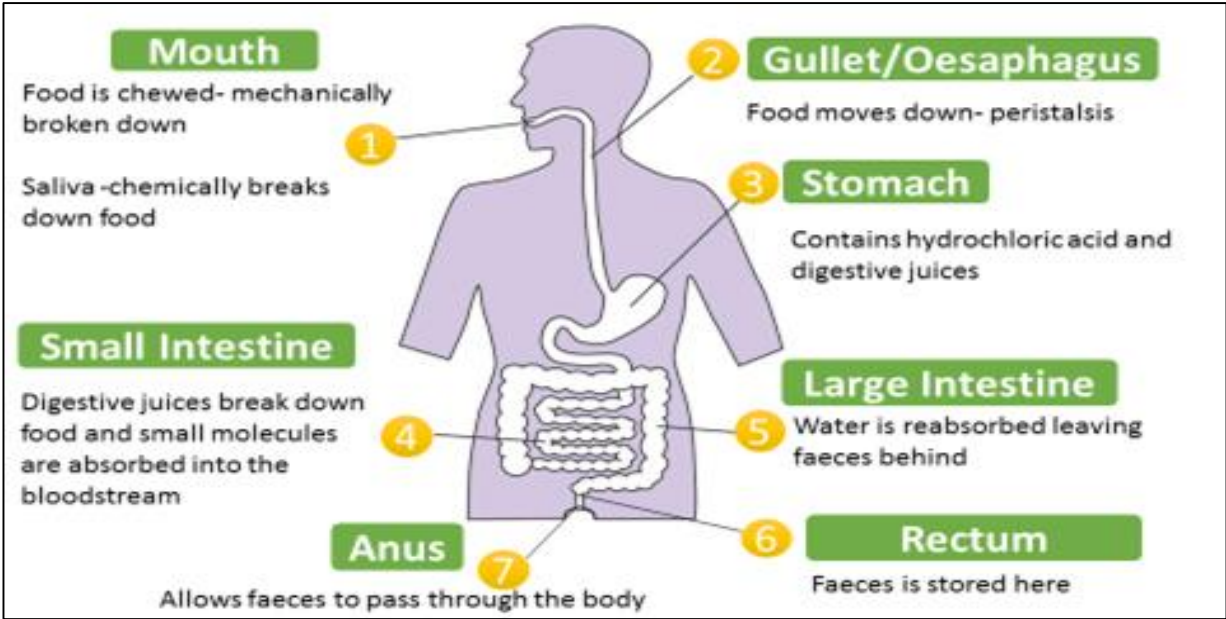
Y8 Digestion

1. Nutrients		
1	Carbohydrates	Provides energy
2	Proteins	For growth and repair
3	Lipids	Provides energy and insulation
4	Vitamins	Keep you healthy
5	Minerals	Keep you healthy
6	Dietary Fibre	Provides bulk to food and helps it moving through the gut.

2. Food Tests		
Sugar	Add Benedict's solution	Turns brick red (or orange with less sugar)
Protein	Add Biuret solution	Turns purple
Starch	Add iodine	Turns blue black

BIOCHEMICAL (FOOD) TESTS							
CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT	CHEMICAL	TESTS FOR ...?	HOW TO CARRY OUT THE TEST	RESULT
	Starch	1.) Add the iodine solution directly to the substance to be tested (in solid or liquid form) and look for a colour change.	Turns blue black with starch		Protein	1.) Add Biuret's to the solution/ suspension to be tested and look for a colour change.	Turns purple with protein
	Reducing Sugar	1.) Add Benedict's to the solution/ suspension to be tested. 2.) Heat for 2 mins in a water bath at boiling point and look for a colour change.	Turns brick red with reducing sugars (green/ yellow/ orange if less sugar present)		Lipid (known as the Emulsion test)	1.) Add ethanol to the solution/ suspension to be tested and shake thoroughly. 2.) Then add water and look for a colour change.	Turns cloudy/ milky with lipid

3. Digestive System	
Mouth	Where food enters alimentary canal and digestion begins
Salivary glands	Produce saliva containing amylase
Oesophagus	Muscular tube which moves ingest
Stomach	Muscular organ where digestion continues
Pancreas	Produces digestive enzymes
Liver	Produces bile
Gall bladder	Stores bile
Small intestine	Digested food is absorbed into the blood
Large intestine	Where water is reabsorbed
Rectum	Where faeces are stored
Anus	Where faeces leave the alimentary canal

