



The Trafalgar School at Downton

Knowledge Organiser

Year 8: Terms 3 and 4



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Name.....House.....

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Using a Knowledge Organiser well

What is a Knowledge Organiser?

A Knowledge Organiser is a document that sets out the key information you need to understand, learn and memorise in each of the subjects you study this term.

Why do I have to carry my Knowledge Organiser around with me?

Your teachers will want you to use your Knowledge Organisers in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time.

How should I use my Knowledge Organiser?

You should use your Knowledge Organiser to learn this key information and commit it to memory. Your teachers will often quiz you on the information on the Knowledge Organiser in your lessons. The best way of using it is to use the look, cover, write, check method which you will have been introduced to in your Knowledge Organiser launch assemblies.

What do I do with my Knowledge Organiser at the end of the term?

You don't have to carry your Knowledge Organiser around with you anymore but you should keep it somewhere safe where you can easily get it out and use it. Remember that the information on the Knowledge Organiser includes things you will need to remember for your GCSE exams, so your teachers will continue to quiz you on it.

Why is a Knowledge Organiser important?

New GCSE specifications mean that students have to memorise more facts, equations, quotations and information than ever before and there are things you will learn right from the start of year 7 that you will need to know in year 11 when you sit your GCSE exams – the Knowledge Organiser helps you to identify the things that you need to try and commit to your long term memory and return to over and over again during your time at secondary school. There are also things that we think it is important you learn about and remember that might not be in a GCSE exam but represent useful knowledge for life.



Learning the knowledge in the organiser

Your Knowledge Organiser is a vital document. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

The best method to use when you are working on memorising things from your Knowledge Organiser is to self-quiz, using the Trafalgar Revision Method, below:

Really read and understand	Read the information 3 or more times and ask for help in understanding
Reduce the knowledge	Rewrite the information, making revision cards or mind maps
Remember	Reread and test that you can remember
Repeat	Repeat the process above until you can recall the information quickly and accurately. Only at this point have you acquired the knowledge!



How do I remember? Activating your memory

Students often say “I can’t remember” and the reason for this is that the information they are trying to remember and learn is not yet in their **long term memory**.

Your long term memory gets activated by repetition over a number of days. And so repeat the following process to embed knowledge in your long term memory.

Look	Read the information 3 or more times 
Cover	Now cover what you have just read up
Write	Now try and write down the information you have just read 
Check	Did you write down the information correctly? If you made mistakes, correct them with a different colour pen and repeat daily until you “just know it”.



YEAR 8 ENGLISH READING
TERMS 3 & 4
'ROMEO & JULIET'

William Shakespeare

ROMEO AND JULIET – THE STORYLINE

ACT ONE	ACT TWO	ACT THREE	ACT FOUR	ACT FIVE
<p>There is a fight in the streets of Verona between the servants of the Capulets and Montagues. Prince Escalus says that any more violence will result in death. Romeo is in love with Rosaline. Paris asks Capulet to marry Juliet. Romeo and the others in disguise attend a Capulet party. Romeo, Benvolio, and Mercutio arrive at the banquet. Romeo asserts that he will not dance, due to his melancholy, and he is teased by Mercutio, who humorously enlarges on his probable enchantment by Queen Mab. The group proceeds to the party, although Romeo expresses darkly ominous feelings. Romeo and Juliet meet and fall in love. Romeo discovers that Juliet is a Capulet.</p>	<p>Romeo separates himself from his friends as they leave the party. Juliet appears at a high window and Romeo admires her beauty. Believing herself to be alone, she soliloquizes about her love for Romeo, regretting that he is a Montague. He reveals himself, and they speak of their love and exchange vows. Juliet is called away by the Nurse, but she returns to say that she will send a messenger to Romeo the next day, to whom he can convey a plan for them to marry. Romeo arrives and tells Friar Laurence of his new love and asks his help in marrying her. The Friar agrees, hoping that their alliance will end their families' feuding.</p>	<p>Mercutio begins to pick a fight with Tybalt. Romeo appears and is insulted by Tybalt, who challenges him to a duel. Romeo excuses himself, citing mysterious reasons why he and Tybalt should be friends, but Mercutio cannot tolerate this and draws his sword on Tybalt. Romeo attempts to separate them, and Mercutio is mortally wounded by Tybalt. Mercutio, curses both Montagues and Capulets for their feuding and dies. Tybalt returns, and Romeo fights and kills him. Romeo flees. The Prince appears and interrogates Benvolio. Judging Tybalt to be guiltier than Romeo, he spares the latter the death sentence but banishes him from Verona. The Nurse brings her word of Tybalt's death and Romeo's banishment. Juliet speaks of suicide and the Nurse volunteers to bring Romeo to her.</p>	<p>Paris speaks to Friar Laurence. Juliet arrives and coolly deflects Paris' courtesies. Once alone with the Friar, she desperately craves assistance. Her talk of suicide suggests a plan to him: he will provide her with a potion that will make her seem to be dead. She will be placed in the family crypt, where Romeo will meet her so that they can flee together. Juliet, alone in her bedroom, is afraid that the Friar's potion may actually kill her. But she steels herself and drinks the potion. The Nurse, unable to rouse Juliet, raises the alarm that she is dead.</p>	<p>Balthasar arrives in Mantua with the news that Juliet has died. Romeo immediately plans to return to Verona and join his beloved in death; he buys a fast-acting poison from an Apothecary. Paris visits Juliet's tomb at night. Romeo appears. Romeo and Paris fight. Romeo kills Paris. Romeo drinks the poison and dies. Friar Laurence arrives and views the carnage just as Juliet awakens. Juliet kisses her dead lover and stabs herself with his dagger. The Prince arrives, followed by Juliet's parents and Romeo's father, all of them drawn by the news of the tragedy. The Friar gives an account of Juliet's feigned death and Romeo's misinformation. The Prince points out that the feud between the two families has led to this moment, and Montague and Capulet forswear their hostility and vow to erect golden statues of the two lovers.</p>
<p> Themes</p>				
Love	Parents/children	Violence		
Conflict	Hatred	Responsibility		
Family	Fate	Revenge		
Relationships	Gender	Death		

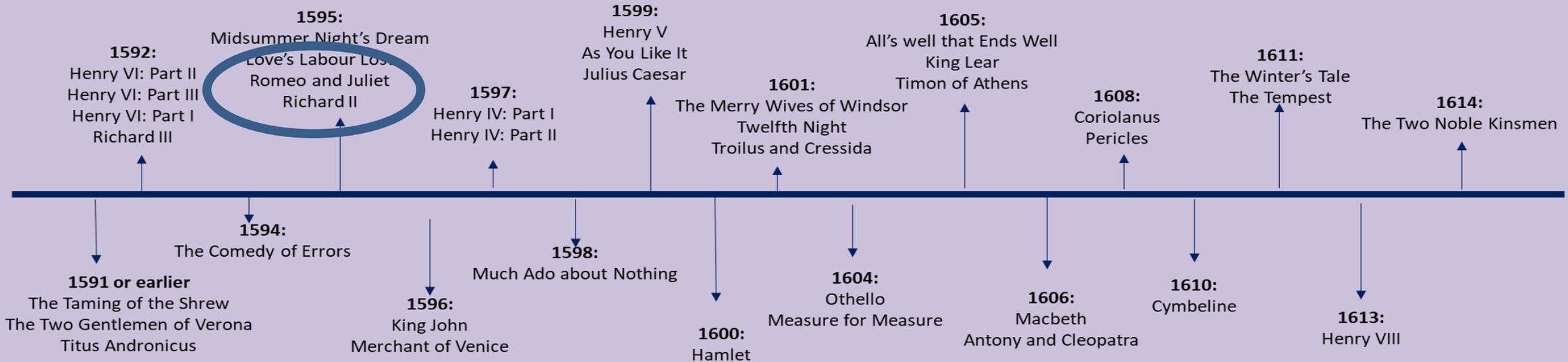
CONTEXT

The play was published in 1597 (it is thought to have been written in 1595)	There was a strong social system. The nobles and the poor are separated so the divide between them is very clear.	The groundlings were the poor members of the audience. They loved the violence and action. They were often drunk and unruly.	Love and relationships were very organized. Arranged marriages were popular amongst the wealthy.	Very religious times. Catholicism plays a large part in this play.
Women lacked power. It was a patriarchal society. Women were dominated and oppressed.	Noble families were very concerned with loyalty.	Noble families were very concerned with power and wealth.	These were, occasionally, very violent and bloody times.	Lack of science meant that people of this time focused heavily on fate and religion. There are lots of references to stars and 'star-crossed'

Why do we study Shakespeare?

Shakespeare has had a huge influence over literature, the English language, and Western Culture so it is important to have an awareness and an understanding of his work. His writing is very skillful and covers a large number of genres (e.g. poems, plays, comedies, histories, and tragedies). In addition to this, his writing covers themes that are still relevant today such as jealousy, revenge, the pursuit of power, and many different kinds of love. In other words Shakespeare wrote about what it means to be human.

Timeline showing when Shakespeare's plays are thought to have been written



MAIN CHARACTERS

<p>ROMEO</p>	<p>The son and heir of Lord and Lady Montague. Romeo is handsome and intelligent, yet he is also impulsive and sensitive. Romeo is a peaceful character, and is not interested in the violence that goes on around him, choosing instead to focus his energies on love. Although Romeo seems easily swayed in his love life, he is definitely committed at the end.</p>	<p>MONTAGUE AND CAPULET</p>	<p>The patriarchs of the Montague and Capulet families, who have held a long running feud (argument) - this has been going on before the play begins. Both seem to deeply love their own children yet they are not always aware of their child's state of well being.</p>
<p>JULIET</p>	<p>The daughter of Capulet and Lady Capulet. Juliet is a beautiful young girl (13 years old). Juliet is caring, compassionate and, at times, shows immense courage and personality (defying her parents, arguing with her father and drinking a potion without knowing the effects). At times, she shows great intelligence and wit, particularly in conversations with her mother.</p>	<p>MERCUTIO</p>	<p>A kinsman to the prince and one of Romeo's closest friends. Mercutio is an extraordinary character in that he has a sparkling wit and a good imagination. Much of Mercutio's speech deals with puns and word play. His hot-headed personality eventually leads to his downfall.</p>
<p>PRINCE ESCALUS</p>	<p>The most powerful character in the play, with the authority to govern the other characters and deliver punishments. He is also kinsman to Mercutio and Paris. As the Prince of Verona, his main concern throughout most of his appearances on stage are in relation to ensuring that the peace is kept. He is merciful in banishing Romeo for the death of Tybalt rather than sentencing him to death.</p>	<p>FRIAR LAURENCE AND THE NURSE</p>	<p>Both Friar Laurence and the Nurse act as guidance for Romeo and Juliet. They appear to be the two people that Romeo and Juliet trust more than anyone else as they are people the youngsters confide in. Friar Laurence is kind and believes that marriage may heal the feud. The Nurse is sentimental and kind (she is also quite rude which provides humour for the audience). She is more of a mother to Juliet than Lady Capulet has ever been.</p>

THE MAIN CHARACTERS IN THE PLAY

Features of a Tragedy in Romeo and Juliet

Tragic Hero - A main character cursed by fate and possessed of a tragic flaw (Romeo, and to an extent Juliet).

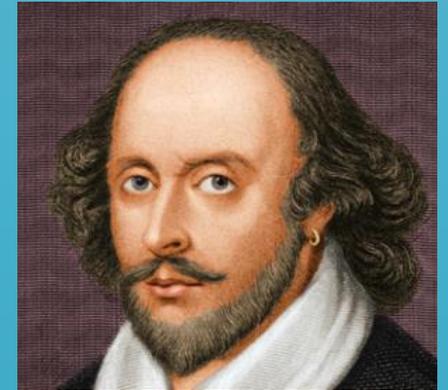


Hamartia - The fatal character flaw of the tragic hero (his passion and impulsiveness).

Catharsis - The release of the audience's emotions through empathy with the characters.



Internal Conflict - The struggle the hero engages in with his/her fatal flaw.



Dramatic Devices in Romeo and Juliet

<p>Dramatic Irony</p>	<p>Mercutio and Benvolio think Romeo is still pining over Rosaline, but the audience knows he has moved on to Juliet. A2 51</p>
<p>Soliloquy</p>	<p>Juliet's opening speech in A3 52 in which she pours her heart out over her love for Romeo.</p>
<p>Aside</p>	<p>Juliet secretly hopes for the 'villain' Romeo: <i>Villain and he be many miles asunder God pardon him!</i> A3 55.</p>
<p>Foreshadowing</p>	<p>Friar Laurence: <i>These violent delights have violent ends, And in their triumph die, like fire and powder.</i> A2 56</p>

Public Speaking Unit – Knowledge Organiser

Possible Speech Topics

- Physical Education should be required of all students throughout secondary school.
- Schools should block YouTube.
- Single-sex schools are better for students.
- All people should be vegetarians.
- It is never appropriate for the government to restrict freedom of speech.
- Human cloning should be banned.
- Poetry should be removed from the curriculum.
- All citizens who do not vote should pay a fine.
- The death penalty should be re-introduced.
- The voting age should be lowered.
- Video games are too violent.
- History (or other subject _____) is an important subject in school.
- The UK should not give foreign aid to other countries.
- People should be fined for not recycling.
- Parents should be allowed to choose their baby's gender.
- Animal testing should be banned.
- Drone attacks against specific targets are a necessary part of modern warfare.
- School uniform is unnecessary.

When thinking about your own topics, consider the following...

- Is there a charity which is close to your own heart?
- Is there a sport you love which more people should be aware of, or should it be in the Olympics?
- Is there a disease which has affected you or your family you would like to raise awareness of?
- Has something the government has done angered you?
- Is there a change you would like to bring about?

Success Criteria for Your Speech

Delivering your speech...

- ✓ Confidence.
- ✓ Clear and articulate.
- ✓ Uses persuasive techniques to affect the audience.
- ✓ Body language / gestures used.
- ✓ Makes eye contact with the audience (you!)
- ✓ Puts across a detailed and well-planned speech.

Writing & Planning your speech...

- When it is delivered, it should last for between one and two minutes.
- It should contain many techniques from A FOREST.
- It should be structured properly and put across several different arguments.
- It should be written up neatly, so you are able to read it to the class clearly.

Structuring Your Speech

1. Say what your issue is and set out your argument.
2. Give two or three persuasive reasons why your argument is correct.
3. Give one reason why people might disagree with you, but ensure you then explain why this isn't correct.
4. Give a final persuasive reason why your argument is correct.
5. Thank your audience for listening and remind them what they should be thinking and feeling.

When writing a speech, be persuasive; use A FOREST to help with this...

A

ALLITERATION (WORDS BEGINNING WITH THE SAME SOUND) **EFFECT:** EMPHASISES/FOCUSES ATTENTION ON POINT

"A really rich and rewarding opportunity"

ANECDOTE A SHORT PERSONAL STORY/MEMORY **EFFECT:** ADDS AUTHENTICITY/RELATABILITY. CAN BE EVOCATIVE

"I'll always remember year 7, because that was the year I was horrendously bullied. I know what it feels like to..."

F

FACTS (SOMETHING WE KNOW OR HAVE PROVEN TO BE TRUE) **EFFECT:** ADDS PLAUSIBILITY TO AN ARGUMENT

"We know/it has been proven/research has shown that... English is the best subject."

O

OPINION (ADVICE/PERSONAL VIEW) **EFFECT:** ADDS PERSONAL/RELATABLE EVIDENCE/INVESTMENT

"I strongly believe that we need to..."

R

RHETORICAL QUESTIONS (QUESTION ASKED FOR EFFECT). **EFFECT:** ENGAGE, PROVOKES THOUGHT

"How many more elephants have to die before we start enforcing harsher punishments on the ivory trade?"

REPETITION (REPEATING INFORMATION) **EFFECT:** EMPHASIS & CLARITY

"It is everybody's responsibility to keep our school clean, and everybody can do more."

"Research has found that 65% of girls..." "If 65% of girls are more likely too..."

E

EMOTIVE LANGUAGE (ENGAGES AUDIENCES/READER'S EMOTIONS) **EFFECT:** HELPS CREATE SUPPORT/OPPOSITION

"An innocent bystander was brutally attacked by a violent thug by Tesco's last Tuesday."

EXAGGERATION/HYPERBOLE (STATEMENTS/CLAIMS NOT TO BE TAKEN SERIOUSLY) **EFFECT:** DRAMATIC, HEIGHTENS

EMOTIONS, MORE INTENSE

"I died from laughing when I learnt that..." "This week I had six tonnes of homework to do – it's too much!"

S

STATISTICS (PERCENTAGES, FRACTIONS) **EFFECT:** ADDS PLAUSIBILITY AND GARNERS SUPPORT FOR ARGUMENT.

"74% of people agree..."

T

THREE (RULE OF) (LISTING IN GROUPS OF THREE) **EFFECT:** MEMORABLE, CONCISE, EMPHASIS

"Fast, convenient and secure."

TONE (THE ATTITUDE OF A PIECE OF WRITING) **EFFECT:** DRAWS IN THE AUDIENCE

Sincere, ironic, sarcastic, sentimental, enthusiastic, apathetic, bossy, instructive, assertive, outraged...

Public Speaking Unit – Knowledge Organiser

Structuring Your Speech

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2. Give two or three persuasive reasons why your argument is correct.
3. Give one reason why people might disagree with you, but ensure you then explain why this isn't correct.
4. Give a final persuasive reason why your argument is correct.
5. Thank your audience for listening and remind them what they should be thinking and feeling.

Say what your issue is and set out your argument.

I am here today to talk to you about why every person in our society should be a vegetarian. I know that not everyone will want to be a vegetarian, but I hope to explain why it would be better for society if we were.

Give two or three persuasive reasons why your argument is correct.

According to the U.N., it is estimated that the meat, egg, and dairy industries account for an astonishing 65 percent of worldwide nitrous-oxide emissions. Nitrous Oxide is a greenhouse gas for more potent than Carbon Dioxide. Surely nobody here is a climate change denier? Surely we all want to ensure we leave behind a world safe for our children and their children after them?

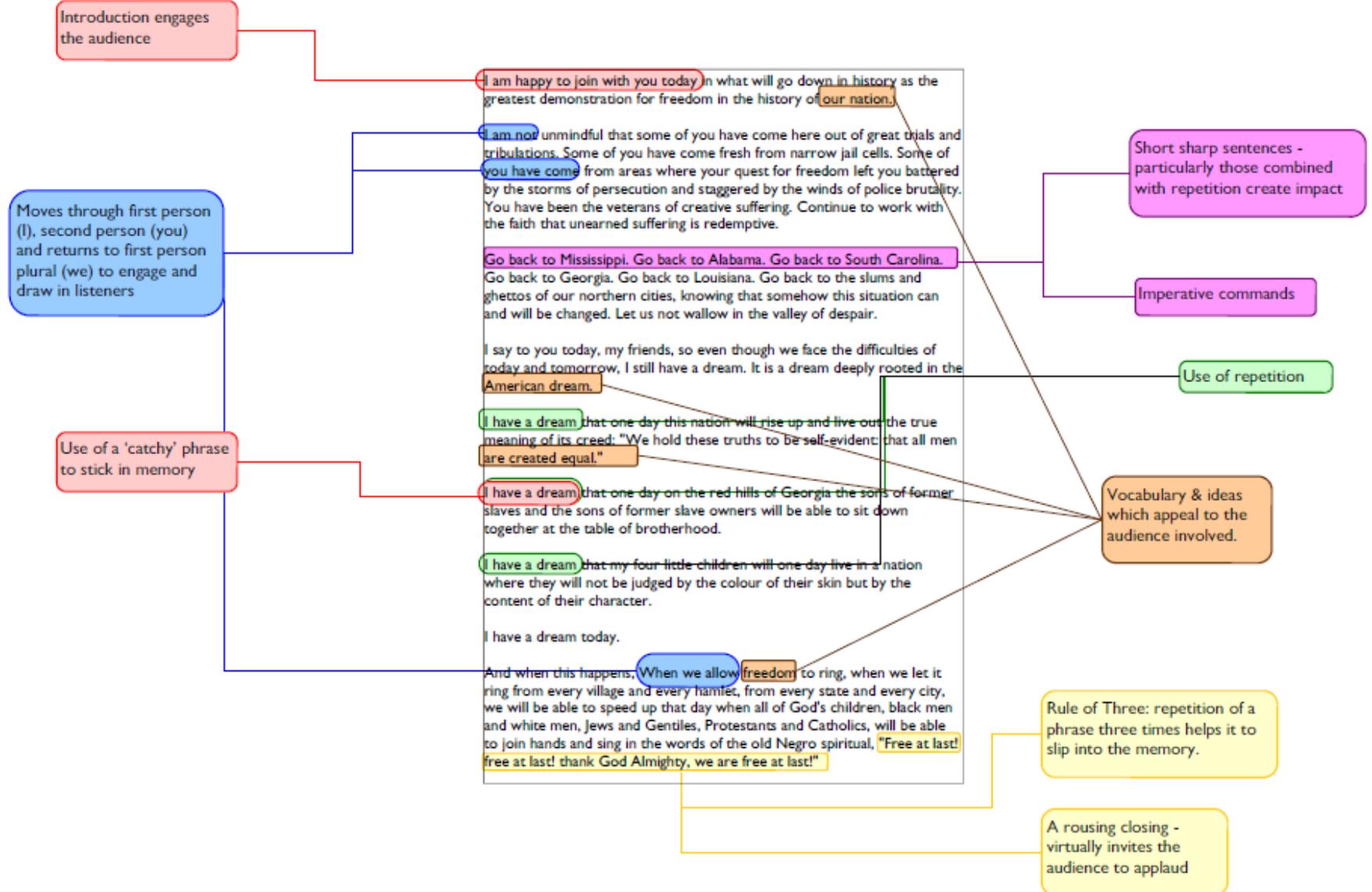
Give one reason why people might disagree with you, but ensure you then explain why this isn't correct.

Of course some people would argue that vegetarianism is a personal choice and we should not be forced to change our lifestyle. But I would remind these people that smoking in public places was once a personal choice. Fox hunting was once a personal choice. In fact, slavery was once a personal choice – would we ever suggest that these changes have made society a worse place?!

Thank your audience for listening and remind them what they should be thinking and feeling.

Thank you for taking the time to listen to me today, I am adamant that for intelligent people like yourselves, the conclusion is obvious: vegetarianism can save our planet from destruction.

Persuasive speech techniques: Martin Luther King - I have a dream



Methods to include:

Here you will find some challenges – these are skills that we would like you to include.

These will be colour coded and, if you click on them, they will take you to another slide explaining the technique and giving you some examples.

Every Week B, you will have a FWC ppt loaded to your google classroom. Your homework is to ensure that you practise the skills/methods ready for your writing lesson in Week A.

Here you will find an image. Sometimes, the image will be to illustrate or contextualise your task. For some tasks, the image will be part of the writing challenge.

Don't forget to plan writing!

Here you will find information to help you during your writing session. There will be prompts so you do not forget the important things – full stops, capital letters, paragraphs etc

Homophones



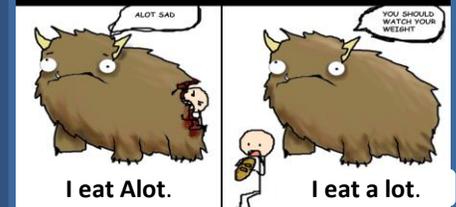
- ❖ there: I'd love to go **there**.
their: Is that **their** cat?
they're (they are): **They're** late.
- ❖ to: I'm going **to** work.
too: I've had **too** much to eat!
two: I have **two** hands.
- ❖ no: We have **no** chance.
know: How do you **know** that?
- ❖ your: What's **your** name?
you're (you are): **You're** not alone.
- ❖ new: She has a **new** phone.
knew: I already **knew** that.
- ❖ which: **Which** colour do you like?
witch: She was a wicked **witch**.
- ❖ of: Please have a piece **of** pie.
off: Get **off** the grass!
- ❖ where: **Where** are you going?
wear: What should I **wear**?
were (was): **Were** you joking?
- ❖ our: I want **our** team to win!
are: When are you home?
- ❖ here: Please come back **here**.
- ❖ hear: Can you **hear** the birds?



Use *lie* to indicate the act of reclining: I am tired just watching the dog *lie* in the warm sunlight.
(to lie: lie(s), lay, lain, lying)

Use *lay* to indicate the placement of something: Please *lay* the paper on the table.
(to lay: lay(s), laid, laid, laying)

PROPER GRAMMAR



IT SAVES LIVES.

with the apostrophe	without the apostrophe
it's	its
Contraction of "it+is" or "it+has"	Possessive form of "it"
It's great to see you. It's been fun. It's clear to see.	The tree dropped its leaves. The pencil lost its point. A robot recharged its battery.

Language Methods to Practise in your Fortnightly Writing Challenge

ALLITERATION:

You'll never put a better bit of butter on your knife

ANECDOTE:

Talking to his children about the dangers of running in the house, a dad might include an anecdote about falling and breaking his arm.

ANTITHESIS:

That's one small step for man, but a giant leap for mankind.

CHIASMUS:

'Let us never negotiate out of fear, but let us never fear to negotiate.'

EXPERTS:

'Group chat can often be a source of upset,' warned psychologist Dr Linda Pappadopolis.

EXTENDED METAPHOR:

The Road Not Taken, by Robert Frost, is one of the most famous examples of extended metaphor; in the poem, he compares life's journey to a forest path.

FORESHADOWING:

The witches in Macbeth are used to foreshadow that Macbeth is not innocent: 'Fair is foul and foul is fair', a line he echoes in his first appearance when he says 'so foul and fair a day I have not seen'.

IMPERATIVE VERBS:

Chill out! Do as I say! Don't eat the daisies! Please be quiet! Be quiet!

METAPHOR:

'The sun in the west was a drop of burning gold that slid near and nearer the sill of the world.'

MODAL VERB:

You must be home by midnight. You could be tired if you're any later. You should ring your uncle. E.g. mustn't, can, might, shouldn't, may, will

PATHETIC FALLACY

In *Macbeth*, the night the King is murdered 'has been unruly ... in th' air, strange screams of death Some say the Earth was feverous and did shake.'

SENSORY DESCRIPTION:

Wind swirled around the beach house, whistling loudly. **He felt the snowflakes melting on his skin, their liquid trickling down his neck, cold, wet, seeping into his clothes.**

SIMILE:

Without warning, Lionel gave one of his tight little sneezes: it sounded like a bullet fired through a silencer.

STATISTICS:

You have a 20% chance of surviving a 60mph crash if you don't wear a seatbelt!

SUPERLATIVE:

This is the worst day of my life but at least we're in the finest café in London.

ONOMATOPOEIA:

The dog knocked over the vase with a crash!

PERSONIFICATION:

Dancing on the water, the sun shone endlessly.

REPETITION:

'As my grandfather went, arm over arm, his heart making sour little shudders against his ribs, he kept listening for a sound, the sound of the tiger, the sound of anything but his own feet and lungs.'



Use fronted adverbials:

Rather slowly, (manner)
During the night, (time/temporal)
Every minute or two, (frequency)
At the end of the corridor, (spatial)

Just beyond the stairwell on his left,
he opened the door.

Use a two and then three word sentence:

It hurt. I was dying!

Snow fell. Flakes floated precariously.

Use anaphora:

Now is the time for action. **Now is the time** to take up arms. **Now is the time** to fight for your country.

Use epiphora (epistrophe)

I can't believe I was robbed. Everything is **gone**. My television and electronics are **gone**. The money I left on my nightstand is **gone**.

Use a range of sentence structures:

The spotted green frog jumped into the pond.
(simple)

The spotted green frog jumped into the pond **and** he splashed water on me.
(compound – coordinating conjunction: for, and, nor, but, or, yet, so)

The spotted green frog jumped into the pond **when** the hawk flew overhead.
(complex – subordinating conjunction: if, although, as, before, because, when, after, since, until, so that, while etc.)

When the hawk flew overhead, the spotted green frog jumped into the pond.
(subordinate/dependent clause start)

The frog, **which had been lurking underwater**, jumped on the lily pad.
(embedded clause)

Use a past participle - 'ed' start:
Glazed with barbecue sauce, the rack of ribs lay nestled next to a pile of sweet coleslaw.

Use a present participle - 'ing' start:
Whistling to himself, he walked down the road.

Use anadiplosis (yoked sentence):

Building the new motorway would be **disastrous, disastrous** because many houses would need to be destroyed.

'Fear leads to **anger**. **Anger** leads to **hate**. **Hate** leads to suffering.'
Yoda, *Star Wars*.

Use a tricolon (tripartite list):

'I stand here today **humbled** by the task before us, **grateful** for the trust you have bestowed, **mindful** of the sacrifices borne by our ancestors.'

Snap! Crackle! Pop! **(Rice Krispies slogan)**

Use a conditional sentence:

When people smoke cigarettes, their health suffers.

If I had cleaned the house, I could have gone to the cinema.

Use paired adjectives to describe a noun:

Take a look at this **bright red** spider.

Luckily, it isn't a **wild, dangerous** one.

Use different sentence types:

The wind is blowing. **(declarative)**

Put your pen down. **(imperative)**

Who do you trust most in the world?
(interrogative)

Pollution is killing us! **(exclamation)**

Use discourse markers to begin paragraphs and start/link some sentences:

First of all, To begin with, Firstly,

Therefore, Consequently, Hence, As a result,

Furthermore, In addition, Additionally, Moreover,

Meanwhile, Later that day, Seconds later, Subsequently, That afternoon,

On the whole, Interestingly, Basically, In short, Broadly speaking,

Alternatively, Conversely, Similarly, On the other hand, Despite this, Likewise, However,

To conclude, Finally, In conclusion, Eventually, In the end,

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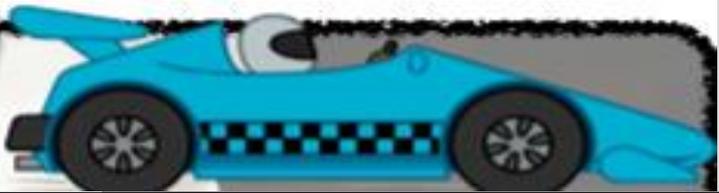
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PUNCTUATION PIT STOP



Full Stop

Full stops are used to:

- 1) mark the end of a sentence.



Carefully, he kicked the ball into the goal.

- 2) show when a word has been abbreviated.

Saint Peter's Road is on the High Street.
→ St Peter's Road is on the High Street.

COMMAS

Commas are used to separate:

- 1) items in a list.

Bert, Ernie and Elmo are my three pet rats.

- 2) dependent clauses and phrases.

While I was in the bath, the cat scratched at the door. That meant, because I was on my own in the house, I had to get out to let him in. Thankfully, I had a towel handy!

Quotation Marks

Quotation marks show exact words that are spoken or written by someone.



'Don't be late!' shouted Mrs Smith

'I will be,' Molly said, and added, 'don't expect me before 11.'

Mrs Smith replied, 'What time?'

Question Mark

Question marks are used at the end of direct questions instead of a full stop.

What is your favourite food?

How do you feel today?



An indirect question ends with a full stop, rather than a question mark:

I'd like to know what you've been doing all this time. I wonder what happened.

Exclamation Mark

Exclamation marks express strong emotions: forcefulness, commands, excitement, anger, surprise etc.

Don't buy that car! Stop telling me what to do! I'm free! You're late! She actually won!

They're also used for most interjections:

'Hi! What's new?'

'Oh! When are you going?'

'Ouch! That hurt.'



Semi-colon

Semi-colons are used to separate two sentences that are closely related:

It was winter; the snow was falling heavily.

They can also be used to separate items in a list made of longer phrases.

I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East.



Colon

Colons are used to:

- 1) begin a list.

I have three pet rats: Bert, Ernie and Elmo.

- 2) indicate that what follows it is an explanation or elaboration of what precedes it.

Unfortunately, the weather forecast was wrong: it rained all day!



Apostrophe

An apostrophe is used to show:

- 1) omission - where a letter or letters has been missed out.

does not → doesn't I am → I'm

- 2) possession - when some thing/one owns something.

Thankfully, they played Susan's game.
Interesting, David's house does not have a garden, but Sarah's house does.



Dash

Dashes are used for parenthesis: a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. E.g.

Last year, they roasted the winning brisket — the size of pillow — in a mighty clay oven.

Paul was scared — more scared than he'd ever been.

Brackets

Brackets are used in pairs for parenthesis: a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it. E.g.

Andrew Jacklin (last year's losing finalist) is expected to win this heat.

Tigers are carnivores (meat eaters)!

Ellipsis

Ellipsis is used to:

- 1) show a pause or hesitation in someone's speech or thought.

I don't know ... I'm not sure.

- 2) build tension or show that something is unfinished.

Looking up, Paul couldn't believe what he saw ...



PUNCTUATION PIT STOP



Writing the text for a leaflet

Stay Safe and Sound Online

clear/apt/original title

Manage your online reputation

subtitles

Anything that you upload, email or message could stay online forever. Therefore, before you post anything online, consider whether or not you would want your parents, teacher or a future employer seeing it. If the answer is no, don't post it! Your privacy is key here.

Privacy Matters

effectively/fluently sequenced paragraphs

Make sure you set high privacy settings on social networks. Regularly you should change passwords and never share or put online any of your personal details like a phone number, address or your school details. Make sure your safety and privacy settings are activated on your mobile devices too, so you aren't sharing private information. Be aware that using public WiFi might not filter inappropriate content, so look for friendly WiFi symbols when you're out and about.

....

Remember:

bullet points

- make sure you know how to block abusive comments and report worrying content;
- don't arrange to meet people in real life that you've only talked to online;

Journey Description

Sitting in my seat – aisle, two rows from the front – I look out. Illuminating a town engulfed in darkness, lights flash past me: shop lights, street lights, car lights, and as the clouds part just enough for the moon to penetrate through the smog, moonlight!

Inside it's silent. No one speaks. The bus windows shut, lulled by the rocking motion, side-to-side, back-and-forth, up-and-down, my eyes feel heavy. Outside, I'm mesmerised by the noise I can only see, only imagine: mouths asking, replying, laughing, traffic screeching, angry drivers honking, shop doors opening and closing.

Once more the bus door opens and, as if I've lifted my head out from underwater, I can hear the street bustle, smell the takeaways, taste the diesel fumes.

Dystopian Narrative:

The Machine Stops by E.M. Forster

Above her, beneath her, and around her, the Machine hummed eternally; she did not notice the noise, for she had been born with it in her ears. The earth, carrying her, hummed as it sped through silence, turning her now to the invisible sun, now to the invisible stars. She awoke and made the room light.

"Kuno!"

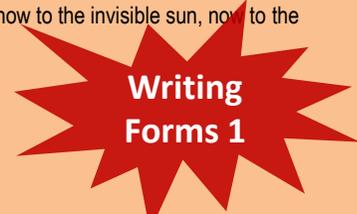
"I will not talk to you," he answered, "until you visit me."

"Have you been on the surface of the earth since we spoke last?"

His image faded.

Again she consulted the book. She became very nervous and lay back in her chair palpitating. She directed the chair to the wall, and pressed an unfamiliar button. The wall swung apart slowly. Through the opening she saw a tunnel that curved slightly, so that its goal was not visible. Should she go to see her son, this would be the beginning of the journey.

Of course she knew all about the communication-system. There was nothing mysterious in it. She would summon a car and it would fly with her down the tunnel until it reached the lift that communicated with the air-ship station: the system had been in use for many, many years, long before the universal establishment of the Machine. Those funny old days, when men went for change of air instead of changing the air in their rooms! And yet — she was frightened of the tunnel: she had not seen it since her last child was born.



spatial discourse markers

adjectives

Description of Place

Green limbs tangled above the decaying shells of long-abandoned vehicles, forming a canopy that barely permitted the harsh rays of the sun to burn through. The stealthy fingers of squat oak trees reached out tenaciously towards them. The vehicles themselves were coated in a thick layer of green moss, their copper - and were battered and bruised through years of exposure to the elements.

Like a queue of taxi cabs, the vehicles waited patiently in the forgotten depths of the forest. Specks of light from the midday sun, which had successfully fought their way through the overhead canopy, lit up their broken bodies. Their trunks rained open wearily and their shattered eye sockets stared blindly forward.

The aroma of rust and decay occupied the clearing: it was choking, corrosive. No fresh breeze could infiltrate the thick shrubbery to provide relief. The cars lay there, suffocating on their own putrid stench. It was overpowering. Meanwhile, the squawks of blackbirds echoed like sirens around the clearing. The chilling sound was relentless. It echoed through the car's hollow bodies, feeling its way through the cracks in windows and doors, stroking the upholstery of the rotting seat as it passed.

Spread over the floor of the clearing, a thick blanket of autumn leaves hid the earth beneath. They had turned a shade of burnt red and had bleached edges that resembled torn parchment. They were brittle and cracked from the heat of the clearing. Amongst them, all manner of insects scuttled- manoeuvring themselves between moments of shade, before the unforgiving rays of sun could scorch their exposed bodies.

spatial discourse markers

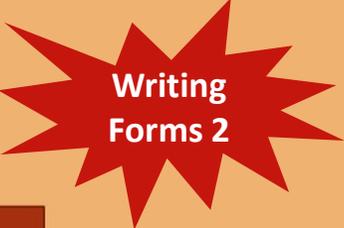
adjectives

Metaphor, simile, personification

sensory description

sensory description

Writing a formal letter



Writing Forms 2

writer's address
35 Hibiscus Crescent
Andover
Hants
SP10 3WE

reader's address
221B Bakers Street
London
NW1 6XE

date
20th February, 2020

Formal Salutation: Sir/Madam/Mr Roderick/Mrs Roderick
Dear Sir or Madam

I am writing because you chair a committee in charge of the compulsory wearing of school uniforms. I am a student at Brinsley High School, a friendly and successful school where uniforms are not worn.

Of course, ... that students won't spend all morning choosing what to wear or beg parents for clothes that will impress ... there is another side to this case: uniforms breed uniformity. We are a culturally diverse nation and if we all dress the same, this encourages us to be the same. At Brinsley High, we are encouraged to express our individuality, yet this seems to be in contradiction of the message enforced uniform sends us.

Furthermore, ...
Yours faithfully
Sherlock Holmes

fluently sequenced paragraphs

formal sign off: Yours faithfully (Sir/Madam = Faithfully) (Mr/Mrs = Sincerely)

Text for a Speech

'Address to Nation on the Challenger' by Ronald Reagan (28th January, 1986)

Ladies and Gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering. Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

a clear address to an audience

For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, 'Give me a challenge and I'll meet it with joy.' They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

rhetorical indicators that an audience is being addressed throughout

The crew of the space shuttle Challenger honoured us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for the journey and waved goodbye and 'slipped the surly bonds of earth' to 'touch the face of God.'

a clear sign off e.g. 'Thank you for listening'.

Thank you.

Article

Andy Murray's Appliance of Science
By Jim White

If the Caledonian superman wins Wimbledon this year, it will be thanks to pieces of sushi a day, a magic potion and a battalion of experts.

If you want to know what it is about Andy Murray that makes him stand out from the rest of us – apart from that fizzing backhand return and the huge-mouthed celebratory yodel – it is summed up in one word: science!

Today, before he even steps out on to the Centre Court for his Wimbledon semi-final, the huge-hitting Pole Jerzy Janowicz, Murray will have been subject to several of these. He does a urine sample every time he pops to the lavatory. The osmolarity check is conducted by one of his staff, its purpose to gauge the percentage of water and minerals in his urine, to show whether his body is correctly hydrated. The fact is, if Murray wins today, it may be thanks to the bloke who inspects his wee.

At 7.30 this morning, while many of the 10,000 fans arriving at Wimbledon's press restaurant will have begun their day assaulting the catering Himalaya of fried starch, Murray will have eaten yogurt, fruit and a bagel smeared in peanut butter ...

clear/apt/original title

by-line

strapline

sub-headings

introductory (overview) paragraph

fluently sequenced paragraphs

Writing in the Essay Form

clear title

Zoos Should be Banned

effective introduction

In America, approximately 175 million people visit a zoo each year. That's half of America's population. Clearly this suggests that zoos remain popular places for people to visit for entertainment and to learn about wild animals. However, although some people are of the opinion that zoos can provide a source of educational entertainment and a sanctuary for endangered animals, I believe that the cruelty that animals suffer outweighs this benefit, and that they should be shut down!

effectively/fluently linked paragraphs to sequence a range of ideas

On the surface, zoos are a huge tourist attraction because they allow families to spend a day out in the sun, looking at animals, and eating overpriced junk food. But what most people don't know is that zoos are far more sinister than selling small bottles of water for £5.00. Statistics show that in all zoos, fifteen percent of animals die every year due to living in captivity. Obviously then, zoos must be an unsuitable environment for wild animals and should, therefore, be abolished. How can zoos justify their existence by claiming animals in captivity provide people with the experience of observing wildlife they wouldn't otherwise experience, when it costs at a cost to their life?

a range of ideas (no room to reproduce the other two paragraphs here)

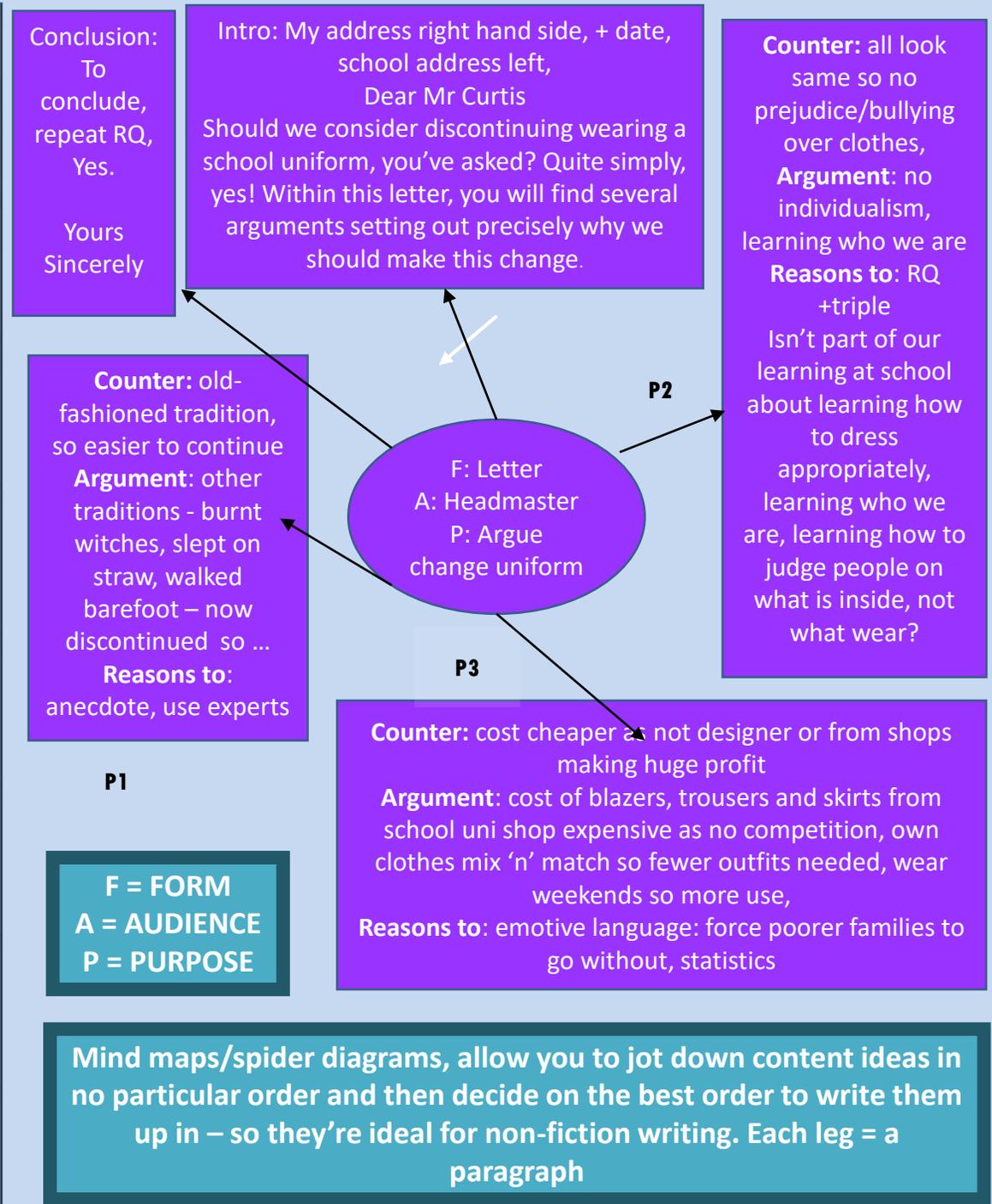
convincing conclusion

In conclusion, a zoo's only purpose is to make as much money as possible by showing thousands of people per day to gawk at animals and spend far too much money on souvenirs and junk food. Zoos do not protect or help to repopulate animals, nor do they educate people on the specifics of these animals, and therefore should be abolished.

BEST FOR PLANNING NARRATIVES (STORIES).



HOW TO PREPARE AND PLAN EFFECTIVELY



Best for planning descriptions from a picture: **Boxing/framing** sections of a picture forces you to focus your description on specific areas within the image, zooming in on specific detail and then out again to focus on another area. Each boxed area = a paragraph

1 introduction: Here you will find everything you need to know about buying a goldfish. Follow this advice to

2 First of all, research fish needs and best fish breeds for starters

3 Next, decide where to put ... bedroom could be best habitat for your fish because ... However, it might be better to ...

4 After this, it's back to the research. Make a list of ... Don't ... Do ...

Linear flow and vertical charts are useful for planning writing that has to follow a step-by-step process. Each section/shape = a paragraph.

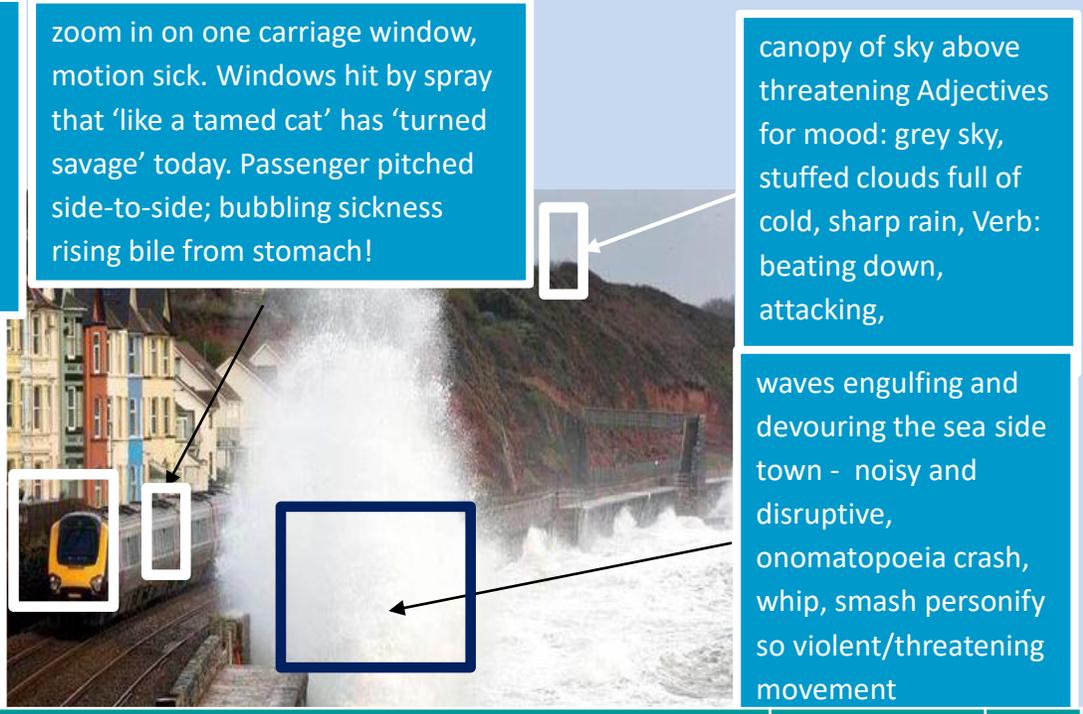
The Grid Plan is good for making sure you include lots of different methods, or to compare two/more things side-by-side. Each row/column = a paragraph.

houses, Like soldiers standing to attention they are defending their inhabitants. Diff pastel colours of a seaside town: prawn pink, salmon peach, oyster grey, seaweed green, cracking paintwork

zoom in on one carriage window, motion sick. Windows hit by spray that 'like a tamed cat' has 'turned savage' today. Passenger pitched side-to-side; bubbling sickness rising bile from stomach!

canopy of sky above threatening Adjectives for mood: grey sky, stuffed clouds full of cold, sharp rain, Verb: beating down, attacking,

train victim moving across railway line past houses towards destination - personify - victim, alliteration, metaphor: A caterpillar, the train sways and pitches precariously along the track to its daily destination. Snatching bites, the sea salt nips at its metal skin as it passes, eating away at it, killing it. Rattles. Will it survive?



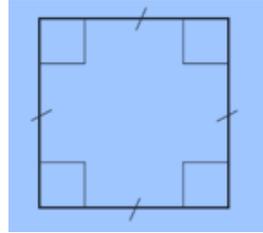
waves engulfing and devouring the sea side town - noisy and disruptive, onomatopoeia crash, whip, smash personify so violent/threatening movement

Paragraph content/topic	Language method/vocab	Sent struc	Punc
1: waves engulfing and devouring the sea side town - noisy and disruptive, movement	onomatopoeia crash, whip, smash personify so violent/threatening	'ing' start verbs (pres part)	! ;
2: train victim moving across railway line past houses towards destination	personify - victim, alliteration, metaphor: A caterpillar, the train sways and pitches precariously along the track to its daily destination. Snatching bites, the sea salt nips at its metal skin as it passes, eating away at it, killing it. Rattles. Will it survive?	Chain/tricolon Question	? - -
3: zoom in on one carriage window, motion sick	Windows hit by spray that 'like a tamed cat' has 'turned savage' today. Passenger pitched side-to-side; bubbling sickness rising bile from stomach!	Anadiplosis (yoked)	' '; !
4: houses	Like soldiers standing to attention they are defending their inhabitants. Diff pastel colours of a seaside town: prawn pink, salmon peach, oyster grey, seaweed green, cracking paintwork	Fronted spatial adverbials	() :
5: canopy of sky above threatening	Adjectives for mood: grey sky, stuffed clouds full of cold, sharp rain, Verb: beating down, attacking.	Two then three word sentences	... ;

Properties of Quadrilaterals

Square

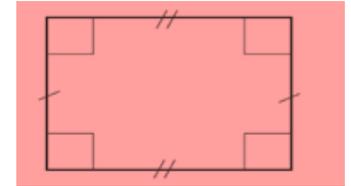
- Four equal sides
- Four right angles
- Opposite sides parallel
- Diagonals bisect each other at right angles
- Four lines of symmetry
- Rotational symmetry of order four



HegartyMaths clip 824

Rectangle

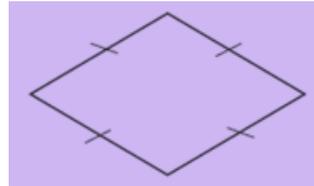
- Two pairs of equal sides
- Four right angles
- Opposite sides parallel
- Diagonals bisect each other, not at right angles
- Two lines of symmetry
- Rotational symmetry of order two



HegartyMaths clip 825

Rhombus

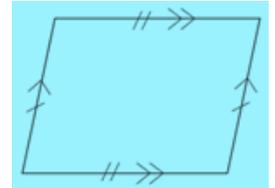
- Four equal sides
- Diagonally opposite angles are equal
- Opposite sides parallel
- Diagonals bisect each other at right angles
- Two lines of symmetry
- Rotational symmetry of order two



HegartyMaths clips 824, 825

Parallelogram

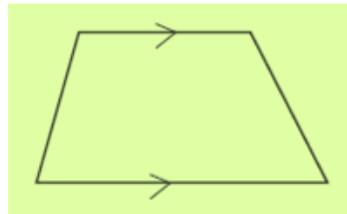
- Two pairs of equal sides
- Diagonally opposite angles are equal
- Opposite sides parallel
- Diagonals bisect each other, not at right angles
- No lines of symmetry
- Rotational symmetry of order two



HegartyMaths clips 824, 825

Trapezium

- One pair of parallel sides
- No lines of symmetry
- No rotational symmetry

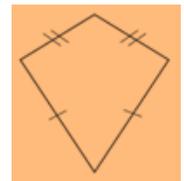


Special Case: An Isosceles Trapezium has one line of symmetry.

HegartyMaths clips 824, 825

Kite

- Two pairs of adjacent sides of equal length
- One pair of diagonally opposite angles are equal (where different length sides meet)
- Diagonals intersect at right angles, but do not bisect
- One line of symmetry
- No rotational symmetry



HegartyMaths clips 824, 825

Year 8 Maths Term 3: Shape

Perimeter This is the total distance around the outside of a shape.

Distance might be measured in mm, cm, m, km ...etc

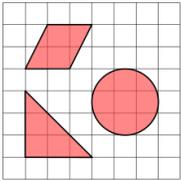
5cm 12cm $P = 5+12+5+12 = 34\text{cm}$

HegartyMaths clips 548

Area This is the amount of **space inside** a 2D shape.

The units of area are always square units.

For example mm^2 , cm^2 , m^2 , km^2 ...



The **metric system** for measures is based on:

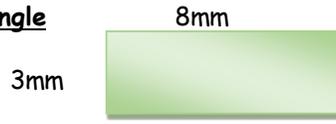
- the metre, (**m**) for length
- the gram (**g**) for mass
- the litre (**l**) for volume



HegartyMaths clip 691

Some Areas that you need to know:

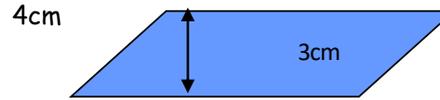
Rectangle



HegartyMaths clip 554

Length x Width $A = 24\text{mm}^2$

Parallelogram

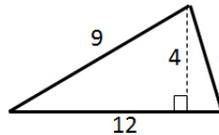


HegartyMaths clip 556

Base x Perpendicular height $A = 21\text{cm}^2$

(not the slant height)

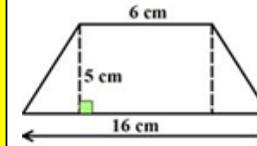
Triangle



HegartyMaths clip 557

Base x Height ÷ 2 $A = 24 \text{ units}^2$

Trapezium



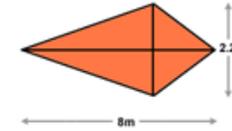
$$\frac{(a + b)}{2} \times h$$

Add together the parallel sides, divide by 2 and multiply by the distance between them.