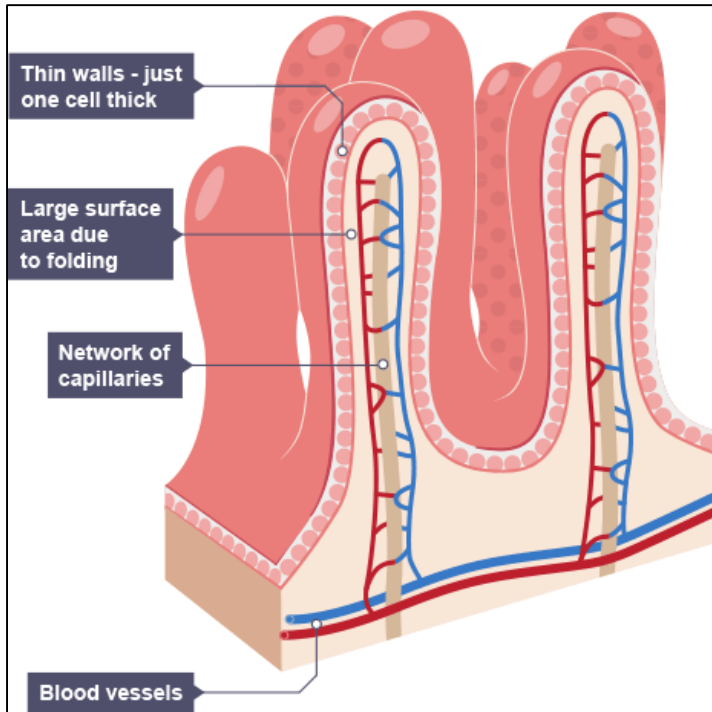


Y8 Digestion

4. Unhealthy diets

Definition	If the energy in the food you eat is more than the energy you use	If the energy in the food you eat is less than the energy you use	If a person does not have enough of a certain vitamin or mineral.
Impact on body mass	Gain Body Mass	Lose Body Mass	No impact
Health issues/disorders	<ul style="list-style-type: none"> Heart Disease Diabetes 	<ul style="list-style-type: none"> Lack of energy Lack of vitamins and minerals 	<ul style="list-style-type: none"> Vitamin A deficiency can lead to night blindness. Vitamin D deficiency can lead to rickets.

5. Adaptations of small intestine



6. Enzymes

Enzyme	Polymer	Monomer	Image
Carbohydrase	Carbohydrates	Simple sugars	<p>The diagram shows a long chain of green hexagons representing a carbohydrate molecule. A yellow triangle labeled 'carbohydrase' is shown acting on the chain. An arrow labeled 'digestion' points to several individual green hexagons labeled 'sugar molecules'.</p>
Protease	Proteins	Amino acids	<p>The diagram shows a chain of colored squares representing a protein molecule. A blue circle labeled 'protease' is shown acting on the chain. An arrow labeled 'digestion' points to several individual colored squares labeled 'amino acid molecules'.</p>
Lipase	Lipids	Fatty acid and glycerol	<p>The diagram shows several green rectangular blocks representing lipid molecules. A yellow triangle labeled 'lipase' is shown acting on the blocks. An arrow labeled 'digestion' points to several individual green rectangular blocks labeled 'fatty acid molecules and glycerol molecules'.</p>

Y8 Types of Chemical reactions

1. Chemical change and physical change

physical change	One that changes the physical properties of a substance, but no new substance is formed. A physical change is reversible.
chemical reaction	A change in which a new substance is formed. In a chemical reaction, atoms are rearranged and joined together differently.

nitrogen + oxygen \rightarrow nitrogen monoxide

As you know, in any word equation:

- the starting substances, the **reactants**, are on the left of the arrow
- the substances that are made, the **products**, are on the right of the arrow
- the arrow means *reacts to make*.

2. Conservation of mass

conservation of mass

In a chemical reaction, the total mass of reactants is equal to the total mass of products. This is conservation of mass. Mass is conserved in chemical reactions and in physical changes.

balanced symbol equation

In a balanced symbol equation, chemical formulae represent the reactants and products. The equation shows how many atoms are rearranged and joined together differently, and gives the relative amounts of reactants and products.