HegartyMaths clips 559

$A = 60 \text{ cm}^2$

Kite



Split the Kite into two triangles and use what you know about the area of a triangle

$A = 8.8 \text{ m}^2$

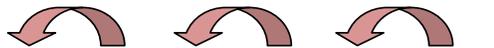
Compound Shapes

HegartyMaths clip 555

A shape may be made up by a combination of shapes which you know how to find the area of



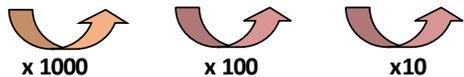
÷ 1000 ÷ 100 ÷ 10



km m cm mm

kg g cg mg

kl l cl ml



x 1000 x 100 x 10

Converting from a larger unit to a smaller unit - multiply



Kilo, centi, milli

HegartyMaths clips 692,693



Converting from a smaller unit to a larger unit - divide

The Imperial System of weights and measures developed in Briton over many years.

Some common units still in use include:

Length: foot, yard, mile

Mass: ounce, pound, stone

Volume: pint, gallon

1lb = 16 ounces
1 foot = 12 inches
3 feet = 1 yard
1 gallon = 8 pints

Use the unitary method to convert between metric and imperial units.

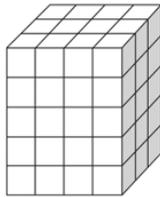
HegartyMaths clips 705, 706

5 miles ≈ 8 kilometres
1 gallon ≈ 4.5 litres
1 kilogram ≈ 2.2 pounds
1 inch ≈ 2 centimetres

Volume This is the amount of **space inside** a 3D shape.

Volume is always measured in cubic units.

For example mm³, cm³, m³, km³.....



How many cubes are in this cuboid?

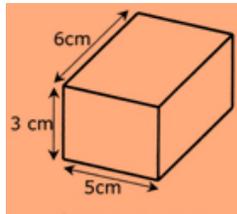
You can find the Volume of a cube or cuboid using the Volume of a Prism formula

$V = \text{Length} \times \text{Width} \times \text{Height}$

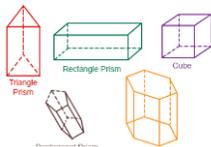
$V = L \times W \times H$

$V = 6 \times 5 \times 3$

$V = 90 \text{ cm}^3$

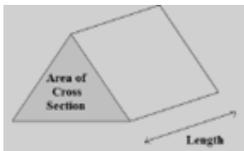


A **Prism** is a 3D shape where the **Cross sectional area** is the same throughout.



The cross section is the shape that continues all the way through the prism.

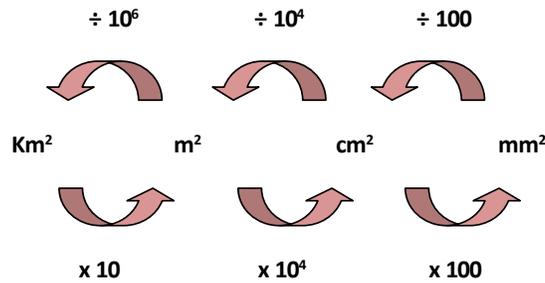
The Volume of ANY Prism can be found by multiplying the area of the X-section by the length.



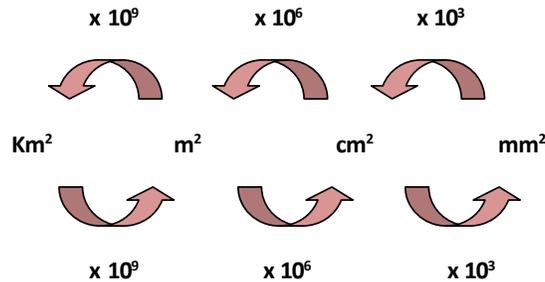
$V = \text{Area Cross section} \times \text{Length}$

HegartyMaths clips 570,571

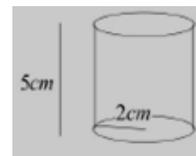
Area - conversion



Volume - conversion



Find the volume of the cylinder (prism)

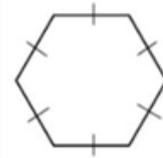


$V = \text{Area X-sect} \times \text{Length}$

$V = \pi r^2 h$

$V = \pi \times 4 \times 5 = 62.8 \text{ cm}^3$

HegartyMaths clips 572 to 574



A polygon is regular if all the **sides** and **angles** are equal.

Names of Polygons

- 3-sided = **Triangle**
- 4-sided = **Quadrilateral**
- 5-sided = **Pentagon**
- 6-sided = **Hexagon**
- 7-sided = **Heptagon/Septagon**
- 8-sided = **Octagon**
- 9-sided = **Nonagon**
- 10-sided = **Decagon**

The sum (total) of the angles of any polygon can be calculated using the formula:

$180(n-2)$

Where n is the number of sides

The size of the **interior** angle of a **regular** polygon would be:

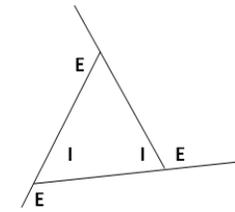
$\frac{180(n-2)}{n}$

The exterior angle is $180 - \text{interior}$

The **exterior** angle of a **regular** polygon must be: $\frac{360}{n}$

The interior angle is: $180 - \text{exterior angle}$

If you walked around the whole shape you will turn n angles which are all the same.



The diagram shows the **exterior** angles of a three sided polygon and two of the **interior** angles

Number of Sides	Name of Polygon	Picture of Polygon	Interior angle of a regular polygon	Sum of the interior Angles	Number of Triangles	Exterior angle for regular polygon
3	Triangle		60°	180°	1	120°
4	Quadrilateral		90°	360°	2	90°
5	Pentagon		108°	540°	3	72°
6	Hexagon		120°	720°	4	60°
7	Heptagon		128.57°	900°	5	51.43°
8	Octagon		135°	1080°	6	45°
9	Nonagon		140°	1260°	7	40°
10	Decagon		144°	1440°	8	36°
11	Undecagon		147.3°	1620°	9	32.7°
12	Dodecagon		150°	1800°	10	30°
n	--	--	$\frac{180(n-2)}{n}$	$180(n-2)$	$n-2$	

HegartyMaths clips 561 to 564

Ratio - is used to compare two or more amounts.

Jack has £160 and Gill has £240

These amounts can be written as a ratio,

$$J : G \text{ or } G : J$$

$$160 : 240 \quad 240 : 160$$

Simplifying a Ratio - you can simplify a ratio by eventually dividing the numbers by the HCF

$$J : G \text{ or } G : J$$

$$\begin{array}{l} \div 10 \\ \div 80 \\ \div 8 \end{array} \begin{array}{l} 160 : 240 \\ 16 : 24 \\ 2 : 3 \end{array} \quad \begin{array}{l} 240 : 160 \\ 24 : 16 \\ 3 : 2 \end{array}$$



Hegarty Clip 329 Corbett Maths Video 269

Sharing an Amount in a Ratio

Hegarty clip 332 Corbett video 270

Jack and Gill had £400 in total which they shared in the ratio 2:3

There are five parts (2+3 = 5)

To split this money evenly $400 \div 5 = 80$

Jack receives $2 \times 80 = £160$

Gill receives $3 \times 80 = £240$

$£160 + £240 = £400$

Best Buys - using (the unit) ratio

Which is the best deal;

Hegarty clip 763,764,340 Corbett video 270

Five packets of sweets costing £2.45,

Six packets of sweets costing £3.00

Hint - Find the cost of one packet

or Seven packets of sweets costing £3.57?

Packets : Cost	
5	: 2.45
($\div 5$)	1 : 0.49
49p a box	

Packets : Cost	
6	: 3.00
($\div 5$)	1 : 0.50
50p a box	

Packets : Cost	
7	: 3.57
($\div 5$)	1 : 0.49
51p a box	

The five packets option is the better deal at 49p per packet

Writing in the ratio 1 : n or n : 1

You need to divide both sides by the same number in order to get the correct side down to 1.

$$\begin{array}{l} \div 2 \\ \div 3 \end{array} \begin{array}{l} J : G \\ 2 : 3 \\ 1 : 1.5 \end{array} \quad \begin{array}{l} G : J \\ 3 : 2 \\ 1 : 2/3 \end{array}$$

Gill gets £1.50 for every £1 that Jack gets

Jack gets $\approx 67p$ for every £1 that Gill gets

Hegarty Clip 331

Combining Ratios

Hegarty Clip 329

The ratio of apples :bananas is 3:5, the ratio of bananas:carrots is 3:4. What is the ratio of apples to carrots?

A	:	B	:	C
3	:	5	:	3
9	:	15	:	20

Hint:
Use
common
multiples

$\times 3$ $\times 5$

So A:B:C is 9:15:20

and

A : C = 9 : 20

Proportion can compare the size of one part to the size of the whole.

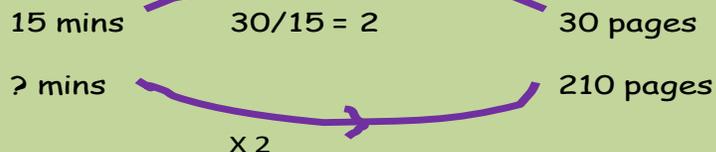
Hegarty Clip 330

If a tutor group has 13 boys and 16 girls.

The proportion of boys is 13/29

The proportion of girls will 16/29

Multiplicative Reasoning is a way of comparing two things and applying this to a new situation.



Find a Multiplicative link and use it to find missing quantities.

How many pages can this person read in 1 hour?

The symbol \propto means "is proportional to"

P
R
O
P
O
R
T
I
O
N

Direct Proportion A and B are directly proportional when as one gets larger the other gets proportionally larger.

The ratio between these two quantities is a constant.

As a rule of thumb you could apply two tests:

- If one quantity is zero, the other will be zero
- If one quantity doubles the other will also double ect

If the graph of the two quantities is drawn it will always be a straight line passing through the origin.

Inverse proportion A is inversely proportional to B when one quantity increases the other will decrease proportionally.

In Maths "inverse" means the opposite of an operation. The inverse operation of multiply is divide , and vice/versa

The inverse of A will be 1/A because $x \text{ by } A = \div 1/A$

Another way of describing "A is inversely proportional to B" is to say "A is directly proportional to 1/B"

Direct Proportion

Relation between quantities whose ratio is constant

b directly proportional to a

When $a = 4, b = 20$ (b is 5 times a)

$$20 \div 4 = 5$$

So $b = 5a$ (for any values a and b)

Alternatively

$b \propto a$ "b is directly proportional to a"

$b = ka$ "k is a constant"

$$20 = 4k$$

$$k = 5$$

$$b = 5a$$

Hegarty Clip 343

Find b when $a = 0.5$

$$\begin{aligned} b &= 5a \\ b &= 5 \times 0.5 \\ b &= 2.5 \end{aligned}$$

Find a when $b = 150$

$$\begin{aligned} b &= 5a \\ 150 &= 5a \\ 150/5 &= a \\ a &= 30 \end{aligned}$$

Inverse Proportion

Relation between quantities such that as one increases in proportion the other decreases

a and b are inversely proportional

When $a = 4, b = 5$

$$4 \times 5 = 20$$

So $a = 20/b$ or $b = 20/a$

"a is inversely proportional to b"

$$a \propto 1/b$$

$$a = k/b$$

$$4 = k/5$$

$$20 = k$$

$$a = 20/b$$

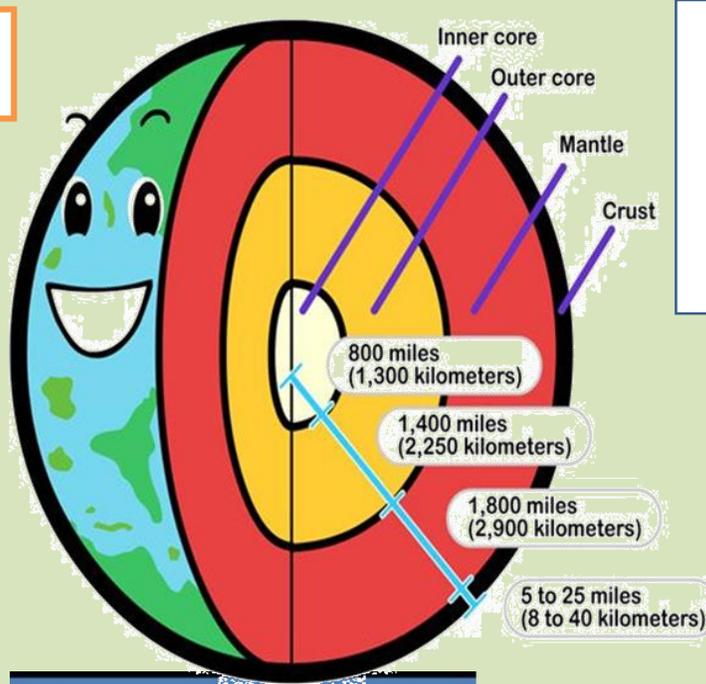
Hegarty Clip 346

Find a when $b = 0.1$

$$\begin{aligned} a &= 20/b \\ a &= 20/0.1 \\ a &= 200 \end{aligned}$$

KS3 Chemistry : Earth, Atmosphere & Materials

Keyword	Definition
Core	Inner most layer of the earth- made up of iron/nickel
Mantle	The largest part of the earth's layers- heat convects through this to contribute to tectonic movement
Crust	The outer most layer of the planet- it is where the tectonic plates are found
Atmosphere	A mixture of gases that surround the planet, these gases help support life (such as oxygen and carbon dioxide)
Subduction	Movement of tectonic plates over each other
Convection	Heat transfer in fluids, resulting in a change of density
Igneous	Rocks that have been formed from solidified magma
Sedimentary	Rock that has formed from tiny particles of larger rocks being deposited over time by water
Metamorphic	Rock that is formed underground in high heat and pressure

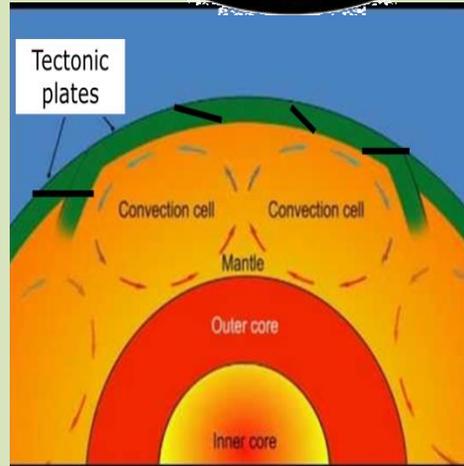


There are 3 main parts to the Earth's structure

- the inner core
- the mantle
- the outer crust

There are three main types of rocks- sedimentary, igneous and metamorphic depending on the conditions which are required to form them- the cycle that includes the processes of these rock formations is called the rock cycle

Rock type	How it is formed	Examples
sedimentary	Deposits at the bottoms of lakes and oceans	Limestone, sandstone, mudstone
Igneous	From cooling lava and magma	Basalt and granite
Metamorphic	Applied heat and pressure	Marble and Gneiss



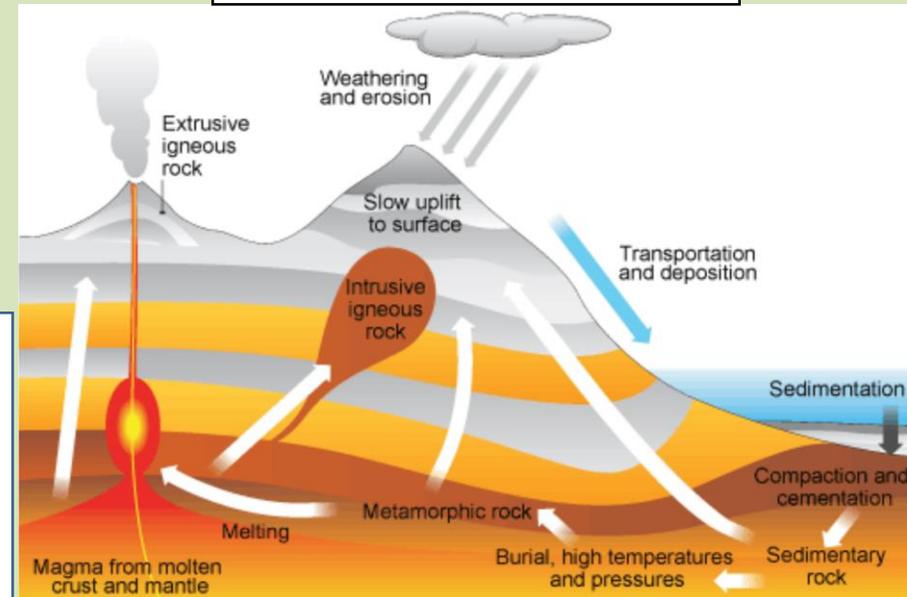
The inner core generates heat through three methods (below) which causes the tectonic plates on the crust to move (via subduction)

Dense molten material in mantle produces extreme heat via friction

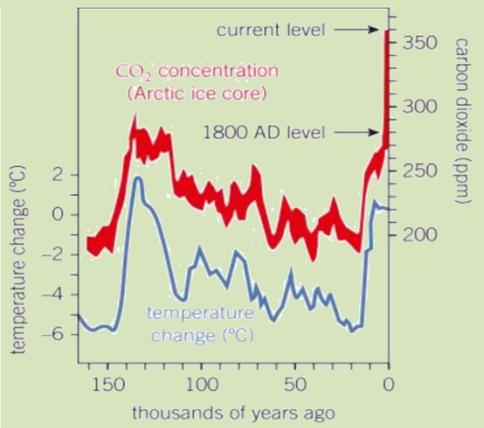
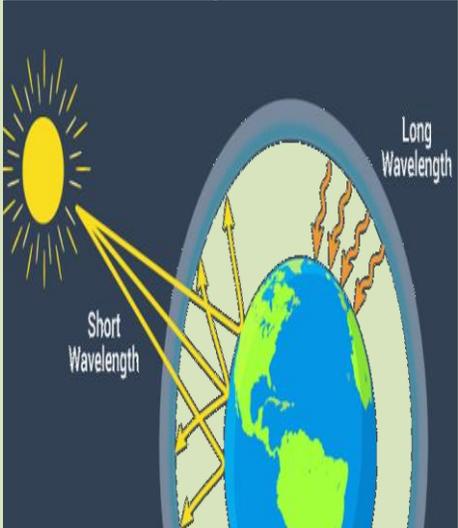
Heat, left over from the formation of earth is slowly emitted outwards

Radioactive elements in the mantle decay, releasing heat towards surface

The rock cycle



Keyword	Definition
Renewable	A resource that is not depleted when used (or is not used faster than it can be produced)
Finite	A resource that there is only a limited amount (or is made slower than it is being used)
The carbon cycle	A series of processes where carbon is recycled around the environment
Polymer	A chemical that is made up of repeating units (called monomers) bonded together (many plastics are polymers)
Ceramic	Materials that are made from clay and fired in a furnace to increase the bonding/strength of the clay
Composite	When two or more materials with different properties are combined to produce a material with different properties- for instance MDF wood made of multiple layers of wood means that MDF wood will not split



Since the industrial revolution the levels of greenhouse gases in the atmosphere have increased – leading to the retention of long wavelength radiation (such as infrared) as heat. This has contributed to a global increase in temperature called global warming

Global climate change is a follow on from this as the earth's climate changes due to the global warming. Consequences of this are

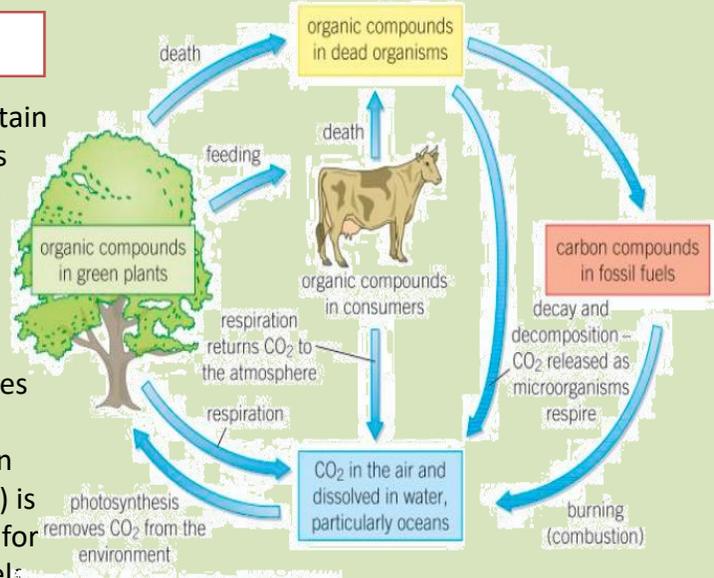
- Sea levels rising, causing flooding in coastal areas

- Changes in weather patterns (increased droughts in some areas with increased rain in others) this affects wildlife and farming
- Increase in number and strength of storms

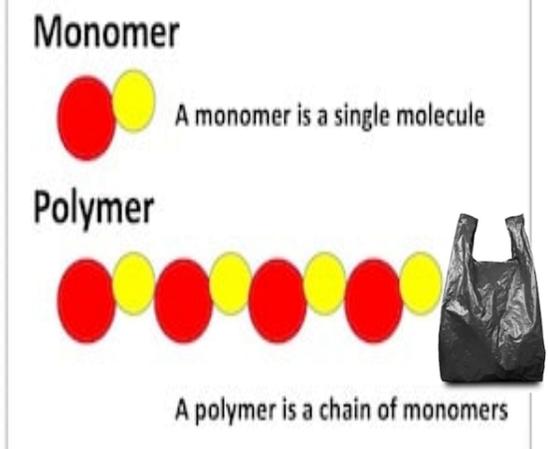
The carbon cycle

Ecosystems need materials to maintain its organisms. One of these materials is carbon. It is obtained from plants from CO₂ via photosynthesis. It is stored as glucose which is then transferred to animals that feed on the plants.

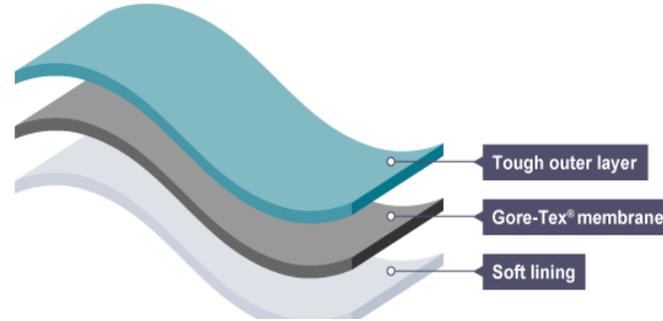
This is then stored in the animal's tissues or is exhaled as CO₂ from respiration. Once these organisms die the carbon in their remains (over thousands of years) is stored as fossil fuel which can be used for combustion. Burning of these fossil fuels releases the carbon as CO₂ which is taken in by plants as the cycle repeats itself



Polymers are made by bonding between repeating "units" (lots of the same monomer bonded together) polymers make up most plastics and depending on how the polymer is formed – they can be made to be heat resistant



Different materials and their properties



Composites use multiple materials and combines their properties to make a product with improved properties for a specific use.

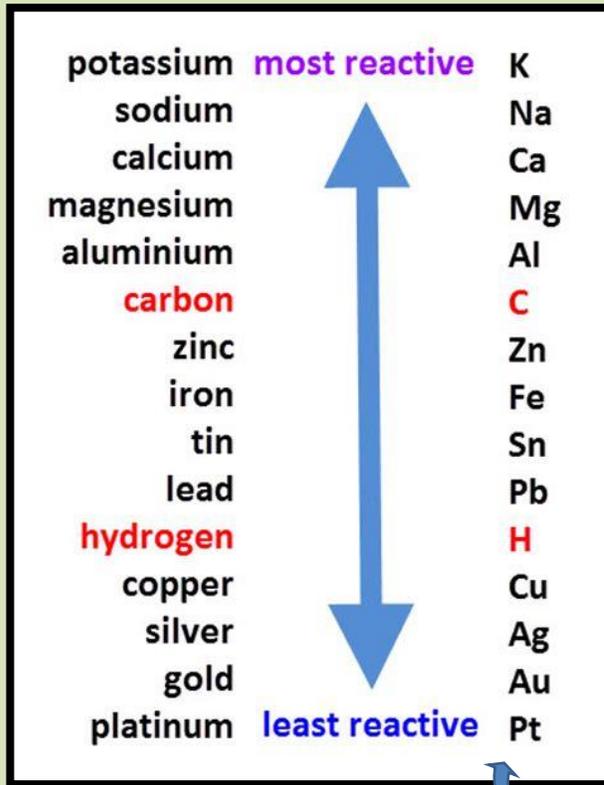
For example waterproof jackets combine a tough outer layer, with a gore-tex membrane and a soft lining.

Combining these materials makes the jacket rip resistant, waterproof/breathable as well as soft to wear- it would not have these properties without using all three materials

KS3 Chemistry: Chemical Reactions

Keyword	Definition
Activation Energy	The minimum amount of energy that colliding particles must have for them to react.
Catalyst	A substance that increases the rate of a reaction but is not itself used up.
Combustion	Burning fuel in oxygen.
Displacement	A more reactive metal will displace a less reactive metal from its compound.
Endothermic	Reactions that take in heat.
Exothermic	Reactions that give out heat.
Fuel	Contain hydrocarbons – compounds containing hydrogen and carbon atoms only.
Oxidation	Reaction of other elements in oxygen.
Polymer	Long chain molecules made up of many monomers.
Reactivity Series	List of metals in order of reactivity.
Thermal Decomposition	When a substance is broken down into 2 or more products by heat.

Reactivity Series

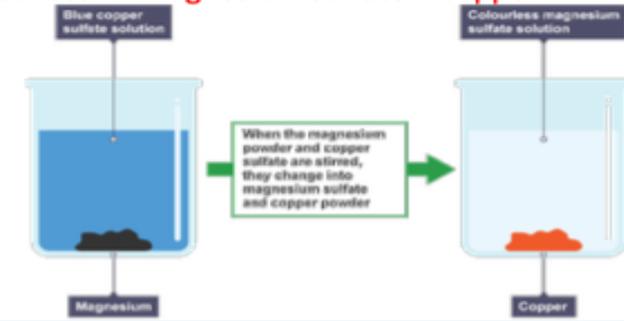


Displacement Reactions

Displacement reactions involve a metal and a compound of a different metal. In displacement reactions, a more reactive metal will displace a less reactive metal from its compound.

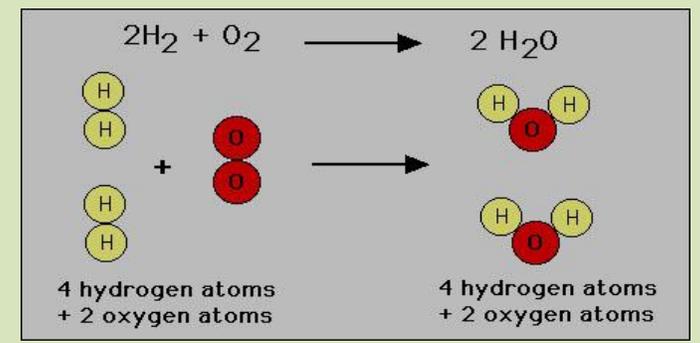
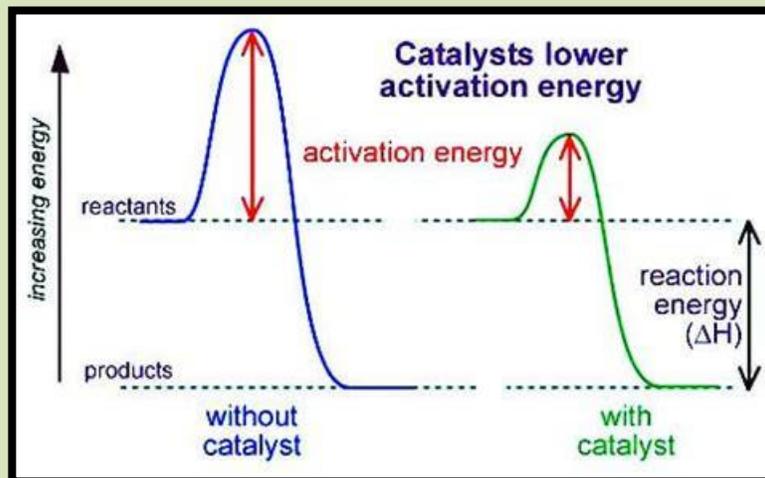


Magnesium is more reactive than copper, so it displaces (pushes out) the copper within the compound.



Metals can be organised according to their reactivity in the reactivity series. A more reactive metal will displace a less reactive one from its compound.

Chemical reactions lose and gain no atoms. They just rearrange, so equations must be balanced to show equal numbers of atoms on each side of the reaction.

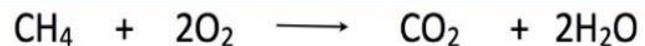


A catalyst speeds up the rate of reaction by reducing the amount of energy needed to get the reaction going.

COMBUSTION (BURNING) OF FOSSIL FUEL

FOSSIL FUEL + OXYGEN → CARBON DIOXIDE + WATER

methane + oxygen → carbon dioxide + water



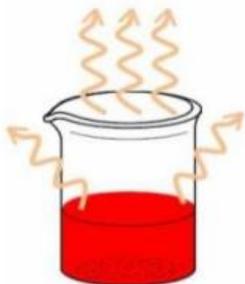
Endothermic Reactions

In an endothermic reaction, thermal energy is taken in from the surroundings, therefore there is a temperature decrease. Thermal decomposition is an example.

Exothermic Reactions

In an exothermic reaction, thermal energy is given out to the surroundings, therefore there is a temperature increase. Combustion, oxidation and neutralisation reactions are all examples.

Temp increase ↑



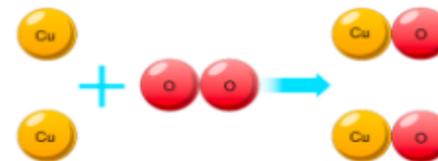
Temp decrease ↓

Oxidation Reactions

In an oxidation reaction, a substance gains oxygen. Metals and non-metals can take part in oxidation reactions.

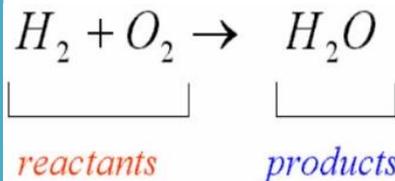
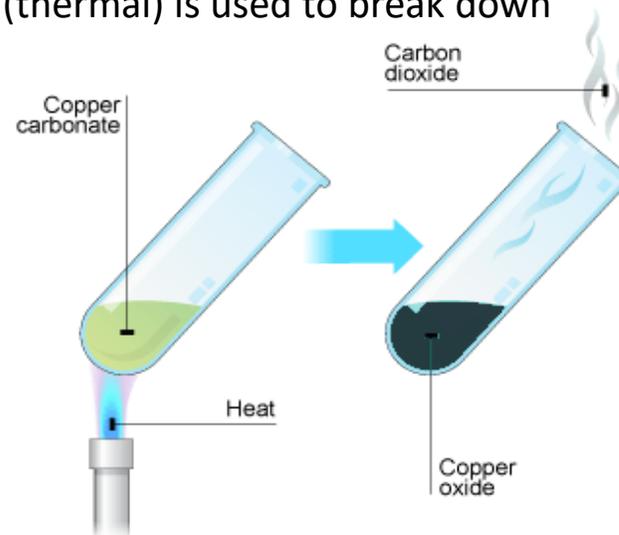
Metals react with oxygen in the air to produce metal oxides. For example, copper reacts with oxygen to produce copper oxide when it is heated in the air.

Copper + Oxygen → Copper Oxide
 $2\text{Cu} + \text{O}_2 \rightarrow 2\text{CuO}$



Thermal decomposition is when heat (thermal) is used to break down (decompose) something.

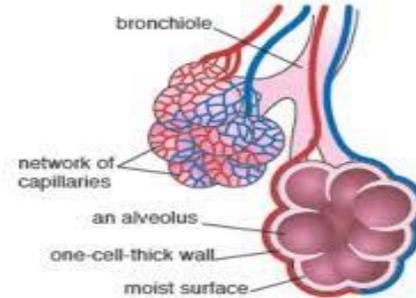
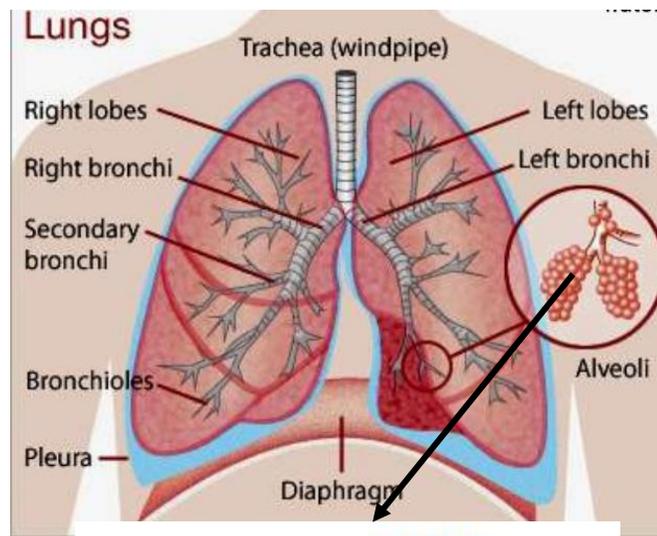
Here –
Copper carbonate is
Decomposing to
Copper oxide and
Carbon dioxide



A chemical reaction is represented as an equation. Reactants are on the left of the arrow. Products are on the right of the arrow.

KS3 Biology: Gas exchange and cellular respiration

Keyword	Definition
Respiration	Process in living things which oxygen is used to release the energy from food. Glucose + Oxygen → Carbon Dioxide + Water (+energy)
Aerobic Respiration	Respiration that requires oxygen.
Anaerobic Respiration	Respiration without oxygen.
Lactic Acid	A chemical produced during anaerobic respiration
Mitochondria	Structures in the cytoplasm of all cells where aerobic respiration takes place.
Oxygen Debt	The amount of extra oxygen required by the body for recovery after vigorous exercise.
Alveoli	Tiny air sacs in the lungs, where gas is exchanged during breathing.
Bronchi	Branches off the trachea that distribute air to both lungs.
Bronchioles	Branches of the bronchi, that distribute the inhaled air throughout all of the lungs.
Diaphragm	Expands and moves down so lungs have room to fill with air – inhalation. Contracts and moves upwards to force air out of the lungs (exhalation).
Lung	Soft organ that inflates to draw in oxygenated air and deflates to expel air.
Trachea	Windpipe, air passes between mouth and lungs.

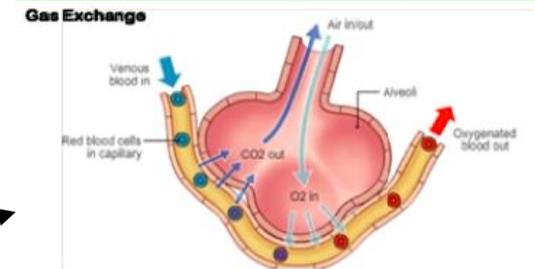


A cluster of alveoli showing the specialised features for gaseous exchange

The windpipe or trachea has cartilage to keep the airway open.

The airways are moist from mucus produced and are lined with tiny hairs called cilia. These cilia move mucus and bacteria to the throat to be swallowed. There are millions of alveoli that make up a huge surface area for the diffusion of oxygen and carbon dioxide gases.

See below for alveoli adaptations.



The alveoli are adapted to make gas exchange in the lungs happen easily and efficiently.

- Alveoli give the lungs a large surface area.
- Alveoli have thin cell walls (just one cell thick).
- Alveoli are surrounded by lots of blood capillaries.

The gases move by diffusion from where they have a high concentration to a lower concentration.

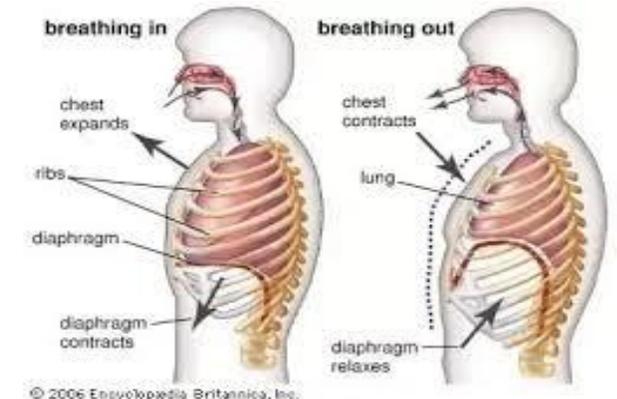
Oxygen diffuses from the air in the alveoli into the blood. Carbon dioxide diffuses from the blood into the air in the alveoli.

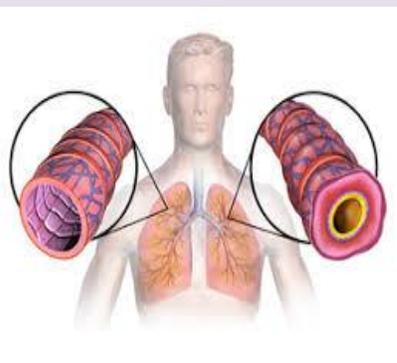
Inhaling

When we inhale, changes in the diaphragm and ribcage reduce the pressure in the chest, and air moves into the lungs

Exhaling

When we exhale, changes in the diaphragm and ribcage increase the pressure in the chest, and air moves out of the lungs





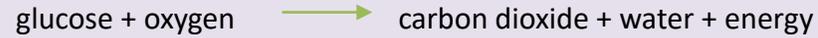
Asthma causes airways to close making it difficult to get air in and out of the lungs.

How is lactic acid produced?

Cells get the energy they need from the chemical reactions of glucose. When you run fast there is a chemical reaction called anaerobic respiration. This reaction transfers energy from glucose to your cells without oxygen. There is just one waste product called lactic acid. Lactic acid is a molecule with the formula $C_3H_6O_3$. A molecule of lactic acid contains atoms of carbon, hydrogen and oxygen.

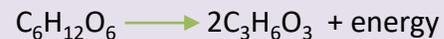
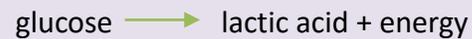
Aerobic respiration in animals

This takes place in the mitochondria of all cells and produces energy. Energy is used to keep warm, to build proteins and for muscle contraction.



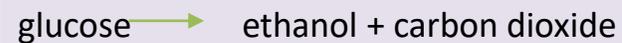
Anaerobic respiration in animals

Unlike aerobic respiration, **anaerobic respiration** does not need oxygen. It is the release of a relatively small amount of energy in cells by the breakdown of food substances in the absence of oxygen



Anaerobic respiration in plants and yeast

Anaerobic respiration also happens in plant cells and some **microorganisms**. Anaerobic respiration in yeast is used during brewing and bread-making



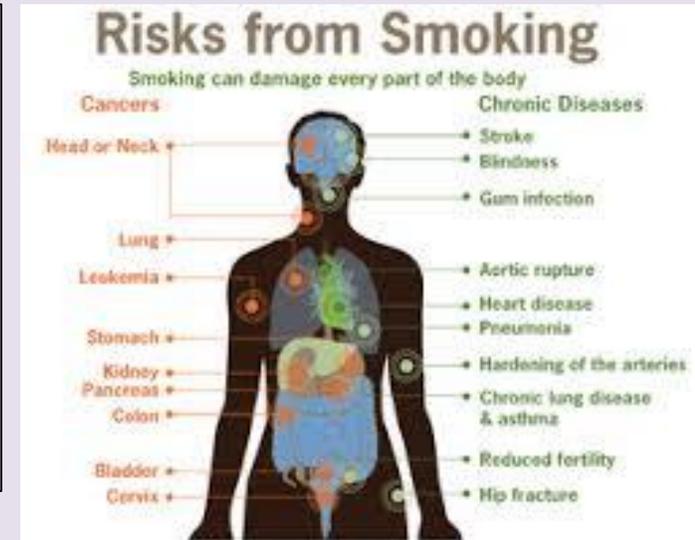
The differences between aerobic and anaerobic respiration

	Aerobic	Anaerobic
Oxygen	Needed	Not needed
Glucose breakdown	Complete	Incomplete
End product(s)	Carbon dioxide and water	Animal cells: lactic acid. Plant cells and yeast: carbon dioxide and ethanol
Energy released	Relatively large amount	Relatively small amount

Further reading:

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p>

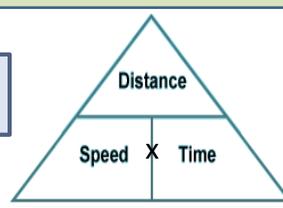
<https://www.bbc.co.uk/bitesize/guides/zy2hpv4/revision/2>



Tar	Damages cilia, excess mucus causes bronchitis, emphysema. Is a carcinogen so can cause cancer
Particulates	Particles of carbon that can cause lung infections
Carbon monoxide	Replaces oxygen in the red blood cells
Nicotine	Causes addiction

KS3 Physics: Speed and Motion

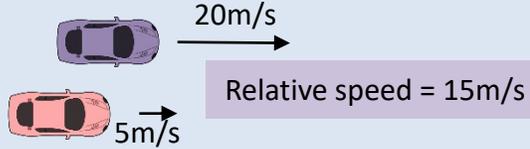
$$\text{speed (m/s)} = \frac{\text{distance (m)}}{\text{time (s)}}$$



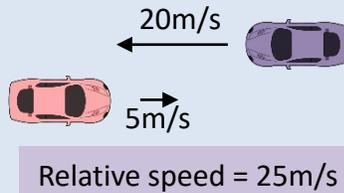
We can plot velocity time or distance time graphs to interpret the motion of a vehicle/object/person!

Relative motion

For two objects moving in the same direction, the relative motion is the **difference** between their speeds.



For two objects moving towards each other, the relative motion (sometimes called the approach speed) is the two speeds **added** together.



Stopping distance

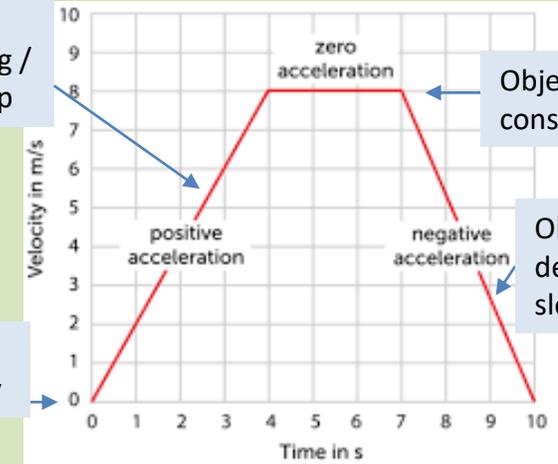
A car's **Stopping distance** is made up of **Thinking distance** (reaction time) and **braking distance** (the distance you travel once you have applied the brakes)



Velocity time graphs

Object accelerating / speeding up

Object stationary



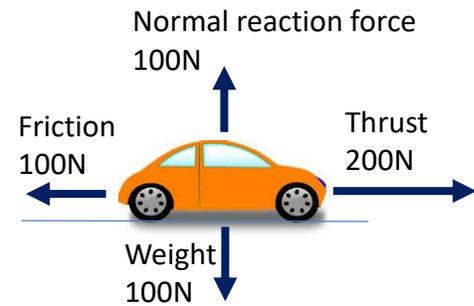
Object at a constant speed

Object decelerating / slowing down

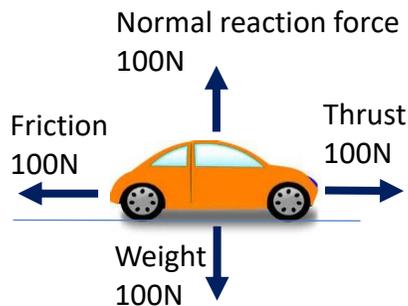
Rules for forces and motion

Balanced forces = The object is stationary or object moving at a constant speed

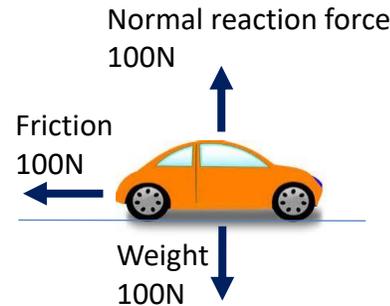
Unbalanced forces = The object is changing speed or changing direction or changing shape (Accelerating or decelerating)



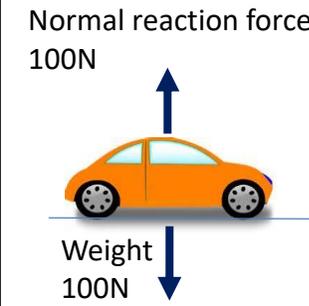
This car is accelerating as it has a larger thrust force than friction force (The resultant force is 100N →)



This car is travelling at a constant speed as it has an equal thrust force and friction force (The resultant force is zero)

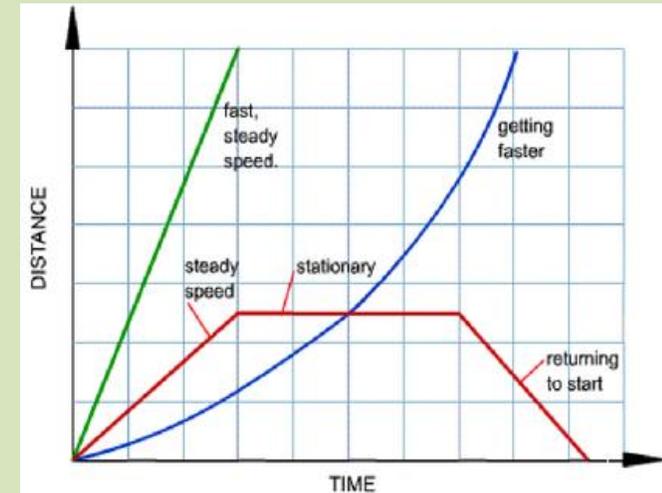


This car is decelerating as it has a larger friction force than thrust force (The resultant force is 100N ←)



This car is stationary as there is no friction or thrust forces (the resultant force is zero)

Distance time graphs



Straight line = constant speed

Horizontal straight line = stationary

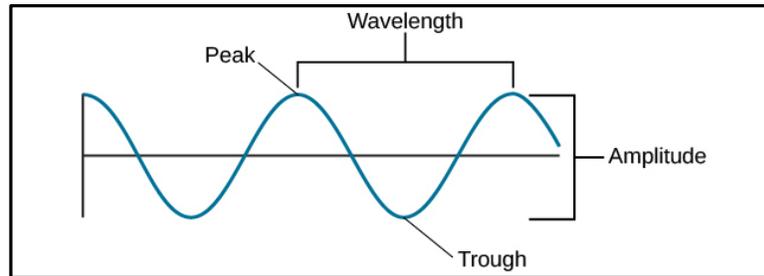
Curved line = accelerating or decelerating

KS3 Physics – Waves Light and Sound

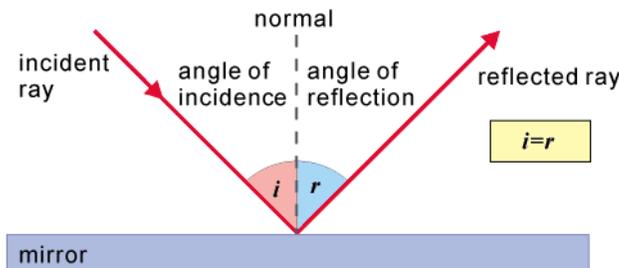
Keyword	Definition
Transparent	Material which light can travel through
Translucent	Material through which a glow of light can be seen
Opaque	Material which does not let light through
Normal	A line at right angles to a mirror
Transverse	A wave in which the medium vibrates at right angles to the direction of its travel
Longitudinal	A wave vibrating in the direction of travel
Amplitude	Half the height of a wave (in m)
Wavelength	The distance between the tops of two waves (in m)
Frequency	The number of waves that pass a point each second (in Hertz, Hz)
Pitch	The height of a wave (in m)
Oscilloscope	An instrument which shows a diagram of a wave on a screen
Reflection	Light bouncing off a surface
Refraction	Change in direction when light goes from one transparent material to another

Sound and light are similar in that both are forms of energy that travel in waves. They both have a wavelength, frequency and amplitude.

SOUND: High pitched sounds have a short wavelength and a high frequency.



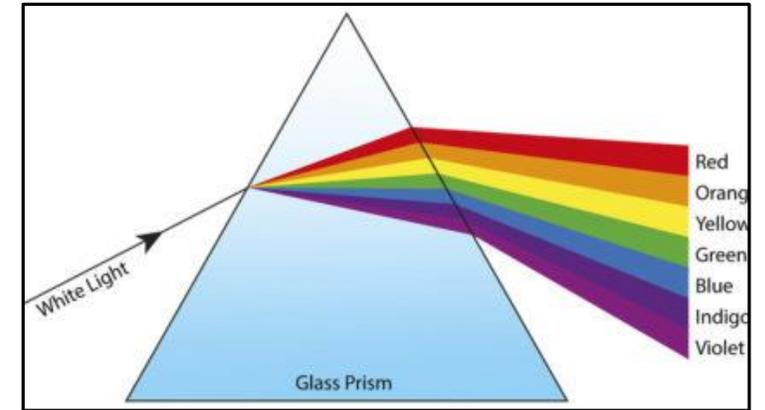
Light can travel through a vacuum
 Light travels at 300,000,000 m/s
 Luminous objects (e.g. the sun, fire) emit or give out light.
 Non-Luminous objects (e.g. the Moon) can only be seen because they reflect light.
 Smooth surfaces reflect light evenly.
 Light is reflected at the same angle it arrives at.
 The angle of incidence equals the angle of reflection



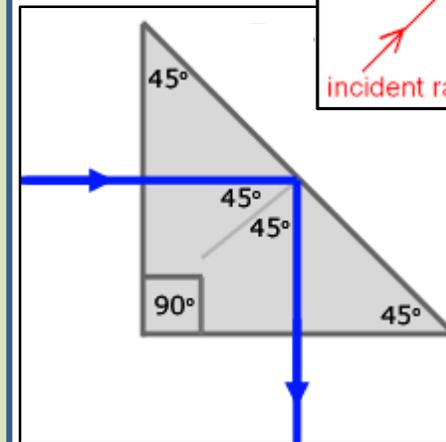
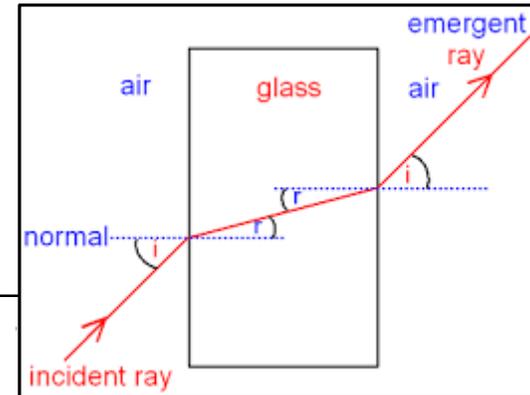
Refraction

Light changes direction at the interface of two different substances.

White light is dispersed into a spectrum with a prism. The 7 colours can be remembered using ROY G BIV



When light goes from air to a denser material it bends towards the normal

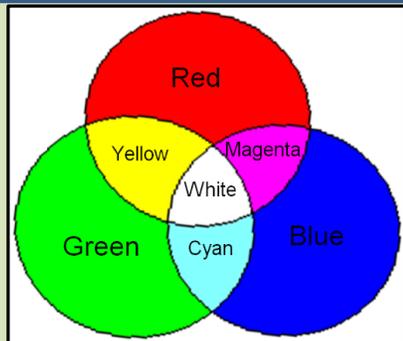


Total Internal Reflection happens if the ray of light enters the prism at the correct angle.

When red, green and blue light (the primary colours) are mixed they make secondary colours.

The secondary colours are yellow, cyan and magenta

Coloured light can be made using filters.



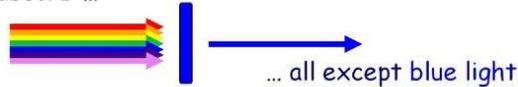
Using filters of primary colours

Filters **absorb** certain colours from white light and **transmit** others, creating coloured light.

Red filters absorb ...



Blue filters absorb ...

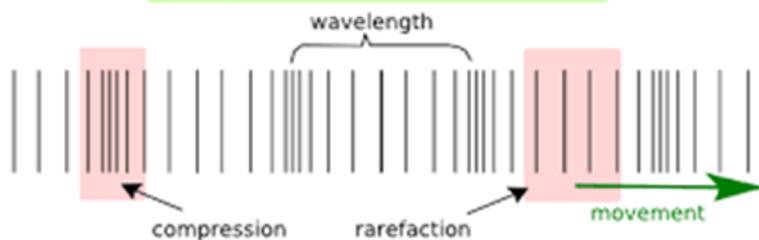


Green filters absorb ...



A red filter only allows red light to be transmitted through the filter; all the other colours are absorbed.

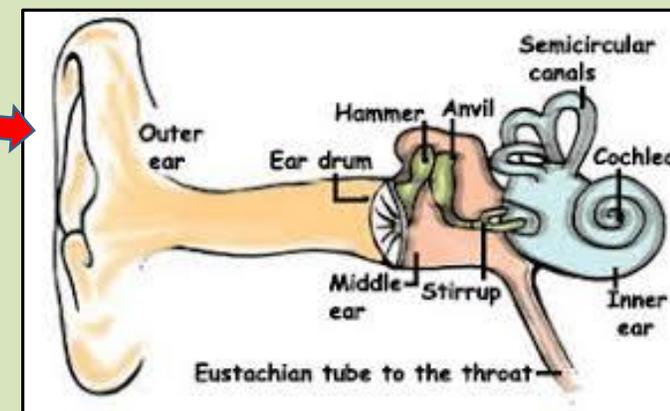
Longitudinal wave (sound)



Sound travels as a longitudinal wave
 Sound travels through air at 330 m/s
 Sound travels through other media at different speeds.
 Sound travels fastest through solids.
 Sound CANNOT travel through a vacuum

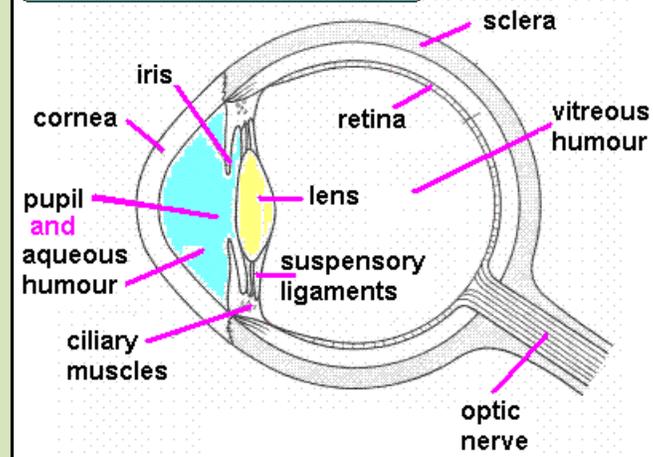
The ear

Sound passes through the ear by vibrations. When the vibrations reach the hairs on the cochlea they are changed into electrical signals called impulses which travel down a nerve to the brain.