Closed system

Reactions happen in a closed container so that atoms cannot leave or enter the reaction mixture



Non-enclosed system

Reaction happens in an open container so that gases can escape (leave) and react (enter) the reaction mixture



3. Combustion

combustion	A chemical reaction in which a substance reacts quickly with oxygen and gives out light and heat. Also called burning.
fossil fuel	A fuel made from the remains of animals and plants that died millions of years ago. Fossil fuels include coal, oil, and natural gas.
fuel	A substance that stores energy in a chemical store which it can release as heat.
non-renewable	Energy resources that have a limited supply and that cannot be replaced within a short timeframe.
Repeatable	A measurement is repeatable if the original experimenter repeats the investigation using same method and equipment and obtains the same results. Previously known as reliable.

Combustion
Burning! Oxygen combines with another substance to produce heat and light.

Fuel + oxygen \rightarrow carbon dioxide + water

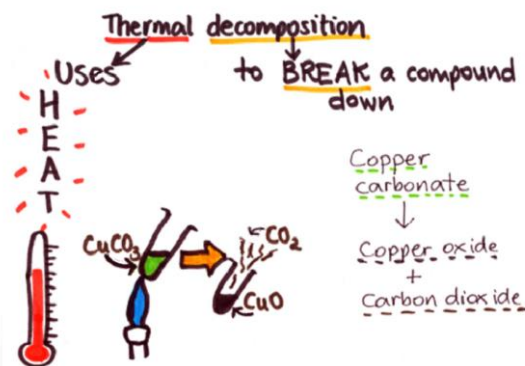


Y8 Types of Chemical reactions

4. Decomposition reactions

Decomposition

A chemical reaction in which a compound breaks down to form more than one product.



Thermal decomposition

A chemical reaction in which a compound breaks down on heating to form more than one product.

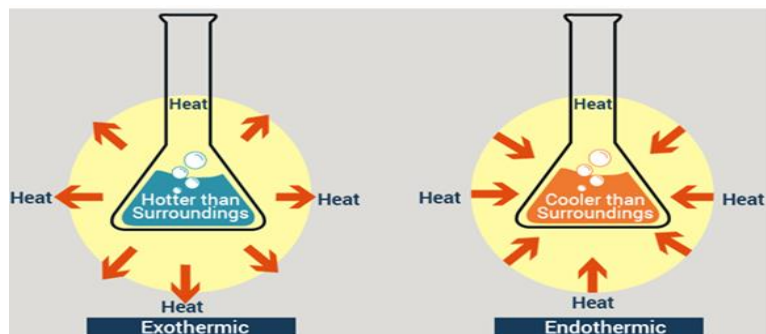
6. Exothermic and endothermic reactions

exothermic reaction

An exothermic reaction gives out energy, usually as heat or light. In other words, it transfers energy to the surroundings.

endothermic reaction

An endothermic reaction takes in energy, usually as heat. In other words, it transfers energy from the surroundings.

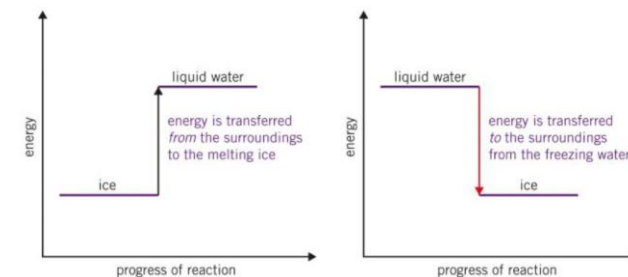


5. Energy Level Diagrams

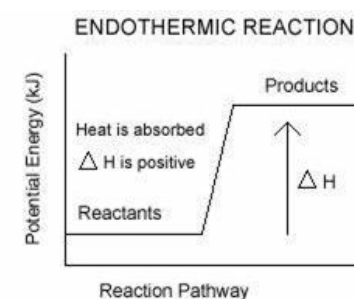
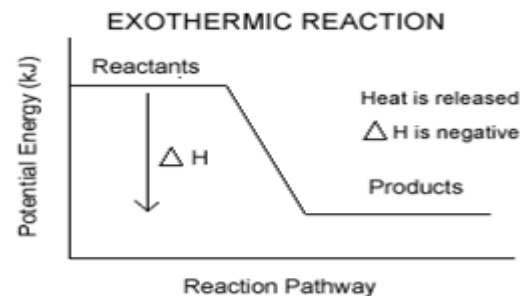
Energy level diagram

Diagram showing the relative energies of the reactants and products. It shows whether a reaction is endothermic or exothermic.