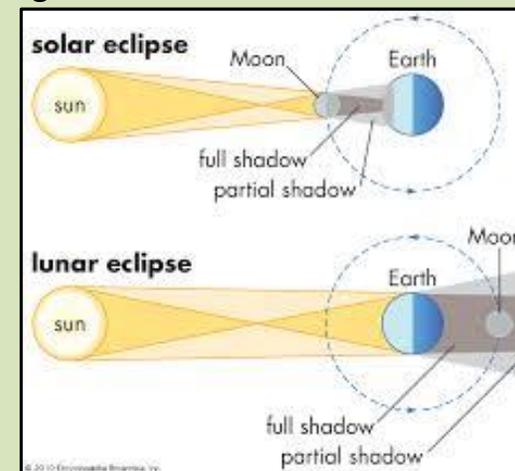
Sound is measured in Decibels (dB). Loud sounds can damage the ear

The structure of the eye



Light travels in straight lines.

A solar eclipse happens when the Moon is between the earth and the sun. A lunar eclipse occurs when the Earth blocks light from the sun from landing on the Moon, so we can't see the Moon.



Further reading

<https://www.bbc.co.uk/bitesize/guides/zq7thyc/revision/1>

<https://www.bbc.co.uk/bitesize/articles/z438qnb>

Ensuring you are a data-savvy digital citizen

Fake websites can spread misinformation

You cannot always believe everything you see and read.

A few things to check when deciding on whether something or someone is telling the truth:

- Check the website address and author
 - If a website then check the website address. Does it come from a well known and respected source?
 - For example if you were being told something about medicines, would you believe a site called www.Doctors4U.com or www.NHS.uk?
- Check the date it was published.
 - Information can become out of date. Many values our society hold today are very different from values held in society as little as a generation ago.
 - Check the date the website was published. If it was a long time ago then maybe the information needs to be questioned.

Your Digital Footprint is worth money

Facebook, Google, Amazon, Apple are businesses that make money out of you. Lots of it.



Understand that 'free' websites are not really free and that your personal data is being collected and used to build a profile about you to sell on to marketing companies

Understand that digital data is being collected about you by companies and that this data builds a picture about you that is then used to send targeted adverts about products and services.

Question everything.

Understand that your personal data is being collected and can be used to affect your decisions

Understand that digital data is being collected about them by companies and the Government and that this data builds a picture about them that is then used in decisions by those companies and the Government

Understand the greater threat posed by this data capture and how it will affect your life as **decisions will be automatically made about you** and therefore **democracy can be under threat.**



Y8 CT Term 3 – Digital literacy

Ensuring you are a data-savvy digital citizen

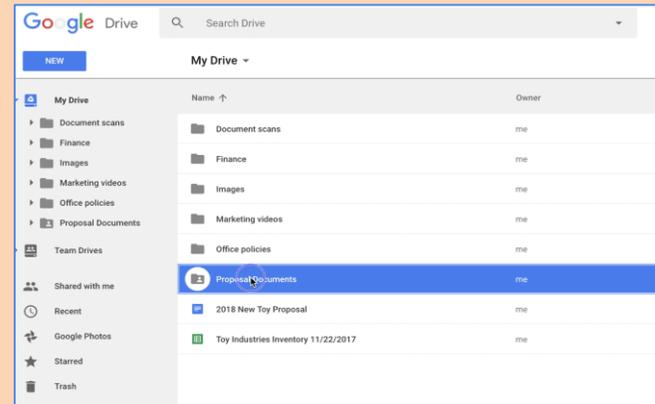
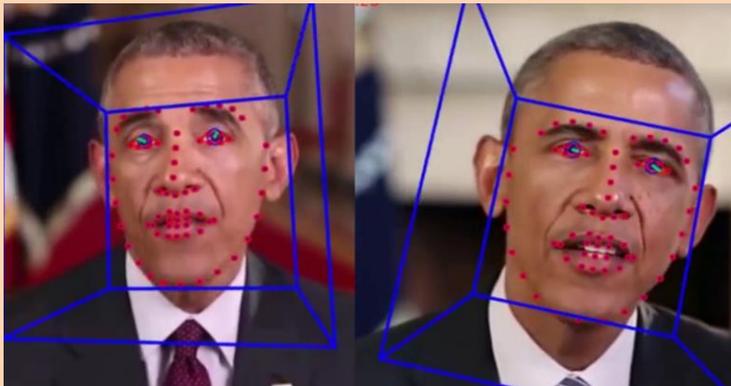
Deep Fake videos are easy to make

Understand that fake 'videos' exist and can be created relatively easily so do not always trust what you watch.

You should not automatically assume what you are watching is valid and question the validity of everything.

Deep Fake videos have the potential to be destructive in terms of personal characters, relationships, careers and even democracy.

What is stopping anyone making a Deep Fake of you and making you say something you wouldn't say?



Keep your files safe

- Ensure you give each file a filename that describes it.
 - So you can tell what it is when you are looking for it
- Ensure you save your files in appropriately named folders.
 - It makes finding files much easier
- Ensure you save your work regularly.
 - You never know when your computer may crash!
- Ensure you back-up your files regularly.
 - It's best to back-up to the Cloud as hard-drives can break
- Ensure you have virus protection
 - Especially if you run a Windows computer

Watch out for online Trolling

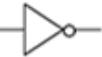
When someone posts an off-topic or inflammatory comment to disrupt an online conversation.

Some do it as a joke.

Others do it to hurt.



Enabling switches to perform calculations

Gate	Symbol	Operator
and		$A \cdot B$
or		$A + B$
not		\bar{A}

<i>NOT</i>		<i>AND</i>			<i>OR</i>			<i>XOR</i>		
<i>x</i>	<i>x'</i>	<i>x</i>	<i>y</i>	<i>xy</i>	<i>x</i>	<i>y</i>	<i>x+y</i>	<i>x</i>	<i>y</i>	<i>x⊕y</i>
0	1	0	0	0	0	0	0	0	0	0
1	0	0	1	0	0	1	1	0	1	1
		1	0	0	1	0	1	1	0	1
		1	1	1	1	1	1	1	1	0

Logic Function Implementation

Using Switches

Inputs:

- logic 1 is switch closed
- logic 0 is switch open

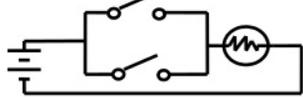
Outputs:

- logic 1 is light on
- logic 0 is light off.

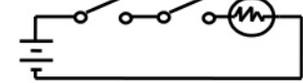
NOT input:

- logic 1 is switch open
- logic 0 is switch closed

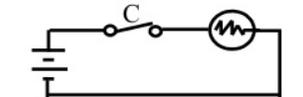
Switches in parallel => OR



Switches in series => AND



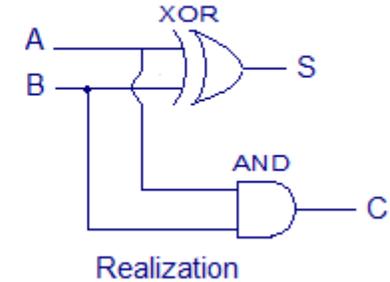
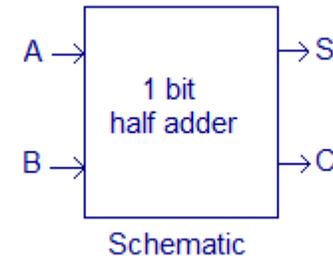
Normally-closed switch => NOT



1-bit Half Adder

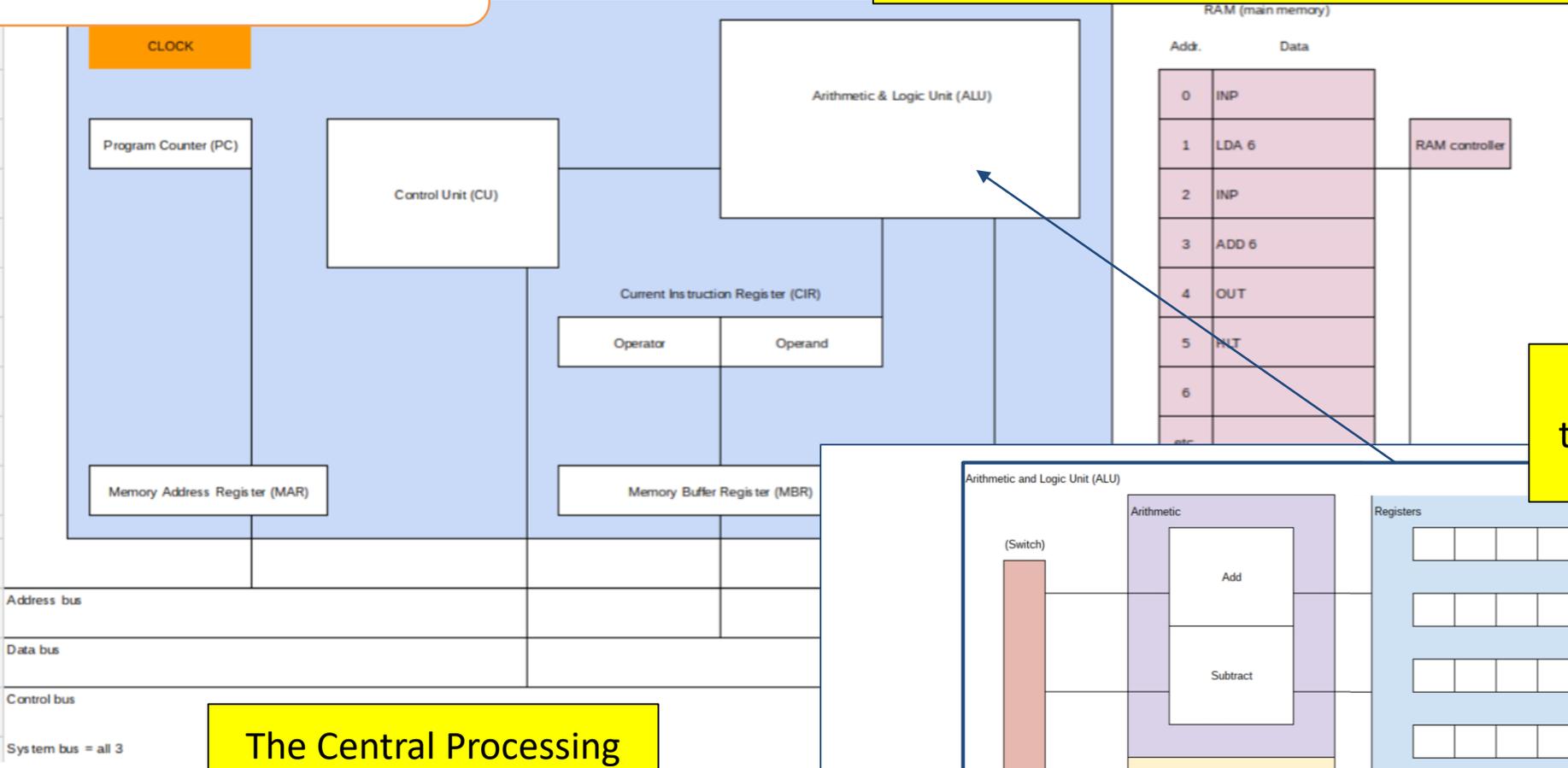
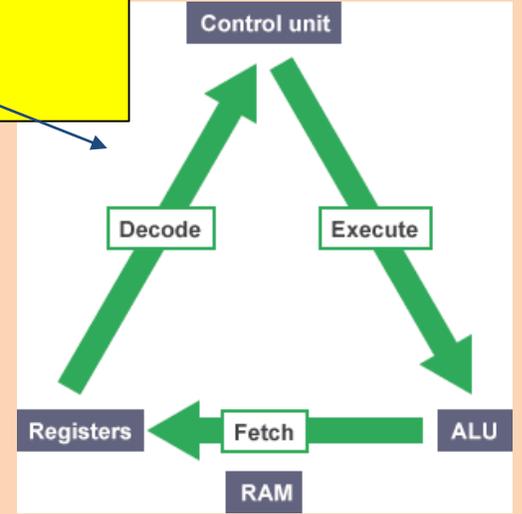
Inputs		Outputs	
A	B	S	C
0	0	0	0
1	0	1	0
0	1	1	0
1	1	0	1

Truth table



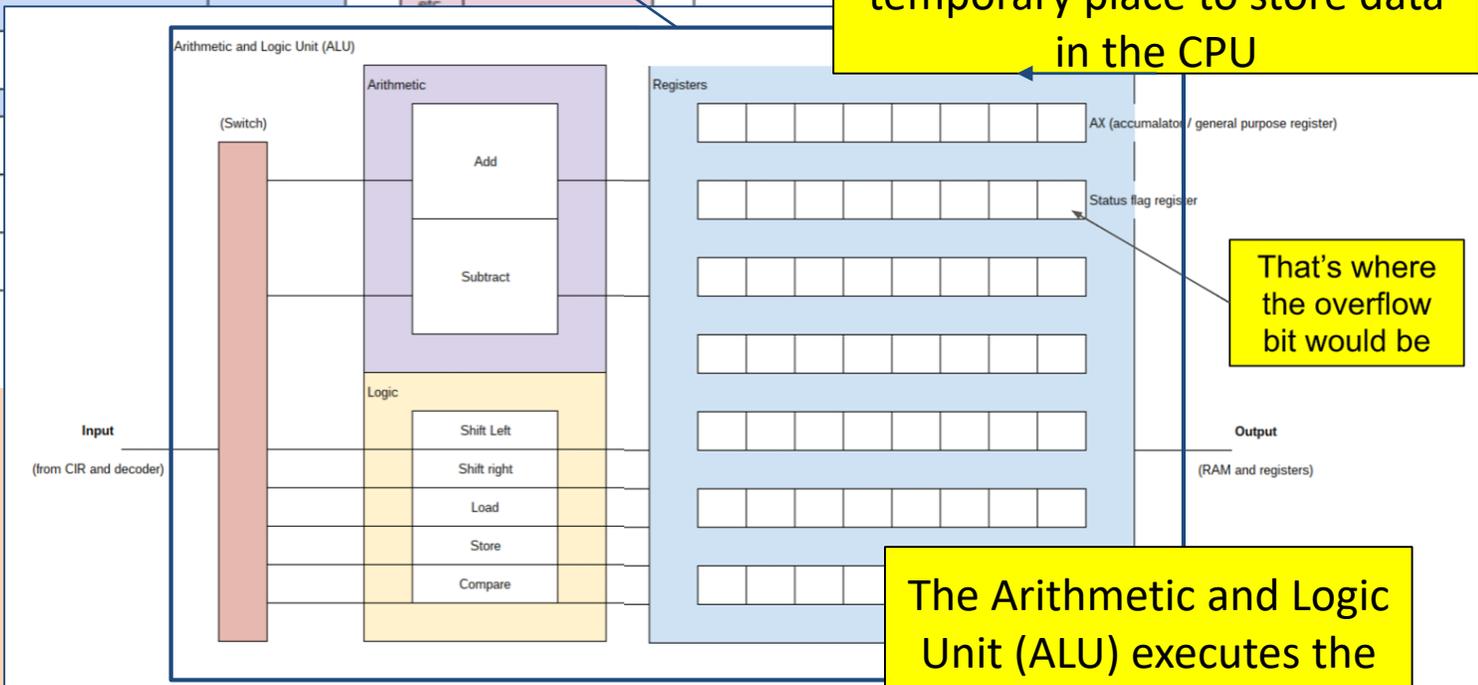
Y9 CT Term 3 – Computer architecture

The role of the CPU = The Fetch/Decode/Execute cycle



Registers = a super fast temporary place to store data in the CPU

The Central Processing Unit (CPU)



That's where the overflow bit would be

The Arithmetic and Logic Unit (ALU) executes the instructions

History – Term 3

The Stuarts

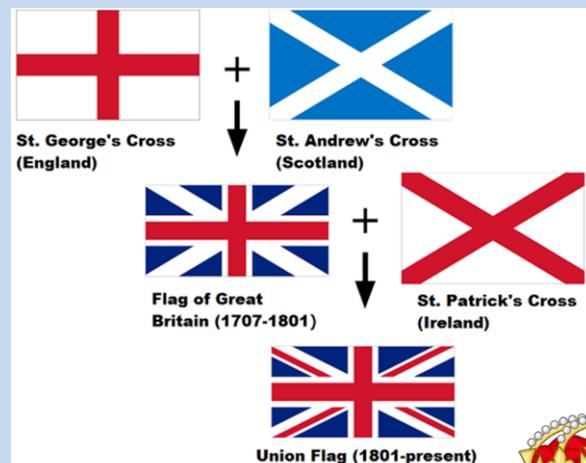


OVERVIEW

James I was king of England and Scotland following the death of Elizabeth I. The period ended with the death of Queen Anne who was succeeded by the Hanoverian, George I from the House of Hanover. James I was a Protestant and his reign is most famous for the Gunpowder Plot. His son, Charles I, led the country into Civil War and was executed in 1649. This was followed by the period known as the Commonwealth, where there was no monarch ruling the country. Instead, Oliver Cromwell was Lord Protector and famously banned 'merriment' at Christmas. The Restoration saw the Stuarts returned to the throne under the 'Merry Monarch' Charles II. This period is best known for the Great Plague and the Great Fire of London. In 1688 powerful Protestants in England overthrew James II and replaced him with his daughter and son-in-law, William and Mary of Orange, in the 'Glorious Revolution'. The final Stuart, Anne, had 17 pregnancies but left no heir.

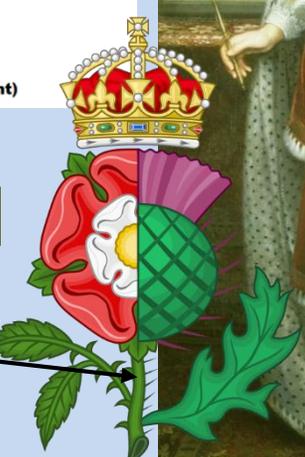
Key Terms & People

Stuart	Name of the royal family who ruled over England & Scotland in 1603-1707. Replaced the Tudor family after Elizabeth I had no children.
James I (James VI of Scotland)	First Stuart King of England (1603-25). Replaced Elizabeth I. Mother was Mary of Scots, executed in 1587. Unlike his Catholic mother, James was a strong Protestant. Believed in the Divine Right of Kings.
Gunpowder Plot	A plot put together in 1605 by Catholics to blow up James I and Parliament. Many Catholics resented being taxed heavily.
Robert Catesby	Leader of the Gunpowder Plot. Sought the support of Spain to overthrow James I and the English government, who they saw as heretics. Previously arrested for rebellion against the crown.
Guy Fawkes	Caught red-handed in a cellar beneath the Houses of Parliament with 1,000kg of gunpowder. Hung, drawn & quartered as punishment.
Lord Monteagle	A Catholic MP. A mysterious letter was sent to him by the Gunpowder plotters, warning him to avoid going to Parliament on the day of the plot. Monteagle immediately informed Robert Cecil.
Robert Cecil	A Puritan and very anti-Catholic advisor to King James I. Son of William Cecil. Set up an anti-Catholic spy network in Europe. Possibly framed the Gunpowder plotters in order to punish Catholics severely.
Divine Right of Kings	Claimed kings were answerable only to God and it was sinful for their subjects to resist them. James I and his son Charles I believed in this.



Tudor Rose

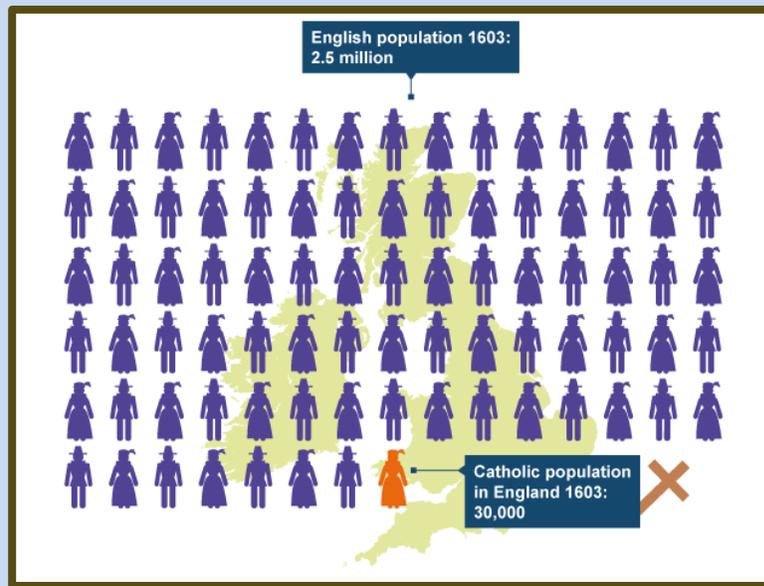
The Scottish Thistle



James I's crest was designed to show the union between Scotland and England

The Gunpowder Plot was a failed attempt to blow up England's King James I (1566-1625) and the Parliament on November 5, 1605. The plot was organized by Robert Catesby (c.1572-1605) in an effort to end the persecution of Roman Catholics by the English government. Catesby and others hoped to replace the country's Protestant government with Catholic leadership. Around midnight on November 4, 1605, one of the conspirators, Guy Fawkes (1570-1606), was discovered in the cellar of the Parliament building with barrels of gunpowder. Fawkes and other men involved in the plot were tried and executed for treason.

- Robert Catesby had taken part in the Earl of Essex's **1601** rebellion, but was pardoned.
- In **1603**, he tried unsuccessfully to persuade the King of Spain to invade England.
- In **1604** he returned to England, where he recruited other Catholics to join a plot to kill James. One of them was Guy Fawkes. The group planned to blow up the House of Lords when King James came to open Parliament on 5 November. At first they tried to dig a tunnel from a nearby house. When this failed, one of the plotters – Thomas Percy – rented a cellar underneath the House of Lords. Fawkes bought 36 barrels of gunpowder.
- On **26 October 1605**, ten days before Parliament was due to meet, Lord Monteagle got an anonymous letter warning him not to go. It said: they shall receive a terrible blow this Parliament; and yet they shall not see who hurts them. Monteagle took it to the king. The plotters realised they were discovered, but decided to carry on anyway.
- **1 November**: when he saw the letter, James realised that it meant some plot of gunpowder. **4 November**: Fawkes was caught red-handed with the gunpowder.
- **8 November**: The other plotters were chased to Holbeche House in Staffordshire, where Catesby and Percy were killed. Francis Tresham, Lord Monteagle's brother-in-law, was arrested and sent to the Tower. He died there.



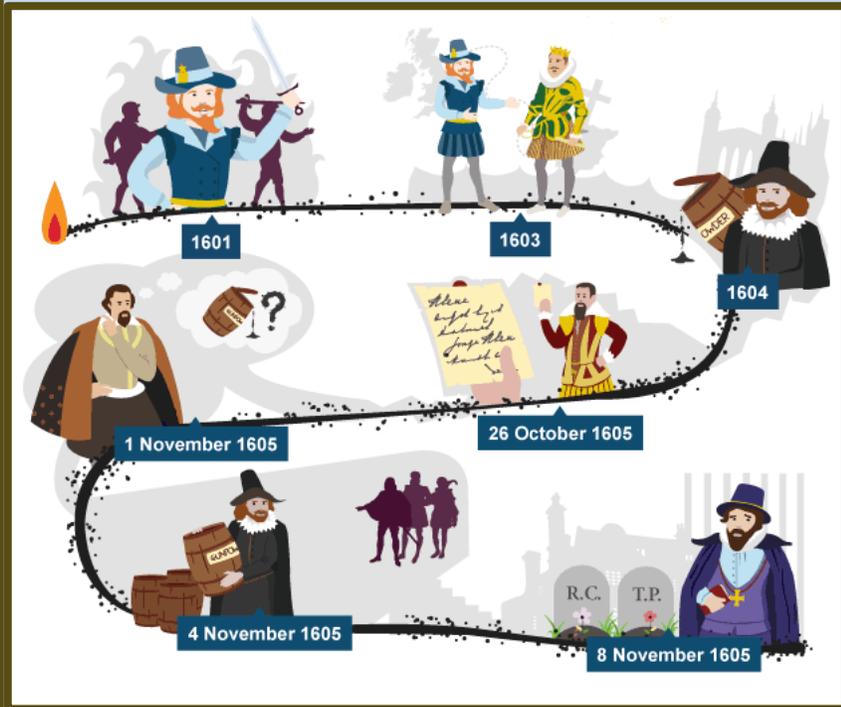
Consequences of the Gunpowder Plot

The plotters were horribly executed – even Catesby's and Percy's bodies were dug up and mutilated. This served as a example of what would happen should anyone dare to stage a Catholic plot against the government. The Gunpowder Plot was the last Catholic plot in England.

Catholic lords with any connection to any of the plotters were arrested, fined and ruined.

Catholics suffered. In 1606, the Popish Recusants Act increased fines for recusants, and forced Catholics to take an oath of allegiance. They were forbidden to be lawyers, vote or serve as officers in the army or navy.

The failure of the plot was celebrated as a "wonderful deliverance". Parliament passed The Observance of 5th November Act 1605, also known as the Thanksgiving Act, ordering prayers to be said and church bells to be rung to commemorate the event. England became an anti-Catholic country.