Energy level in changes of state



Energy level diagram in exothermic and endothermic reactions



7. Bond energy

chemical bond

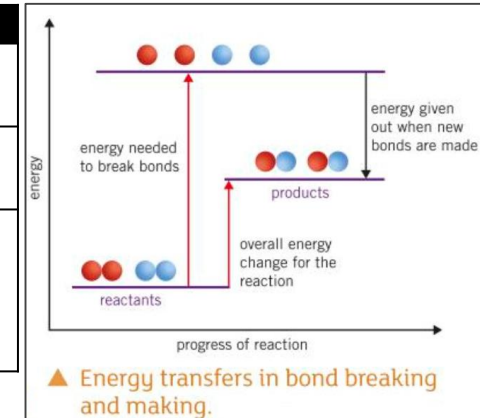
Force that holds atoms together in molecules.

catalyst

Substances that speed up chemical reactions but are unchanged at the end.

catalytic converter

A part of a car between the engine and exhaust pipe that converts harmful substances made in the engine into less harmful ones.



Knowledge Organiser Year 8 Spanish Autumn 1 Module 1 *Mis vacaciones***A. REGULAR VERBS PRETERITE (past) TENSE**

Subject pronouns	<u>Visitar</u> - To visit	<u>Comer</u> - To eat	<u>Salir</u> - To go out		<u>Tener</u> - To have	<u>Hacer</u> - To do/make	<u>Sacar</u> - To take (e.g. photos) (stem-changing)
(I): Yo	<u>Visité</u>	<u>Comí</u>	<u>Salí</u>		<u>Tuve</u>	<u>Hice</u>	<u>Saqué</u>
(you): Tú	<u>Visitaste</u>	<u>Comiste</u>	<u>Saliste</u>		<u>Tuviste</u>	<u>Hiciste</u>	<u>Sacaste</u>
(he/she: él/ella)	<u>Visitó</u>	<u>Comió</u>	<u>Salió</u>		<u>Tuvo</u>	<u>Hizo</u>	<u>Sacó</u>
(we: nosotros)	<u>Visitamos</u>	<u>Comimos</u>	<u>Salimos</u>		<u>Tuvimos</u>	<u>Hicimos</u>	<u>Sacamos</u>
(you all: vosotros)	<u>Visitasteis</u>	<u>Comisteis</u>	<u>Salisteis</u>		<u>Tuvisteis</u>	<u>Hicisteis</u>	<u>Sacasteis</u>
(they: ellos/ellas)	<u>Visitaron</u>	<u>Comieron</u>	<u>Salieron</u>		<u>Tuvieron</u>	<u>Hicieron</u>	<u>Sacaron</u>

A. IRREGULAR VERBS PRETERITE TENSE**B. KEY GRAMMAR: Ir and Ser in the preterite (irregulars)**

What is the <u>preterite</u> ?	The simple past tense e.g. I went, we ate, they did...
What is special about <u>ir</u> and <u>ser</u> in the <u>preterite</u> ?	Both <u>ir</u> and <u>ser</u> are conjugated in exactly the same way in the <u>preterite</u> (past) tense. That makes it easier to remember! Just be careful when translating...

<u>Ir</u> - To go	<u>Ser</u> - To be
<u>Fui</u> - I went	<u>Fui</u> - I was
<u>Fuiste</u> - You went	<u>Fuiste</u> - You were
<u>Fue</u> - He/she went	<u>Fue</u> - He/she was
<u>Fuimos</u> - We went	<u>Fuimos</u> - We were
<u>Fuisteis</u> - You all went	<u>Fuisteis</u> - You all were
<u>Fueron</u> - They went	<u>Fueron</u> - They were

C. KEY GRAMMAR: Negatives

What are they?	Sentences describing what something is not like/what you are not doing
How do they work in Spanish?	Quite simply, add the word no in front of the verb
E.g. No es interesante No voy al parque No hice mis deberes	It's not interesting I am not going to the park I didn't do my homework

G. CULTURE CORNER:

Barcelona is the most visited city in Spain with around 9 million tourists a year!