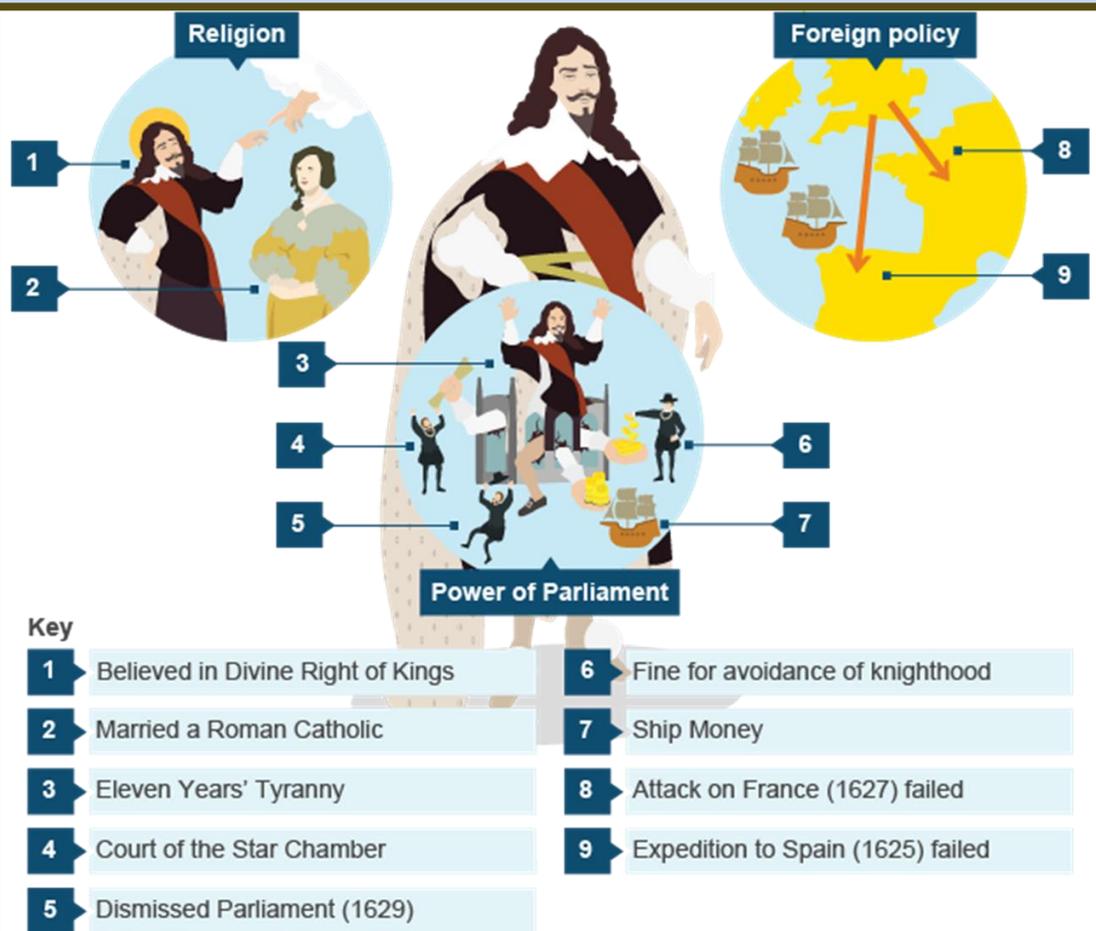
King Charles I



Overview of the Civil War:

<https://tinyurl.com/EnglishCivilW>

Problems of Charles I



Key words and names	
Civil War	Two sides fighting each other in the same country.
Charles I	Son of James I. Second Stuart monarch (1625-49). Married a French Catholic and charged taxes that Parliament thought were unfair, making him unpopular. He went to war with Parliament – and lost.
Henrietta Maria	Wife of Charles I. Unpopular for being Catholic...& for being French!
William Laud	Friend of Charles I, who made Laud Archbishop of Canterbury. Laud told off Puritans for being too strict and relaxed Puritan rules.
Ship money	A new tax issued by Charles I that was unfairly extended to inland counties of England in 1635. Many MPs thought the tax was illegal.
The Grand Remonstrance	A list of complaints presented to Charles I in 1641 by Parliament. The tone was anti-Catholic and opposed Laud's religious changes.
Impeach	To put a member of the Government on trial in Parliament.
Parliamentarians (AKA 'Roundheads')	The side in the English Civil War who thought Parliament should share power with the king. Formed the 'New Model Army' in 1645.
Oliver Cromwell	A Puritan MP who believed in Parliamentary government. He was a very effective Parliamentary leader in the English Civil War and became Lord Protector of England after Charles I was executed.
Royalists (AKA 'Cavaliers')	The side in the English Civil War (1642-49) who supported the King against Parliament. They lost.
Lord Protector	Title given to Oliver & Richard Cromwell, who ruled in place of a monarch after the civil war. In theory, Parliament now ruled, yet Oliver Cromwell became impatient & dismissed Parliament in 1653!
The Levellers	A political group wanting equal rights and the vote for all men. Cromwell crushed the Levellers by 1650.
Interregnum	Name given to the period 1649-1660, when there was no monarch.
Charles II	Son of Charles I. Restored Stuart monarchy to power in 1660 after Cromwell's 'Interregnum'. Known as the 'party king'. Ruled 1660-85
James II	Younger son of Charles I and brother of Charles II. A Catholic convert and therefore very unpopular, quickly facing rebellion. Got rid of Parliament in 1685, who soon plotted to overthrow him.
William (of Orange) & Mary	Mary was James II's daughter. She was Protestant and married to William of Orange (leader of the Protestant Dutch Republic).
The Glorious Revolution	William & Mary were crowned joint monarchs in 1689 to stop James II's Catholic rule. They accepted Parliament's 'Bill of Rights', restricting the monarch's power so that they share with Parliament.
Puritans	Strict Protestants who wanted a 'purified' Church
Restoration	Period where Charles II and Stuart family returned to the throne
New Model Army	Full time, professional army set up by Fairfax and Cromwell
Popish	Description of something appearing to look Roman Catholic

History – Term 4

THE ENGLISH CIVIL WAR

Causes of the Civil War



Royalist soldiers were also known as 'Cavaliers' from the Spanish *caballero* meaning gentleman.

Key Battles of the English Civil Wars

- **1642. The Battle of Edgehill** was a confused draw. Charles advanced as far as Turnham Green, five miles from London, but when 24,000 Londoners turned out to fight him, he turned back.
- **1643.** Charles tried another attack on London, but he was defeated at the **Battle of Newbury**.
- **1644.** Parliament made an alliance with the Scottish 'Covenanters' (Protestants), and Oliver Cromwell and his 'Ironsides' joined the Parliamentary cavalry. Cromwell defeated a Royalist army at **Marston Moor** by attacking them at teatime
- **1645.** Parliament reorganised its armies into the '**New Model Army**' led by Cromwell. Charles was decisively defeated at **Naseby**
- **1646,** Charles surrendered.
- **May 1648** Charles made a deal with the Scots and started a second civil war. After Cromwell had defeated Charles a second time – at the **Battle of Preston** in August **1648** – Parliament put him on trial for treason.



The Build-Up to War

1625	Charles I crowned King. Married Henrietta
1629	Parliament dissolved. Charles I rules alone. Ship money imposed.
1630s	Laudian reforms imposed on Church by Archbishop
1640	Scottish army invades to stop Laud's reform of Church in Scotland.
April 1640	Parliament recalls Parliament for the first time in 11 years, he demands money to fight the Scots, Parliament refuses so Charles dismisses them.
Nov 1640	Charles I forced to recall Parliament to fight the Scots
1641	Charles I submits to Parliament's demands including Laud impeachment, closure of Star Chamber and end of Ship Money.
1641	Grand Remonstrance; Parliament demands right to choose ministers.
Jan 1642	Charles attempts to arrest 5 MPs. Parliament takes control of army.
1642	Charles flees to Nottingham. Civil War begins



Parliamentarians were nicknamed 'Roundheads' due to their modern shorter hair styles



Charles I - King from 1625 to 1649



Oliver Cromwell - Leading Parliamentarian . Lord Protector 1653 –1658



Charles Stuart (II) - Son of Charles I. Became King in 1660.



Thomas Fairfax - Parliamentarian General and creator of New Model Army

Charles was condemned as a "tyrant, traitor, murderer and public enemy to the Commonwealth of England" and executed on **30 January 1649**.



- After Charles' execution England became a republic called the Commonwealth (1649-60). At first Parliament ruled the country, but in 1653 Oliver Cromwell dismissed Parliament and ruled as Protector.
- The army became important. Under the Protectorate (1653-1660), England was governed by eleven Major-Generals – Cromwell's government was a military dictatorship.
- The Puritans became powerful. During the Protectorate, churches had to be plain, and dancing, the theatre, pubs, gambling, Maypoles and even Christmas were banned.

Oliver Cromwell as Lord Protector

A Harsh & Unpopular Ruler	A Tolerant Defender of Democracy
Cromwell's actions in Ireland , particularly at Drogheda, are still remembered for their cruelty and bloodshed	Cromwell was surprisingly tolerant of other religions and was the first ruler to allow Jews to re-settle
Popular entertainment and hobbies such as gambling, the theatre and even makeup were banned	Prevented the King from destroying Parliament (although he eventually got rid of it himself!)
Most popular aspects of Christmas were banned!	Built England into a formidable military power

For 11 years England was ruled by Oliver Cromwell - Lord Protector. England had no monarchy and was a republic – declared the Commonwealth. When Cromwell died his son Richard took his place but lacked the qualities of his father.

Charles' son, also named Charles, returned to England and became King Charles II – the monarchy was restored and an advanced army was created. The victory of the Parliamentarians encouraged revolutions in other countries. Ireland was occupied under Cromwell

Cromwell ensured no monarch would be able to rule without the consent of Parliament. The Parliamentarians laid the foundation for future modern monarchy / government relations



Overview of Cromwell's reign:

<https://tinyurl.com/LordProtector>

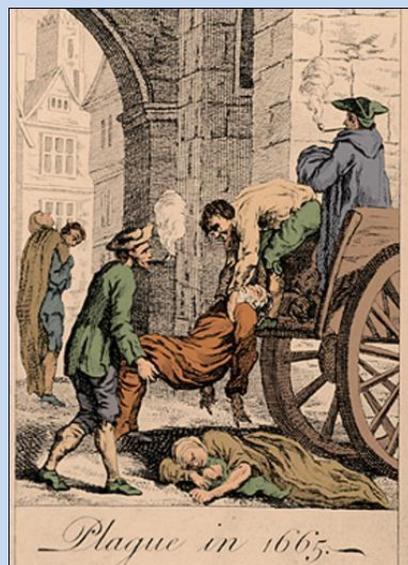
- 1649 - Charles I put on trial and executed
- 1653 – Oliver Cromwell, Lord Protector
- 1660 – The Restoration of the Stuarts (Charles II)
- 1665 – Great Plague
- 1666 – Great Fire of London
- 1685 – James II becomes king
- 1688 – Glorious Revolution... William III and Mary II

The Stuarts

The Restoration



In 1660, the Stuarts were back on the throne of England with the restoration of Charles II as monarch. Charles was known as the 'Merry Monarch' but two disasters hit during his reign.



The Black Death and the Great plague

Similarities

- Many still believed God had sent the plague as a punishment for their sins - government ordered for days of public prayer and fasting so people would publicly confess their sins and beg God for mercy
- Others still blamed the movement of the planets as they did in the 14th century
- Blamed the poisonous air
- Still no cures found for the plague
- Doctors followed their clients out of London to the countryside
- Both were spread by rats
- Houses were marked with a red cross and 'Lord have mercy upon us'
- Blamed minor groups

Differences

- It seems that there was a more scientific approach to understanding the plague - weekly bills of mortality were kept and some observers linked dirt with disease as they saw that the highest number of deaths were from the poorest, dirtiest parishes where people were crammed into the worst housing
- Methods of preventing the spread of the plague were more carefully planned out - the mayor of London did a lot more to help
- Victims were shut up in their houses with watchmen on guard to stop people from going in or out
- When a person died 'women searchers' were sent to examine the body to check that the plague was the cause - surgeons would confirm their findings
- The victims' bedding was hung over the smoke of fires before it could be used again
- Fires were lit in streets to cleanse the air of poisons
- Householders were ordered to sweep their streets in front of their doors - making the city cleaner
- Pigs, dogs, cats and other animals were ordered to be kept inside - this hindered the prevention of the plague as it was spread by rats and now there was nothing to kill them
- Public events eg plays were banned to prevent the gathering of large crowds
- People had begun to see the link between dirt and disease but couldn't explain it scientifically

The plague appears to have started in the parish of St-Giles-in-the-Fields outside of London's walls in 1664. The hot summer seems to have caused it to become an epidemic. While 68,596 deaths were recorded in the city, the true number was probably over 100,000, and other parts of the country also suffered. It was raging in the city by July 1665, and reached a peak of 7,000 deaths a week by August, but then died out during the cold winter.

Overview of the plague and Great Fire:

<https://tinyurl.com/plagueandfire>



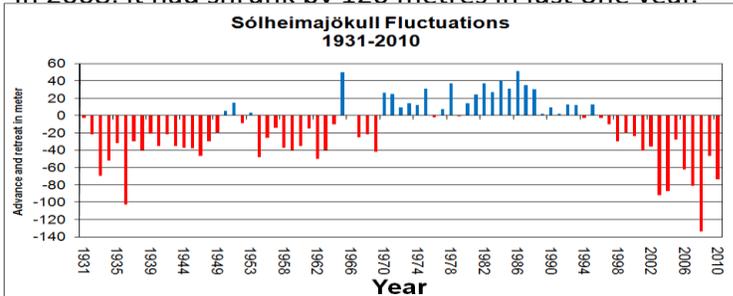
In September 1666, after a hot summer, a fire broke out in a baker's shop. The fire was fanned by a strong wind and destroyed 13,000 houses and 88 churches, including St Paul's Cathedral. Only a few people died, but about 100,000 were made homeless. London had to be rebuilt. Christopher Wren designed the new St Paul's Cathedral that still stands today. The government insisted that new houses were built of bricks and stone.

Ice Ages

When the Earth enters an ice age, we call that a **glacial period**. This means ice, mainly in the form of **glaciers**, starts to increase. There have been many ice ages during the last 2.6 million years but when people talk about the Ice Age, they are often referring to the most recent glacial period, which peaked about 20,000 years ago and ended just over 10,000 years ago. We are currently in an **interglacial period** (where temperatures have increase and glacial ice starts to decrease).

What causes ice ages is not completely understood. The composition of the atmosphere, changes in the position of our planet around the Sun, and changes in ocean currents are some of the important factors that control the climate.

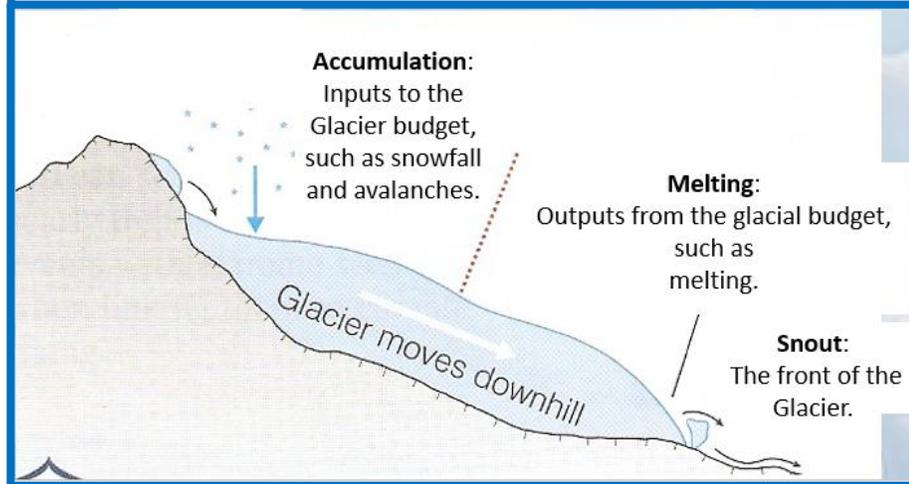
As we are currently progressing through an interglacial stage, we are seeing temperatures rising. This is having a dramatic impact on glaciers, causing many of them to **retreat** and some to even disappear completely! The table below shows the advance/retreat of an Icelandic glaciers over the last 90 years. As you can see by the red bars, it is retreating a lot more than it is advancing. In 2008, it had shrunk by 120 metres in just one year.



What is a glacier and how does it form?

A **glacier** is a huge mass of ice that moves slowly over land. It forms in cold environments and at high **altitudes** where snow falls layer upon layer. Over time, the layers get compacted to ice, like when you squeeze a snowball very hard. If the ice does not melt and snow continues to fall, the ice mass will become bigger and heavier. When the ice mass becomes very heavy, the force of gravity causes it to move downhill, very slowly. As the glacier moves it **erodes** (wears away) the landscape on either side and underneath it, changing the landscape.

If you get a chance, this video helps explain it:
<https://www.youtube.com/watch?v=4wNOrFy17WE>



Where are glaciers located?

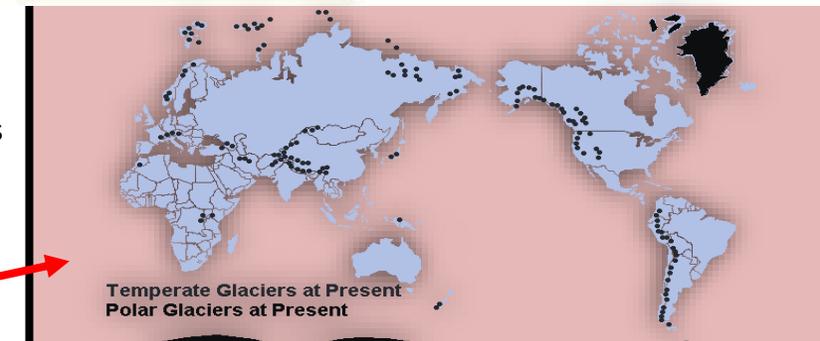
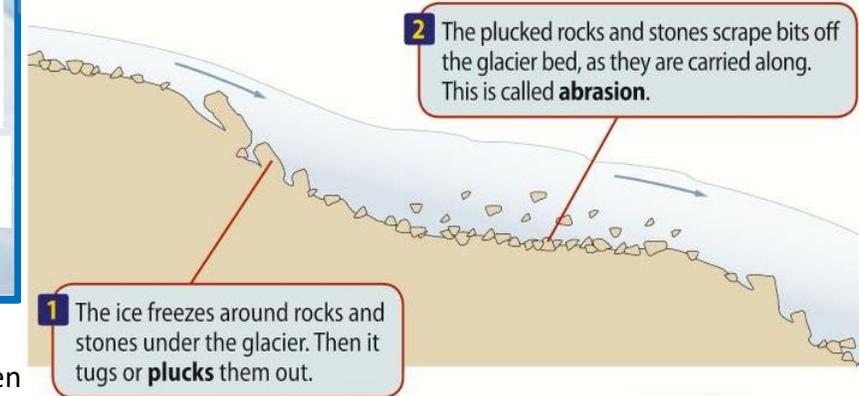
The map to the left shows the location of every glacier at the moment. There are actually glaciers located in every single continent in the world, but Antarctica is the biggest glacier, holding 90% of the world's fresh water, followed by Greenland. Glaciers are found in places further north and south of the equator where a polar climate occurs as well places of higher elevations (mountains) where there is more exposure to However, as we have already read, these are at risk of disappearing as temperatures start to increase.

Glacial Erosion and Weathering

Plucking occurs when rocks and stones become frozen to the base or sides of the **glacier** and are plucked from the ground or rock face as the glacier moves. It leaves behind a jagged landscape.

Abrasion occurs when rocks and stones become embedded in the base and sides of the glacier. These are then rubbed against the bedrock (at the bottom of the glacier) and rock faces (at the sides of the glacier) as the glacier moves. This causes the wearing away of the landscape as the glacier behaves like sandpaper. It leaves behind smooth polished surfaces which may have scratches in them called **striations**. Striations are carved out by angular **debris** embedded in the base of the glacier.

Freeze-Thaw weathering also occurs on glaciers as frozen water expands in gaps of rocks which eventually causes the rocks to break off.



Erratics

These are large rocks or boulders that are often found on their own, rather than in piles. A glacier has picked up the rocks and transported it away from the glacier. As the ice melted, it could no longer move the rock, so it is **deposited** far away from where it came. They are unusual shapes, unusually large and of a rock type uncommon to the area they have been dumped.



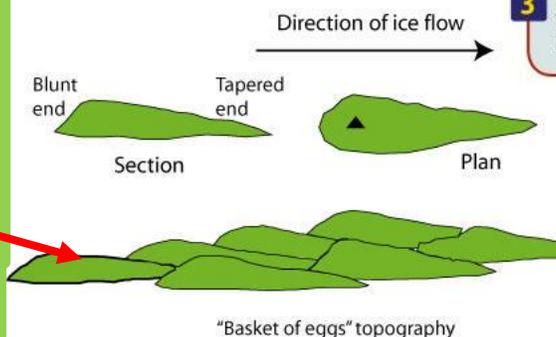
Deposition on Glaciers

As **glaciers** melt the lower they get, the glacier will lose a lot of its energy to transport eroded sediment. This means that it drops material (**deposits** it) in an unsorted mixture. This is what we call **glacial till**. This till might build up to create landforms called **moraines**.



Drumlins

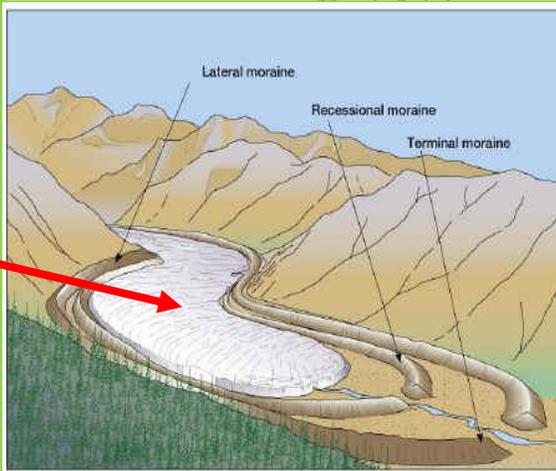
Drumlins are elongated hills of **glacial deposits**. They can be 1 km long and 500 metres wide, often occurring in groups. These would have been part of the debris that was carried along, accumulating under the ancient glacier until it became overloaded with **sediment**.



Moraines

Moraine is a type of landform that is created when a glacier deposits the material (**till**) that it has been transporting. It is made up of unsorted angular rocks. There are five main types of moraine:

1. Lateral
2. Medial
3. Ground
4. Terminal
5. Recessional



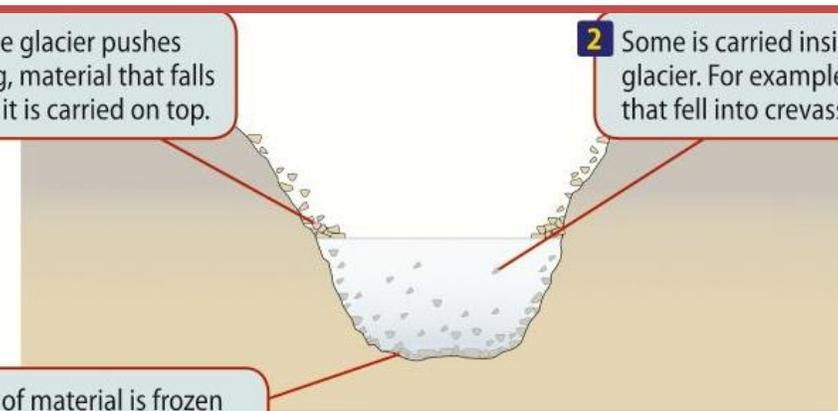
Transportation on glaciers

Transportation is all about the movement of eroded sediment on the glaciers. As the glaciers starts to move downhill due to **gravity** and the sheer **mass** of the ice, it starts slumping in a circular motion. This is called **rotational slip**. As the eroded rocks start to move away from the rock face, a **bergschrand** (a gap) is created.

1 As the glacier pushes along, material that falls onto it is carried on top.

2 Some is carried inside the glacier. For example, debris that fell into crevasses.

3 A lot of material is frozen into the base of the glacier.



Glossary

- **Glacier** - huge mass of ice that moves slowly over land
- **Glacial** - Presence of ice in the form of glaciers
- **Interglacial** - relating to a period of milder climate between two glacial periods.
- **Global warming** - a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
- **Altitude** - the height of an object or point in relation to sea level or ground level

Corries

Valley glaciers often start in corries, where snow collects in small hollows and becomes compacted over time, turning into ice. Rotational slip, plucking, abrasion and freeze-thaw weathering cause the hollow to enlarge with a lip at the bottom. After the ice has melted, a small lake called a loch or tarn may appear.

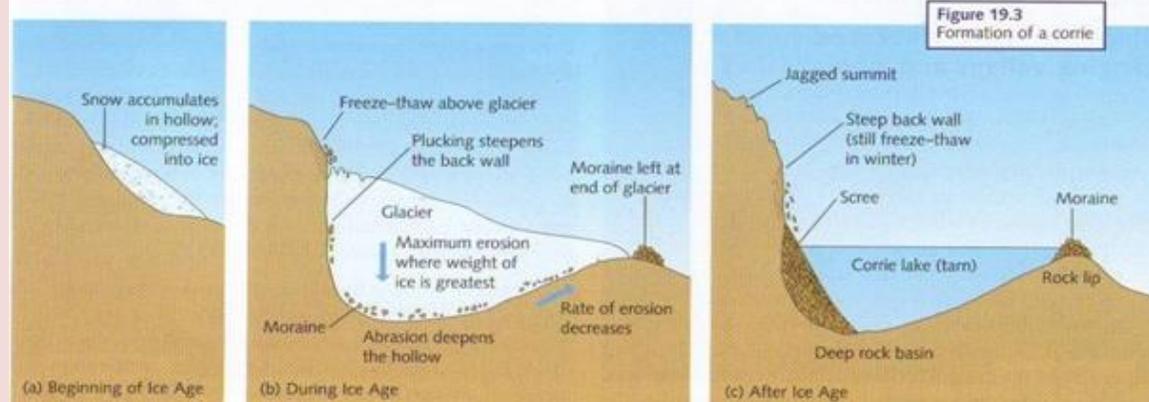


Formation of a Corrie:

Before Glaciation

During Glaciation

After Glaciation



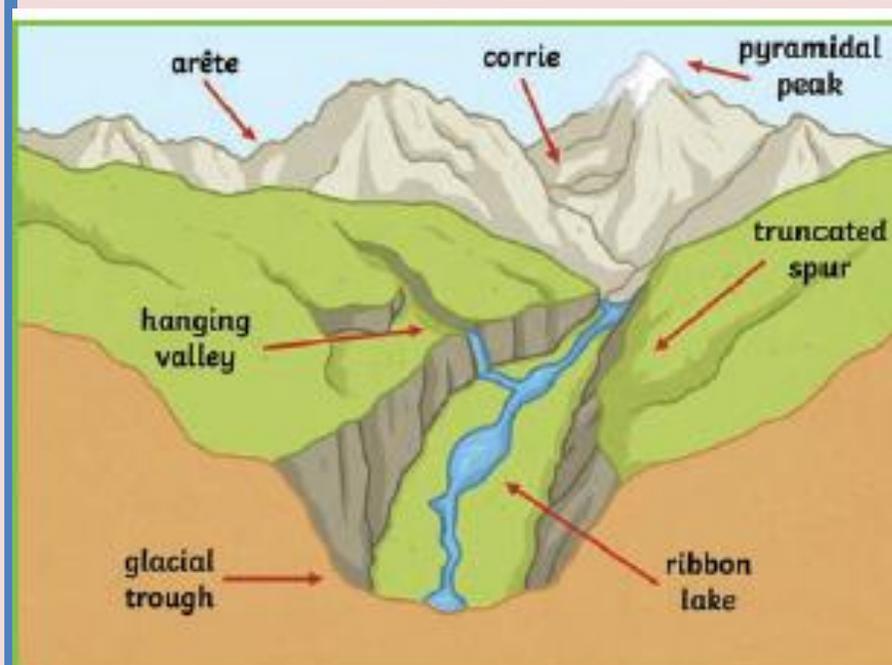
Arête

A steep-sided, knife-like ridge that is created when 2 corries form back to back.



Pyramidal peak

A pointed mountain peak formed when 3 or more corries form back to back and meet at a central point.



Truncated Spur

Interlocking spurs of a river valley are sliced away as the glacier moves downhill creating a cliff-like edge.

U-shape Valley

The original v shape river valley is widened and deepened as the glaciers moves downhill through plucking and abrasion, it is now U shaped.

Ribbon Lake

Glacial processes erode areas of soft rock in the valley floor creating hollows that become lakes once the glacier has retreated.

Hanging Valleys

Smaller tributary valleys are sliced away as the larger glacier moves downhill. This makes the smaller valleys seem as though they are hanging above the larger valley. Waterfalls are often found here.

Glossary

Plucking - breaking off pieces of rock by mechanical force

Freeze-thaw - when water continually seeps into cracks, freezes and expands, eventually breaking the rock apart.

Abrasion - the process of scraping or wearing something away

Striation - a groove, created by a geological process, on the surface of a rock

Erosion - Breaking up of a rock through different processes

Deposition - the dropping of sediment after it has been eroded and transported

Transportation - the movement of eroded sediment

Glacial till - unsorted glacial sediment



Chamonix – Managing tourism in glaciated areas

Chamonix is situated in the north-west part of the French Alps. The landscape is dominated by the summit of Mont Blanc, Europe's highest mountain at 4,808m. Chamonix has been a center for tourism for over 250 years. Its stunning landscape has a huge amount to offer outdoor enthusiasts. The resident population of 10,000 a day increases by up to 100,000 visitors a day in summer and about 60,000 a day in winter.

Winter activities

- Skiing and snowboarding
- Cross-country skiing
- Ice climbing
- Paragliding
- Spa days

Summer activities

- Hiking
- Railway and lift rides
- Cycling
- Rock climbing
- Mountaineering
- Music events

Impacts of tourists in Chamonix

<p>Extra income supports local services such as shops. Local people benefit from improvements in transport and healthcare.</p>	<p>Large numbers of tourists cause a lot of traffic, which increases pollution, e.g. a study from 2002-2004 showed that traffic pollution was worse in the Chamonix region than in the centre of Paris.</p>	<p>The town can become noisy and congested. Access to Chamonix via motorway is good, but in Chamonix itself the roads are narrow and become jammed easily.</p>	<p>Tourists bring huge economic benefits; employment for local people in hotels and restaurants, in sports facilities and as guides and instructors. Also construction and maintenance jobs for locals.</p>
<p>Lots of jobs created; 2500 people work as seasonal workers every year.</p>	<p>Chamonix is maintained as an attractive town. Pedestrian streets give people safe access to shops and the town is clean and well lit.</p>	<p>The types of jobs available in Chamonix have changed from farm labouring to jobs in restaurants and hotels.</p>	<p>Mountain footpaths have become eroded due to the sheer volume of visitors, both walking and using mountain bikes.</p>
<p>Shops, cafes and restaurants have become tourist-orientated and expensive. Local people often have to pay more for everyday items. Houses are expensive and many are second homes for wealthy visitors.</p>	<p>Companies make a lot of money from tourism, e.g. <u>Compagnie du Mont Blanc</u> is a company that runs ski lifts and rail transport – it has a turnover of €50 million.</p>	<p>Farm animals can be harmed by thoughtless actions of tourists, such as leaving gates open or dropping litter.</p>	<p>Tourist developments, e.g. ski slopes, have increased the risk of avalanches. This means there are more deaths from avalanches, e.g. in 1999 an avalanche killed 12 people.</p>
<p>A huge amount of energy is used to run the facilities for tourists, e.g. the hotels, ski lifts and snow-making machines. This increases CO₂ emissions, which increases global warming.</p>	<p>Mass tourism activities can create unwelcome noise and damage to the environment, which can detract from the enjoyment of those seeking more peaceful activities such as walking or bird watching.</p>	<p>Key = positive = negative</p>	= Environmental = Economic = Social

How can tourism be managed to preserve for the future

- At the end of the ski season, fence off slopes and re-seed
- Preserve natural wetlands and peat bogs
- Hotels have solar panels to heat water and lights that automatically turn off – reduces CO₂
- Free public transport is provided for tourists to reduce emissions
- Restrict car access and run transport on HEP.
- Avalanche barriers are placed around the resort



BVT: Is marriage necessary?

Why do people get married?

- Love
- Commitment
- Devotion to God
- To have children – Procreation



Marriage Ceremonies



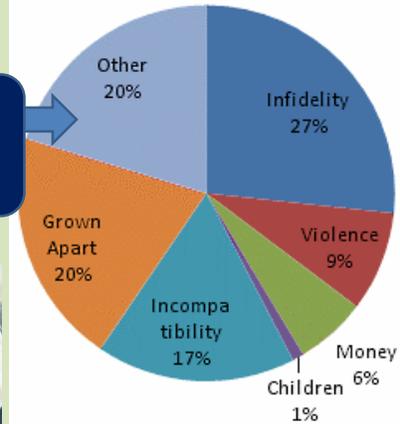
“Thou shall not commit adultery” 10 Commandments



Why do marriages break down?



Reasons for Divorce



Christianity

- Bride and Groom get married in church
- The Marriage is a bond between the couple and between them and God
- Marriage is a **sacrament** – an important part of being a Christian
- *“Man shall leave his mother and father and will join with his wife and become one flesh”*
- Christians will also get married to have a family, this is called **procreation**
- Christians cannot have sex outside of marriage, this is called **chastity**

Islam

- Many Muslims have arranged marriages
- A marriage ceremony / contract is called a **Nikkah**
- The wedding can last up to 5 days
- The wedding can happen in the home and / or a mosque
- A **dowry** is paid to the bride. This is a gift from the groom to his new wife
- Muslims will get married to join two families together.
- They will also get married to have a family, this is called **procreation**
- Muslims cannot have sex outside of marriage, this is called **chastity**

Religious beliefs about divorce



Catholics

- Catholics don't agree with divorce
- Marriage is a sacrament and marriage vows cannot be broken
- *“So they are no longer two but one flesh. What therefore God has joined together, let not man separate.”* Matthews Gospel

Muslims

- Muslims do not encourage divorce as Muhammad said *“Marry and do not divorce”*
- But, divorce is acceptable as a last resort
- Counselling is given for 3 months to try to solve problems to avoid divorce
- If after counselling divorce is still wanted, then the man states “I divorce you 3 times”, whereas a woman must seek approval at a Islamic council / Imam at their mosque
- Half the dowry must be returned by the wife to husband

Same Sex relationships

1967 – Homosexuality became legal in the UK

2014 – Same sex marriages became legal

Why should same sex couples be allowed to marry?

- So they can marry the person they love
- Equality of rights
- Inclusion within society

Why may some people object to homosexual marriages?

- Tradition
- Procreation – to create children or raise children
- Religion

Glossary – Key terms for this unit

Arranged marriage – In Muslim families the parents help the children to form a marriage union. Both parents AND CHILDREN will agree to the marriage.

Chastity – not having sex before marriage

Dowry – a gift given by a Muslim groom to his bride. It can be money, a house, jewellery...

Forced marriage – a marriage when parents FORCE their children to get married. It often involves teenage children / young adults. In England they are often forced to leave the country and marry someone older in a middle eastern culture. It is a CULTURAL marriage NOT religious.

Honour violence / abuse – when a family exerts violence and sometimes death onto one of their family members (often children) for dishonouring the family. Examples this could be for are: homosexuality, adultery, refusal of marriage

Nikkah – the name of the Muslim marriage contract / ceremony

Procreation – to have children

Sacrament – meaning sacred or special. In Christianity these are special key events in a Christians life

Religion and scripture that is against same sex relationships

- Catholics are against same sex relationships. They believe the main reason for marriage is procreation
- Catholics are taught marriage is a bond between man and woman. *“You shall not lie with a male as with a woman; it is an abomination (disgrace/outrage)”* (Old Testament)
- *The Qur'an states sex should only be between and man and woman. “For ye practice your lusts on men in preference to women... Will ye commit abomination (disgrace) such as no creature ever did before you” from the Qur'an*

Religion and scripture that supports same sex relationships

- Many Christians are happy with homosexuality as God made humans in his image – shows equality amongst all.
- *“Neither Jew nor Greek, slave nor free, male nor female, for you are all one in Jesus Christ”*
- Quakers (Christians) see God as All Loving and therefore homosexuality is declaring your love. They have been marrying homosexuals in their places of worship for nearly a decade now.
- The Church of England will bless gay marriages.



Honour violence / abuse



Intolerance

Countries where homosexual acts are illegal and in some cases punishable by death

- Death penalty under Shariah law, and implemented nationally or provincially
- Death penalty under Shariah law, but not known to be implemented
- Same-sex acts illegal



Countries unaccepting of homosexuality

BVT: The Origins of Islam - The Life of Muhammad

Muhammad's early life and visions

Muhammad was the founder of the religion of Islam and is considered by Muslims to be a messenger and prophet of God. Muslims believe he was the last of the Islamic prophets, which included Noah, Abraham, Moses and Jesus.

Born in 570 in the Arabian city of Mecca, he was orphaned at an early age and brought up by his uncle, Abu Talib.

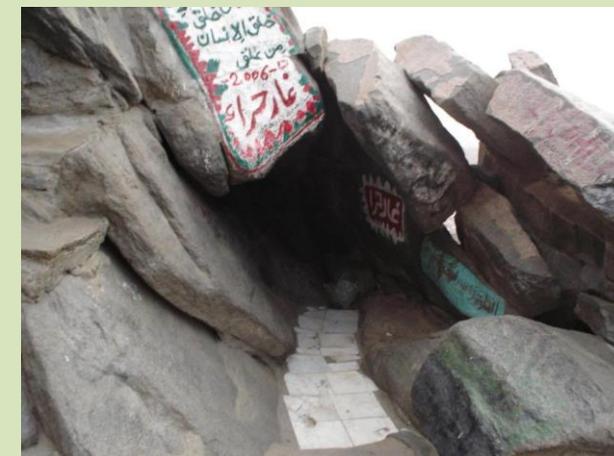
He later worked mostly as a merchant, as well as a shepherd, and was married by age 25. He also worked to help the people in his community, was a public speaker and military leader.

He was not happy with his life in Mecca but could not understand why. He realized that, in Mecca, no one cared about the poor and the needy. People believed in evil spirits and magic and worshipped many different gods.

Muhammad wondered if there was anything that would show these people how to live better lives. He decided to leave Mecca and spend time in a cave outside the city, thinking about these things. According to Islamic beliefs it was here, that he received his first message from God.

The Night of Power

- One day, Muhammad had a strange feeling that he was no longer alone. "Do not be afraid," said a voice. Muhammad rubbed his eyes and stared – it was the Angel Jibril.
- Jibril showed Muhammad some words. 'Read!' the angel commanded. But Muhammad had never gone to school. He had never learned to read or write. The angel repeated his command, before squeezing Muhammad so hard that he thought that he would faint.
- The angel released Muhammad and he began to read out the beautiful words. Muhammad immediately knew that these words came from God. He listened carefully and was able to remember everything the angel said.
- Over 23 years Muhammad wrote down these words that had been revealed to him by God (**Revelations**).
- These were written down to create the Qur'an, the Holy Scripture for Muslims.



The picture above is of Cave Hira – the cave in which Mohammed received his first revelation.

Cave Hira is a popular pilgrimage site for Muslims to visit.

Key Terms

Definitions

Mecca	City in Saudi Arabia where Muhammad lived
Medina	First city in Saudi Arabia Muhammad converted to Islam
Islam	Name of the religion Muhammad founded; Muslims are part of this religion
Cave Hira	Where Muhammad had his Night of Power
Revelations	When God reveals himself to someone – words or visions
Angel Jibril	Angel sent by God or Allah; Also known as Gabriel
Prophet	A chosen man by God to teach others about God



There are no images or paintings of Mohammed – to create one is deemed disrespectful in Islam.

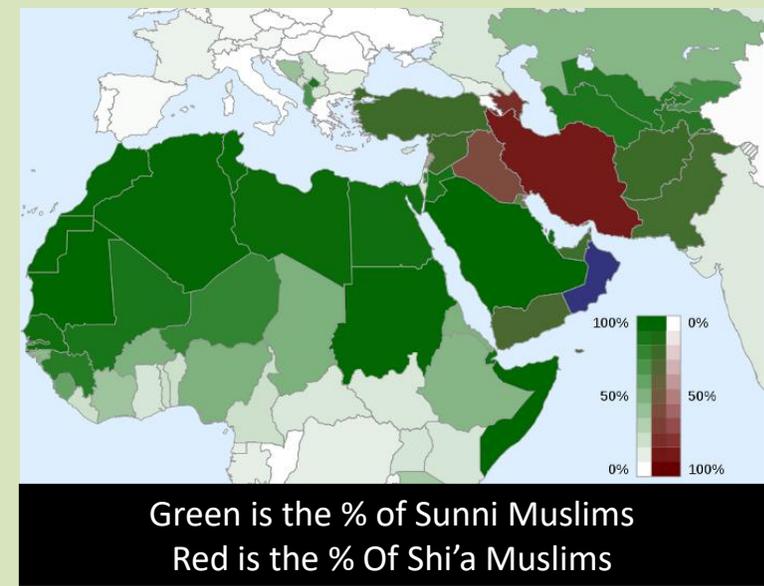
If you search Prophet Mohammed you find his name in Arabic, but no pictures. This is very different to Christianity, which has many paintings of Christ.

Muhammed spreads the word of Allah

- Muhammad did not win many followers to begin with, and some tribes around Mecca did not like his message, so he and his followers were treated harshly.
- To escape from this danger, Muhammad and his followers in Mecca went to **Medina** in the year 622. This event, the **Hijra**, marks the beginning of the Islamic calendar. This is because Medina was the first city that Muhammad fought and converted to Islam. Muhammad managed to unit the tribes and gain a following of 10,000 followers who helped him conquer Medina after 8 years of fighting.
- In 632, Muhammad fell ill and died. By the time of his death, he had united the tribes of Arabia into a single group who all followed the religion of Islam, and most people who lived on the Arabian Peninsula were Muslims.
- To Muslims, Muhammad and the other prophets are so holy, that the phrase *'Peace Be Upon Him'* is always said when their names are mentioned.

Books associated with Muhammad: The Qur'an, the Hadith, the Sunnah

- The Qur'an was dictated by Angel Jibril (from Allah) to Muhammad over 21 years.
- The Qur'an was written over 23 years (2 years after his death too).
- It was dictated by Muhammad and scribed by followers and the next leader of Islam, called the Caliph, after Muhammad's death.
- It has authority to Muslims as it is the words of Allah and has never been translated or changed throughout history. *"Falsehood shall never come to it"* (Qur'an)
- The Hadith is a book of Muhammad's teachings and life. It was written after Muhammad's death by later Caliphs (some 3 generations after).



Sunni and Shi'a Muslims.

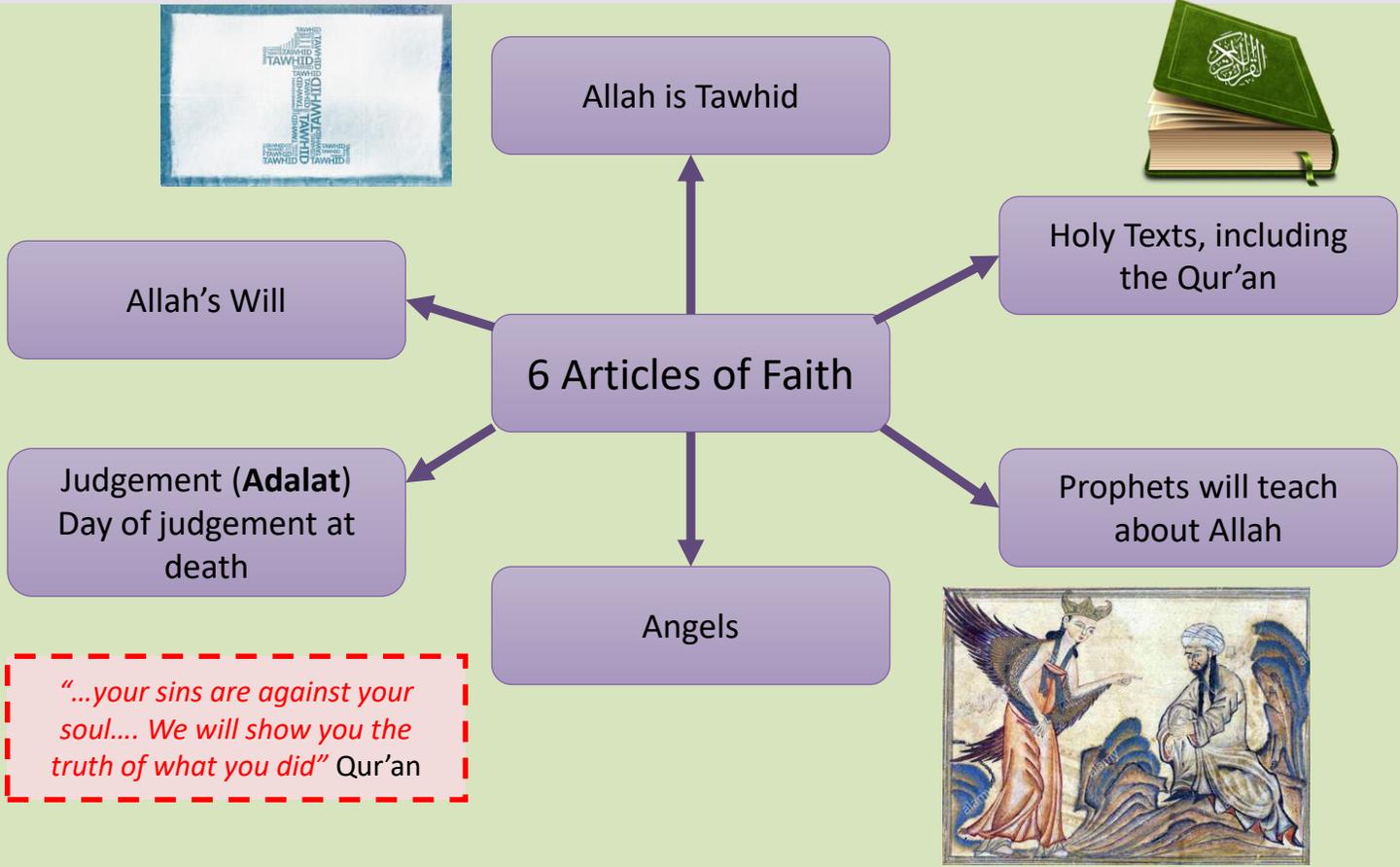
- Like in other faiths, there are different groups of Muslims.
- This came about after the **death of Muhammad**. Some Muslims believed that Muhammad's cousin Ali should have been the next leader of Islam; they formed a group called Shi'a Muslims.
- However, other Muslims believed that the next ruler should be elected, which fitted with Arab tradition where they lived. These Muslims formed a group called the Sunni Muslims. 90% of Muslims in the world are Sunni Muslims.
- Both Muslims have very similar beliefs and follow the teaching of Muhammad and are dedicated to Allah; however there are small differences to their beliefs and practices, just like within Christianity.

Key Term	Definitions
Medina	First city in Saudi Arabia Muhammad converted to Islam
Hijra	Journey when Muhammad fled Mecca and went to Medina
Qur'an	Holy scripture / book for Muslims
Hadith	Book of Muhammad's teachings and life
Sunni	Main Muslim group. Sunni Muslims make up most of African Muslims and parts of the Middle East
Shi'a Muslims	Smaller Muslim group; found dominant in countries such as Iran and Iraq

Monotheism - Muslims believe in one god, Allah - they are monotheists.

Muslims follow important ideas to show their beliefs about Allah – for Sunni Muslims this is the 6 Articles of Faith (see below)

- Tawhid** - the belief in the oneness and unity of Allah as expressed in the first of the five Pillars of Islam, the Shahadah. Belief in this oneness or unity of Allah is essential.
- Angels** – messengers of Allah. They deliver messages from Allah to prophets. The Angel Jibril is most important as it was **Jibril** that revealed Allah’s beliefs to Muhammad.
- Allah's will** – this is the idea that **Allah is all knowing and seeing** in Muslims lives. Muslims believe that nothing is random and Allah has to some extent control over what will happen to Muslims



"...your sins are against your soul... We will show you the truth of what you did" Qur'an

Afterlife

Akhirah – the belief in everlasting life after death. Muslims believe that this life is merely preparation for the eternal life or **Akhirah**. Every act of good and bad that a Muslim does is recorded by Allah, so they must act in a way that benefits them in Akhirah.

Hell is a place of fire, pain, misery and torture.

Heaven or paradise is a place with no suffering where there is no pain and your desires are fulfilled. You can go to paradise by your actions and gaining forgiveness for your sins.



SPANISH YEAR 8: INVITATIONS AND EXCUSES

¿Cómo se va a la farmacia? (How do you get to the pharmacy?)

Sigue todo recto (*go straight on*)

Gira a al derecha/izquierda (*turn right/left*)

Toma la primera /la segunda/la tercera calle (*Take the first/second/third road*)

Pasa el Puento (*go over the bridge*)

Pasa los semáforos (*go past the traffic lights*)

Cruce la plaza (*cross the square*)

está (*it is*)

enfrente (*opposite*)

al lado (*next to*)

detrás (*behind*)

delante (*in front of*)

del ayuntamiento (the townhall)

del mercado (the market)

del museo (the museum)

de la bolero (the bowling alley)

de la iglesia (the church)

de la piscina (the swimming pool)

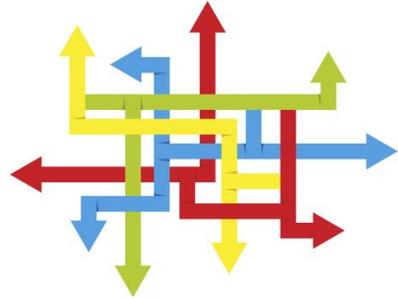
de la estación de trenes (the train station)

de la frutería (the grocery shop)

de la panadería (the bakery)

de la peluquería (the hairdressers)

de la tienda de ropa (the clothes shop)



¿Qué te pasa/te pasó? (What is wrong/ what happened?)

No me encuentro bien (*I don't feel well*)

Me siento mal (*I feel bad*)

Me duele(n)... (*My ...hurt(s)*)

Tengo dolor de.. (*I have ...ache*)

Estoy cansado/a (*I'm tired*)

Tengo sueño (*I'm sleepy*)

Estoy enfermo/a (*I'm ill*)

Tengo un resfriado (*I've got a cold*)

Tengo una insolación (*I've got a cold*)

Tengo tos (*I've got a cough*)

Tengo fiebre (*I've got a fever*)

Tengo frío/calor (*I'm cold/hot*)

Tengo gripe (*I've got the flu*)

Tengo la pierna rota (*I've got a broken leg*)

Me he roto (la pierna) (*I've broken (my leg)*)

Me caí (*I fell (over)*)

Me he cortado (el dedo) (*I've cut (my finger)*)



Tienes que (*you have to*)

Hay que/Debes (*you must*)

...beber agua (*drink water*)

...ir al hospital (inmediatamente) (*Go to the hospital immediately*)

...ponerte esta crema (*put on this cream*)

...tomar este jarabe (*take this syrup*)

...tomar una aspirina (*take an asprine*)

...descansar en casa (*rest at home*)

...ponerte una tirita (*put on a plaster*)

¿Te gustaría/quieres...? (Would you like/ do you want to?...?)

ir al cine/parquet/polideportivo (*to the cinema/park/leisure centre*)

ir al la bolero/piscine (*go to the bowling alley/swimming pool*)

jugar al fútbol/baloncesto/hockey (*play football/basketball/hockey*)

ver una película (*watch a film*)

chatear por Skype/Facetime (*chat on Skype/Facetime*)

No quiero (*I don't want to*)

No puedo (*I cannot*)

No tengo ganas (*I don't feel like it*)

porque/ya que (*because*)

tengo que (*I have to*)

pasear al perro (*walk the dog*)

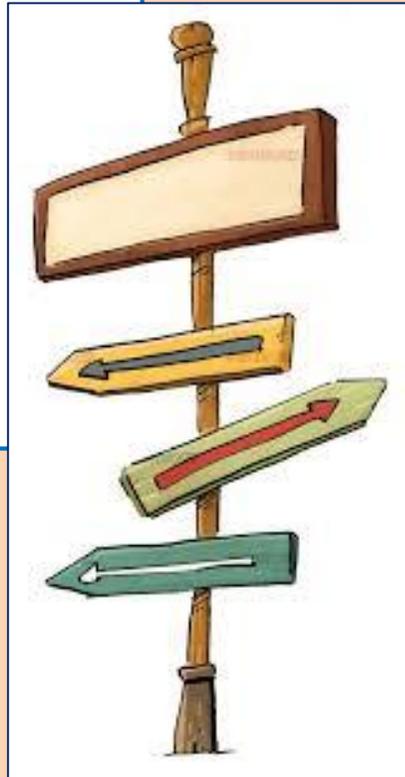
lavarme el pelo (*wash my hair*)

hacer mis deberes (*do my homework*)

ordenar mi dormitorio (*tidy my room*)

cuidar a mi hermano/a (*look after my brother/sister*)

visitar a mi abuela (*visit my grandmother*)



¿A que hora nos encontramos? (What time shall we meet?)

a la* una (*at 1 o'clock*)

a las dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once
(*at 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 o'clock*)

a mediodía (*at midday*)

y cuarto (*quarter past*)

y media (*half past*)

menos cuarto (*quarter to*)

e.g *¿Nos encontramos a las dos y cuarto? (Let's meet at quarter past two?)*

¿Dónde nos encontramos? (Where shall we meet?)

enfrente (*opposite*)

al lado (*next to*)

detrás (*behind*)

delante (*in front of*)

del cine (*of the cinema*)

del polideportivo (*of the leisure centre*)

de la bolero (*the bowling alley*)

de la piscina (*of the swimming pool*)

de mi/tu casa (*of my/ your house*)

ART TERMINOLOGY YOU SHOULD KNOW LEARN AND USE

Hyper-realism -

Hyperrealism is a genre of painting and sculpture resembling a high-resolution photograph. View these: <https://www.bing.com/videos/search?q=hyper+realistic+art&docid=608043678169366609&mid=6C09EA69E930645D38BB6C09EA69E930645D38BB&view=detail&FORM=VIRE&adlt=strict>



Fauvism

Fauvism is the style of les Fauves (French for "the wild beasts"), a group of early 20th-century modern artists whose works emphasized painterly qualities and strong colour over the representational or realistic values retained by Impressionism.



Shape, form, space

Closed
Open
Distorted
Flat
Organic
Deep
Positive
Negative
Foreground
Background
Composition
Curvaceous
Elongated
Large
Small
2D 3D

Tone

Bright
Dark
Faded
Smooth
Harsh
Contrasting
Intense
Sombre
Grey
Strong
Powerful
Feint
Light
Medium
Dark
Dramatic
Large
Small

Pattern and Texture

Repeated
Uniform
Geometric
Random
Symmetrical
Soft
Irregular
Coarse Bold
Uneven
Bumpy
Rough
Smooth
Uneven
Spiky
Broken
Furry
Fine Flat
Grid

Line

Fluent
Free Rough
Controlled
Powerful
Strong
Geometric
Angular
Light
Delicate
Flowing
Simple
Thick Thin
Horizontal
Broken
Interrupted
Rounded
Overlapping
Feint

Colour

Bright Bold
Primary
Secondary
Tertiary
Radiant
Dull Vivid
Contrasting
Deep
Monochrome
Harmonious
Complementary
Natural
Earthy
Subtle
Pale
Cool Warm
Saturated
Luminous
Strong

Basic, simple, solid, loud, quiet, bright, realistic, stylised, observed, busy, vibrant, strange, interesting, balanced, lively, negative, recognisable, abstract, tactile, meaningful, symbolic, depressing, unique, emotive, hidden, textural, dynamic, powerful, intentional, concealed, subtle.