**E. OPINIONS**

<u>Pienso que</u>	I think that
<u>En mi opinión</u>	In my opinion
<u>Prefiero</u>	I prefer
<u>Me gustaría</u>	I would like
<u>No me gusta nada</u>	I don't like... at all
<u>Según yo</u>	According to me

F. COMPLEX STRUCTURES:

Un día me gustaría ir a España porque me parece guay	One day I would like to go to Spain because it looks cool to me
El primer día perdí mi móvil entonces no saqué ninguna foto, ¡qué lástima!	On the first day I lost my <u>mobile</u> so I didn't take any photos, what a shame!
España es más bonita que Gales	Spain is prettier than Wales

H. VOCAB

De vacaciones On holiday

¿Adónde fuiste de vacaciones?	Where did you go on holiday?
el año pasado	last year
el verano pasado	last summer
Fui a...	I went to...
Escocia	Scotland
España	Spain
Francia	France
Gales	Wales
Grecia	Greece
Inglaterra	England
Irlanda	Ireland
Italia	Italy
¿Con quién fuiste?	Who did you go with?

Fui con...	I went with...
mis amigos/as	my friends
mi clase	my class
mi familia	my family
mis padres	my parents
¿Cómo fuiste?	How did you get there?
Fui/Fuimos en...	I/We went by...
autocar	coach
avión	plane
barco	boat/ferry
coche	car
tren	train
No fui de vacaciones.	I didn't go on holiday.

Exclamaciones Exclamations

¡Qué bien!	How great!
¡Qué bonito!	How nice!
¡Qué divertido!	What fun!/How funny!
¡Qué guay!	How cool!
¡Qué rico!	How tasty!
¡Qué suerte!	What luck!/How lucky!

¡Qué aburrido!	How boring!
¡Qué horror!	How dreadful!
¡Qué lástima!	What a shame!
¡Qué mal!	How bad!
¡Qué rollo!	How annoying!

¿Qué hiciste? What did you do?

¿Qué hiciste en tus vacaciones de verano?	What did you do on your summer holiday?
Bailé.	I danced.
Compré una camiseta.	I bought a T-shirt.
Descansé en la playa.	I relaxed on the beach.
Mandé SMS.	I sent texts.
Monté en bicicleta.	I rode my bike.
Nadé en el mar.	I swam in the sea.
Saqué fotos.	I took photos.
Tomé el sol.	I sunbathed.
Visité monumentos.	I visited monuments.

No nadé en el mar.	I didn't swim in the sea.
El último día de tus vacaciones, ¿qué hiciste?	What did you do on the last day of your holiday?
Bebí una limonada.	I drank a lemonade.
Comí paella.	I ate paella.
Conocí a un chico/a guapo/a.	I met a cute boy/girl.
Escribí SMS.	I wrote texts.
Salí con mi hermano/a.	I went out with my brother/sister.
Ví un castillo interesante.	I saw an interesting castle.

¿Cuándo? When?

luego	then
más tarde	later
después	afterwards
el primer día	on the first day

el último día	on the last day
otro día	another day
por la mañana	in the morning
por la tarde	in the afternoon

¿Cómo te fue? How was it?

Fue divertido.	It was fun/funny.
Fue estupendo.	It was brilliant.
Fue fenomenal.	It was fantastic.
Fue flipante.	It was awesome.
Fue genial.	It was great.
Fue guay.	It was cool.
Fue regular.	It was OK.
Fue un desastre.	It was a disaster.
Fue horrible.	It was horrible.
Fue horroroso.	It was terrible.
Fue raro.	It was weird.

Me gustó.	I liked (it).
Me encantó.	I loved (it).
¿Por qué?	Why?
porque	because
Hizo buen tiempo.	The weather was good.
Comí algo malo y vomité.	I ate something bad and vomited.
Llovió.	It rained.
Perdí mi pasaporte/ mi móvil.	I lost my passport/ my mobile.

Palabras muy frecuentes High-frequency words

a/al/a la	to (the)
en	by
con	with
mi/mis	my
¿Cómo...?	How...?

¿Dónde...?	Where...?
¿Adónde...?	Where... to?
¡Qué...!	How...!
además	also, in addition
pero	but

<u>Español</u>	<u>English</u>
¿Cómo se dice...en <u>español</u> ?	How do you say... in Spanish?
¿Cómo se dice...en <u>inglés</u> ?	How do you say... in English?
¿Qué significa...?	What does...mean?
¿Puedes repetir por favor?	Can you repeat please?
Déjame pensar	Let me think
Necesito <u>una regla</u> por favor	I need <i>a ruler</i> please
Necesito <u>un boli</u> por favor	I need <i>a pen</i> please
Necesito <u>papel</u> por favor	I need <i>some paper</i> please