A flower study by Scientific illustrator - Christabel King

Botanical Art

Botanical art is an umbrella term used to describe both scientific illustrations and botanical art, which can be defined slightly differently.

Penny Price of Kew Gardens explains: 'Botanical art is both accurate in detail, informing the viewer how it grows, and has a 'hang on the wall' quality. There is freedom to present the work in an artistic way on the page.'



A flower study by Penny Price – botanical artist

Scientific illustration is informative and is often done as black and white pencil or ink drawings and, apart from sensitively arranging the plant parts on the page, is more technical.'

Recording Nature – Using Alternative Art Media and Methods

Collage

Henri Matisse – Paper Cuts



Henri Matisse - Parakeet and the Mermaid, 1952 - Stedelijk Museum, Amsterdam

Watercolour Painting



Orla Kiely –

A contemporary artist
using leaf design and
printing in her work



Sgraffito –

Sgraffito is a scratch technique where an under layer is revealed by removing parts of the top layer. This student example was produced by an underlayer of yellows, oranges and pale browns overlaid with black. The black was the one scratched away to carefully using a linear technique



Coffee Painting –

View this site to see the technique:

<https://theartyteacher.com/abstract-coffee-art-home-learning-activity/>



Biro –

Look at **hyper realism** -

<https://www.youtube.com/watch?reload=9&v=ypQBxK4h6z4&safe=active>



Henri Matisse 1869-1954

Henri Matisse was a revolutionary and influential artist of the early 20th century, best known for the expressive colour and form of his **Fauvist** style.

Over a six-decade career, artist Henri Matisse worked in all media, from painting to sculpture to printmaking. Although his subjects were traditional—nudes, figures in landscapes, portraits, interior views—his revolutionary use of brilliant colour and exaggerated form to express emotion made him one of the most influential artists of the 20th century.

Henri Matisse became a wheelchair user after having surgery for cancer. After surgery in 1941, Matisse was often bedridden; however, he continued to work from a bed in his studio. When necessary, he would draw with a pencil or charcoal attached to the end of a long pole that enabled him to reach the paper or canvas. He developed his technique which he called his 'cut-outs' and had assistants in his art studio to help him create these large scale art works.



Some of his paintings – you can see his use of bright colours and patterns



<https://www.youtube.com/watch?v=kRkdY8VQx1c&safe=active>

The Cut outs

Watch this introduction showing his technique:

<https://www.youtube.com/watch?v=rLgSd8ka0Gs&safe=active>



The Snail 1953 Tate Gallery

This artwork is called The Snail. Does it look like a snail's spiralling shell to you? (there is also a secret tiny snail hidden in the picture – can you see it? If you look very, very closely you might just spot a tiny snail shape on top of the purple square). The Snail shows Matisse's interest in bright colour. He has arranged complementary colours alongside each other to create a vibrant effect. For example the green touches the red, and the blue is next to the orange. This makes the picture extra zingy and really attracts your eye's attention!



Henri Matisse seated next to one of his stained glass 'cut outs'



This introduction is useful:

<https://www.tate.org.uk/kids/explore/kids-view/meet-matisse>





Henri Matisse -
Some of his cut-outs



Cut – outs made
into stained glass
windows





Year 8 Music

#Learning Objectives

This project develops your ability to recognise, explore and make creative use of the elements of music found in variation form.

By working with a famous theme we will explore different musical ways in which this can be varied and developed, using the elements of music and exploring changes in tonality and rhythm. You will explore how composers have used variation form in a selection of music from different times and places.

- You will develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation
- Explore how other musical devices such as tonality and rhythm can be used to provide musical variation
- Explore how Theme and Variations and Ground Bass give Form and Structure to a musical composition

Watch and Listen

Watch this awesome pianist Cateen transform Happy Birthday by taking it through various stages of variation form.



And here with seven variations of Mozart's Twinkle Twinkle Little Star!



Johann Pachelbel was a German composer who composed Canon in D. Little did he know at the time that his simple bass line and chord progression would be copied and varied so much by so many other musicians. Here is a comedy music ensemble from Spain called Paganini. They completely transform the piece using Variation Form



D Dynamics
(volume)

R Rhythm
(order of Musical Events)

P Pitch
(Highness or Lowness of a note)

S Structure
(how the composition is built)

M Melody
(the tune)

I Instrumentation
(instruments used when composing)

T Tempo
(the speed of the Music)

H Harmony
(This supports the melody)



Variations

Section 1: Key Words	
Theme	The main melodic idea
Variation	Changing the theme to make it sound different
Ostinato	A repeating rhythm or melody
Tonic & Dominant	The 1st and 5th notes (or chords) of the key you are in.
Parallel motion	Two notes at a time: always the same distance apart.
Sequence	Repeating a short tune up or down one note each time.
Contrary motion	Moving in opposite directions.
Inversion	Play the tune upside down.
Retrograde	Play the tune backwards.
Countermelody	An extra tune on top.

Section 2: Key Words	
Call and response	A melody sung by one singer/performer is echoed by another singer/performer
Accompaniment	The music that is played to support the melody.
Tempo	The speed of the music
Dynamics	The volume of the music
Triple Time	Three beats in a bar.

← Lower pitch Higher pitch →

C D E F G A B C

C D E F G A B C

Section 3: Note values chart		
Note Symbol	Note Name	Note Value
	Minim	2 beats
	Semibreve	4 beats
	Crotchet	1 beat
	4 semiquavers	4 quarter beats (1 whole beat)
	Pair of quavers	2 half beats (one whole beat)
	Quaver	Half a beat

Melody rhythms - use the syllables to create the rhythms

Tea Coffee Lemonade Coca-Cola Pineapple

FACE in the space

Every Green Bus Drives Fast

Canon
A canon is like a round. The same piece of music is played, then a second layer is played slightly after. Each melody is played fully and musically fits with the other layers.

Ostinato
A repeated melody or pattern

Melody
Another word for melody is 'tune'. A melody is a mixture of moving by step, and moving by leap. If the tune goes up in pitch, it is called '*ascending*'. If the tune goes down in pitch, it is called '*descending*'.

Drone
A drone is made up from 2 notes (usually low) being played and held underneath a melody to provide a bass.

Black Keys
The black keys on the keyboards are half steps between the white keys. These half steps are called 'semitones'. Please note the pattern of black keys - there isn't on every key! The '# symbol means 'sharp', and the 'b' symbol means 'flat'. A sharp raises the pitch by a semitone, a flat lowers the pitch by a semitone. Each black key has 2 names - a C# is the same key as a Db. There's just two different ways of looking at it.

C D E F G A B

Major and Minor
There are 2 types of chord: Major (sounds happy) and Minor (sounds sad). The difference is 1 semitone (see below). The middle note in a minor chord is a semitone lower E.g. C major = C E G / C minor = C Eb G

Left Hand Right Hand





Year 8 Music

#Learning Objectives

During this brilliant project, you will learn about the history, origin and development of the Blues. Why it had and still does have such an important role in the development of our humanity. You will explore the characteristic 12-bar Blues structure, a walking bass, melodic improvisation, a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation and more...

- You will discover improvisation is used in Jazz and Blues Music
- You will investigate what makes an “effective” improvisation
- You will explore triad chords, the 12-bar blues, the blues scale, swing rhythms and seventh chords
- You will experiment with different textural layers in Jazz and Blues Music
- You will learn about different types of Jazz – Blues and Ragtime



Watch and Listen

Nina Simone is one of the all time great female blues artists, she was well known for her more up bear Ragtime Blues. Here she is with ‘I Wish I knew’. She is a wonderful singer and awesome pianist!



Robert Cray is a contemporary Blues artist. He has gives a more funky feel to the music but he still got The Blues!



Robert Cray is a joined here by Jimi Vaughn, British Blues Legend Eric Clapton and totally fantastic BB King. Four Kings of the Blues in one place!

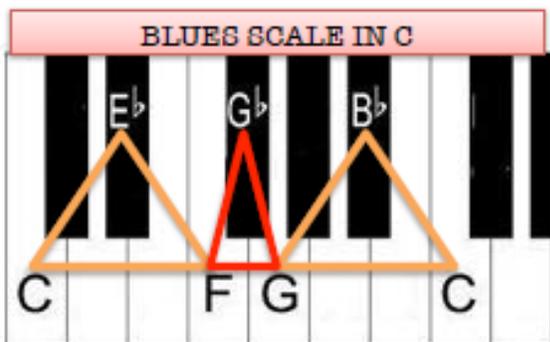


Here is a bonus, Blues from around the world

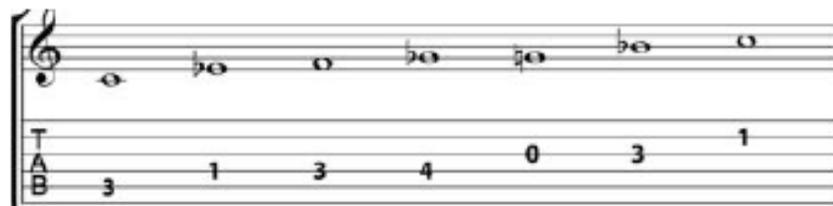


KEYWORDS	
Walking Bass	The bass part in the Blues 'walks' up the notes of a chord creating a 'walking bass' part
12 Bar Blues	Traditional blues style, using 3 chords over a 12-bar cycle.
Syncopation	When music is played on the off-beat
Improvisation	Music that is made up on the spot by a performer, often based on a given chord progression or set of notes
Swing Rhythm	When playing quavers, the first quaver is given a bit longer as it steals time from the second quaver to give the music a swinging feel.
Spiritual	Songs sung by slaves in the 19 th century with themes of yearning for freedom, to be lifted out of suffering and the belief that a higher power will help a person persevere in tough times.

HISTORICAL CONTEXT	
•	In the 1600s & 1700s, millions of Africans were captured and sold as slaves. Many were taken to North America.
•	It is widely accepted that Blues music evolved from the African spirituals, chants, hymns, work songs and field hollers that were sung on the plantations.
•	Over the years, African musical features such as Call & Response singing, blended with chords was the beginning of the blues.
•	Blues lyrics often deal with personal adversity. The blues is also about overcoming hard luck, saying what you feel, ridding yourself of frustration.
•	The best blues music is visceral, cathartic and portrays genuine emotion.

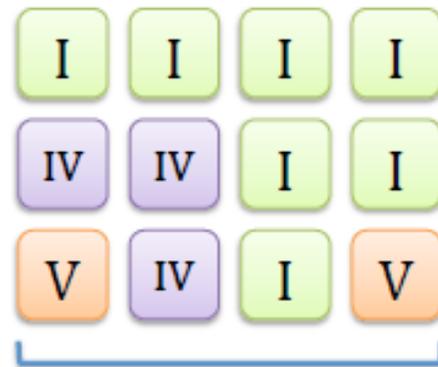


The melody of a Blues piece uses a special scale - The Blues scale is built using the flattened 3rd, 5th and 7th notes.

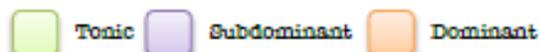


READING GUITAR TAB

- The thickest/lowest string - the bottom line
- The highest/thinnest string - the top line
- Number - represents the fret on the fret board that should be pressed.



The Turnaround

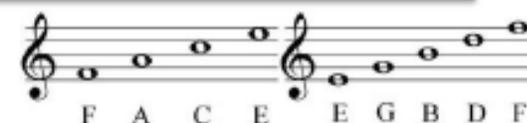


The 12-Bar Chord Structure

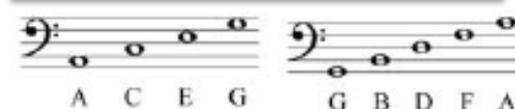
- There are lots of different types of blues, but the most popular song structure is the 12-bar blues.
- The 12-bar blues uses a set chord pattern that is 12 bars long.
- The only chords are I, IV and V (Primary Chords)
- The 12-bar pattern is repeated throughout the song

The 12 bar blues in C would be as follows:

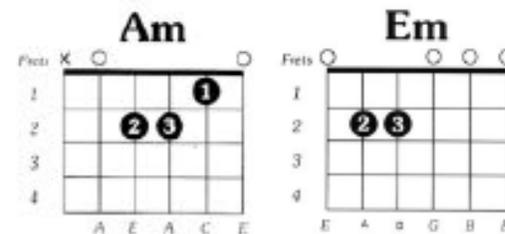
NOTES IN THE TREBLE CLEF



NOTES IN THE BASS CLEF



WADE IN THE WATER CHORDS



BLUES ARTISTS:

- BB King
- Bessie Smith
- Robert Johnson
- Muddy Waters

“The blues echoes right through into soul, R&B and hip hop. It's part of the make-up of modern music. You can't turn your back on the blues.”
Ronnie Wood -
Guitarist of
The
Rolling
Stones

Feeling the Blues

Drama - The Mystery Pictures

Term 3 & 4

Study Focus

In this scheme of work we draw on a number of theatre, practical and academic skills that you have learned thus far and use them to explore and investigate the meaning of two mysterious pictures. You will develop, and work in, specialist roles as a team of psychologists, social workers, psychiatrists, child therapists and education welfare officers. Sometimes you will work with the teacher – in –role as the director of one of the major teaching hospitals. In one of these roles , you will work as a whole class and in small ‘break out’ groups to explore and discuss various interpretations of the Mystery Pictures and how they might offer insights into the plight of Jenny. You will develop and practise your presentation skills as you offer your group’s theories about the case and the evidence that you have that supports your theories. Later, you will explore the story from Jenny’s point of view, learning and practising new non-naturalistic theatre genres to stage your ideas symbolically and expressionistically. We will reference and draw comparisons with the work on expressionism that you do in your art classes. You will apply several skills and theories in a group physical theatre piece devised in the expressionist genre.

Things that you will practise and learn.

- You will learn to study to pictures in depth and detail.
- You will learn how to analyse drawings for possible meanings.
- You will practise making a presentation to the class, offering your interpretations of the meaning and your evidence from the pictures.
- You will learn to develop a specialist role, researching appropriate specialist phrases and vocabulary .
- You will apply your understanding of; gesture, posture and body language to develop a physical characterisation of a specialist role , e.g. a psychologist.
- You will explore a small number of non- naturalistic theatre techniques so that you can develop an expressionist physical theatre piece which communicates your ideas of a dream and nightmare.

The story

Jenny is a seven year old girl from North west London. One day she was found by her mother in her room. The room had been turned upside down Jenny was sat silently in the corner of the room saying nothing. Eventually, her mother called a doctor. When the doctor arrived she could not get any response from Jenny and so arranged to send her to a specialist children’s unit at the hospital where she will be attended to by various specialists. As Jenny was saying nothing at all, one specialist arranged for some paper and pencils to be placed in her room. Later, two separate drawings were found in the room. These two drawings- the Mystery Pictures- were the starting point of the team’s investigation into what may have happened to Jenny, how her room came to be wrecked and what might be the reasons for her refusing to speak to anyone

Jenny’s mother’s account

I put Jenny to bed around seven thirty as she seemed tired. I read her a little bit of her story as usual. It didn’t take long for her to nod off, so I crept out, turned off the light and went downstairs to do some work. It was warm, so I set up the easel in the summer house and put on my headphones so that my music did not disturb the neighbours. I worked quite late I think, as I was making really good progress with the illustrations. It was cool when I went back inside. I put the cup of chamomile tea in the microwave and took it to bed.

I woke early and did some household chores before starting breakfast. I called Jenny and there was no answer, which was not unusual. With breakfast on the table, I called Jenny again as I had heard no movement from her, “Jenny, darling, time to get up – your breakfast is getting cold”. I sat back down and sipped my coffee whilst listening for her movement. I looked at the clock and a little irritated went to the stairs and shouted up to Jenny, “Jenny ! Darling! You need to get up- you’re going to be late for school. Your breakfast is cold.” Hearing no response, I started up the stairs, I felt some butterflies in my stomach and I quickened my pace across the landing. I took a breath before I entered Jenny’s room. Nothing prepared me for what met me – her room was turned upside down; clothes, books, toys everywhere. The mattress pulled from the bed, sheets across the room , curtains off the rail and Jenny there, in the corner, all curled up tight. I shouted at her angrily, “Jenny ! What on earth have you done! Get up this instance!.. Jenny !!” And then my anger drained and I was filled with worry. I knelt and flung my arms around her pulling her into me, “Jenny, sweetheart, what’s happened?” but she still wouldn’t speak and her little body was as stiff and tense as a board- she just kept staring, wide eyed, not blinking. I picked her up and went downstairs. I phoned the doctor.

Some ways to create non-naturalistic drama

- **Slow motion-** Moving in slow motion is a classic way of making your work less naturalistic and more entertaining. Acting key scenes or moments in slow motion will highlight these moments for you and make them more significant. You can also speak in slow motion which sounds very strange when performed live. It requires a lot of confidence and vocal skill- it is very effective though in creating a spooky and eerie atmosphere in a nightmare scene. It is a favourite technique in expressionist theatre and cinema. Action can also be sped up into **double** and even **triple time**. This can add a comic effect as well as a disturbing one
- **Chorus work** – in drama this means everyone doing or saying (or both) the same thing in the same way at the same time. It requires a lot of technical skill and a lot of rehearsal to get it right. As this is not something that we do naturally in everyday life, it is classed as a non-naturalistic technique. It can be very powerful. Ancient Greek Theatre used this technique and many modern productions are keen to employ it often to great effect, particularly when coupled with similarly dramatic lighting and sound.
- **Lighting & sound (LX and SFX)** – pre- recorded sound and lighting are straightforward ways of making your scenes more symbolic, surreal and expressionist. In physical theatre productions, the actors can make the sound effects live on stage. In the musical, Blood Brothers, the orchestra in the pit supply many of the play's required sound effects. You can use all sorts of sound effects to add tension and suspense to your scenes. Side lighting creates long shadows which add a disturbing and nightmarish quality. Coloured gels over the lanterns in the studio can enhance many stage atmospheres and can symbolise and suggest environments such as, Heaven.
- **Repetition/ reordering/ backwards** – repeating a scene, or parts of a scene, is another way of drawing attention to a specific speech , event or moment. A scene can also be repeated from another, or different character's, perspective. Political theatre often uses this device so that the audience can assess the rights and wrongs of a situation. Reordering scenes has a very strange effect and creates an odd, surreal dreamlike feeling. Playing a moment backwards requires great technical skill but it can have a huge effect on the impact of a scene
- **Narration/ 3rd person** – two techniques that you met in our last work on storytelling. You can use them here to create 'distance' in your work and a strange dream like effect, especially when combined with some of the other techniques outlined here. It is a technique used frequently in GCSE productions and many contemporary professional productions.
- **Breaking the 4th wall** – another technique that you met in our Storytelling work. Speaking directly to the audience- sometimes called, **direct audience address**. It can be very powerful – provocative even.
- **Tableaux** – Using your bodies to make **still images** representing objects or themes and narrating is a very useful and powerful non-naturalistic technique
- **Split staging/ composite staging** – dividing a stage into different sections representing different times and places is a useful way of making meaning.

A few useful things to know - particularly for the interviews you conduct in this scheme.

Questions
questions
questions

Question words are called
interrogatives

There are six
main
interrogatives
in the English
language:

Questions that require a
'yes' or 'no' response are
called **closed questions**.
Questions that it are not
possible to answer with a
'yes' or 'no' are called
'open questions'

6
English
interrogatives

Who
What
Why
When
Where
&
How
?

It is very hard to answer an
interrogative with a 'yes' or
'no'

Closed questions are excellent for establishing facts and getting straight answers- you can imagine why politicians are not so fond of them! **Open questions**, on the other hand, are useful for exploring ideas, & getting people to open up. Open questions make use of the interrogatives.; who, what, why etc.

The prefix, **physio**, means- to do with the body. The prefix, **psycho**, means - to do with the mind. So, a physiotherapist looks after our bodies and a psychotherapist looks after our mind and our mental health

Specialist roles you may
play in this scheme:

Psychology is the study of people: how they think, how they act, react and interact. It is concerned with our behaviour, thoughts, feelings and the motivation underlying our behaviour.

Psychiatrists are medical doctors who have qualified in psychiatry.

Social workers provide advice, support and resources to individuals and groups to help them solve their problems. They specialise in working with certain groups, children, for example.

Skills & Techniques:

Forehand Grip:

- Shake hands with the racket
- V of hand down the side of the racket

Backhand Grip:

- Thumb on the flat side of the grip

Ready Position:

- Side on
- Racket up
- Non-racket up too for balance
- On your toes - ready to move

Serve

- Hold the shuttle by the feathers
- Racket head below net height
- Drop in the swing of the racket
- Weight transfer for power
- Watch the shuttle as it hits the strings

(Forehand low serve/ Backhand low serve/ Forehand high serve)

Overhead clear

- Focus on contact point with shuttle above your head
- Aim towards flight of shuttle with non-racket hand.
- Snap wrist on contact,
- High arc of shuttle
- Sideways on
- Weight Transfer – from back through to front – racket foot follows through forwards – helps to gain more power

Drop Shot

- Deception – looks like a clear but drops over the net
- Focus on contact point with shuttle in front of you – guiding the shuttle downwards
- Low over net
- Fast Drop Shot: Travels down steeply. But lands further away from the net.
- Slow Drop Shot: Does not travel down steeply. But lands nearer to the net.

Badminton

Unit Outcome:

To move around the court effectively in order to play a variety of shots that moves your opponent around.

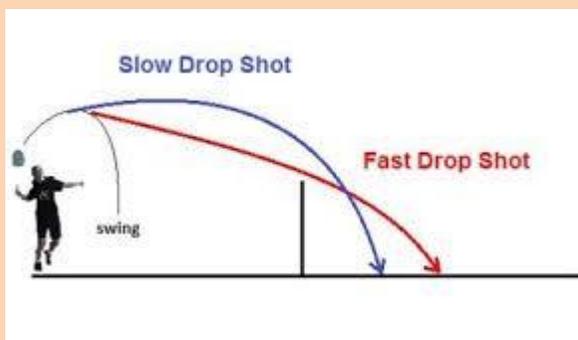
Success Criteria:

Can I be in the ready position consistently in order to move to all the corners of the court.

Can I perform a variety of shots that make my opponent move to the 4 corners effectively.

Stretch and Challenge Task:

- How easily can you place the shuttle to the space on your opponents side?
- Can you use your serve to your advantage?
- What movements help you to cover the court?
- Where should you be placing the shuttle in relation to your opponent?



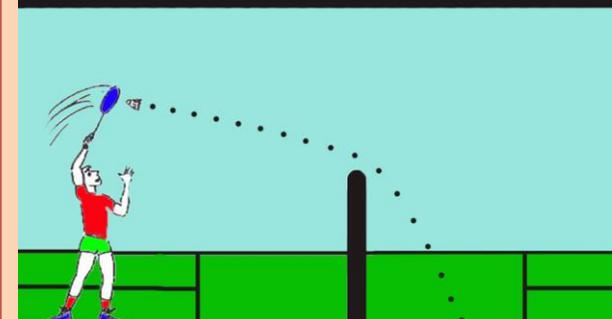
Rules:

- A match consists of the best of three games of 21 points.
- The player/pair winning a rally adds a point to its score.
- The player/pair winning a game serves first in the next game.
- A badminton match can be played by two opposing players (singles) or four opposing players (doubles).
- A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point.
- At the start of the rally, the server and receiver stand in diagonally opposite service courts.
- A legal serve must be hit diagonally over the net and across the court.
- A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point.
- A player is not able to touch the net with any part of their body or racket.

Key Vocabulary:

- Serve
- Forehand
- Backhand
- Underarm
- Overhead clear
- Drop shot
- Shuttle
- Out/ In
- Love
- Ready position
- Footwork
- Flick

How To Hit A Drop Shot In Badminton



Design Technology – Terms 3 & 4

How mechanisms change movement and increase mechanical advantage for the user

How different components can be used within mechanisms



Linear Motion

Motion in a straight line indefinitely.



Reciprocal Motion

Back and forth motion.



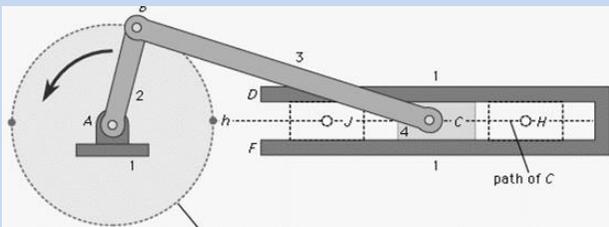
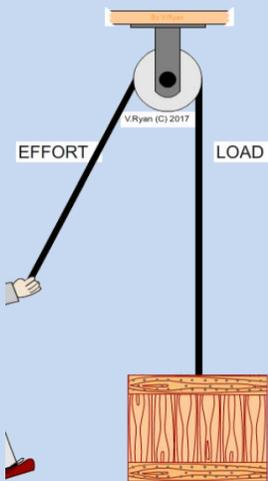
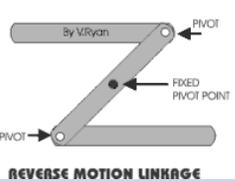
Rotation Motion

Motion in a circle.



Oscillating Motion

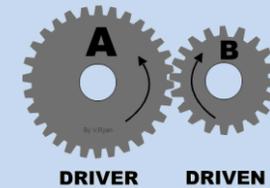
Oscillation is a back and forth motion about a pivot point



	Pear-shaped	Eccentric/circular	Drop (Snail)
Effect of shape	<ul style="list-style-type: none"> Motionless (dwells) for about half the cycle During the second half it rises and falls 	<ul style="list-style-type: none"> Circular to give a smooth continuous movement as the follower rises or falls 	<ul style="list-style-type: none"> Gives a slow rise with a spiral cross-section and then a sudden fall
Example	<ul style="list-style-type: none"> Opens and closes valves in a car engine 	<ul style="list-style-type: none"> In a fuel pump or in steam engines 	<ul style="list-style-type: none"> Used in hammers/punches or machines needing a sudden drop



	Roller	Knife edge	Flat
	<ul style="list-style-type: none"> Used when higher speeds are required, such as in engines Rolling motion reduces friction so it will wear better Has separate parts in the roller mechanism and contends with forces pushing them to the side 	<ul style="list-style-type: none"> Used when accuracy is required, such as in an embroidery machine, as the cam's profile is followed closely Suffers from a rapid rate of wear and contends with forces pushing them to the side 	<ul style="list-style-type: none"> Used when higher load bearing capabilities are required, such as in a steam engine Has reduced forces pushing it, but suffers from increased friction The larger surface area means it could rotate, but has larger load carrying abilities



	Class 1	Class 2	Class 3
Reason for mechanical advantage	A large input movement can produce a small output movement but with greater force	A large input movement can produce a smaller output movement with greater force, but the fulcrum is at one end	Limited; the force applied by the user is greater than the output force
Example	Pliers or crowbar	Wheelbarrow or nutcracker	Tweezers or spade

YR8 Textiles Knowledge Organiser

Textiles are highly adaptable and can be constructed to maximise different properties including a very high strength and weight ratio, which means less materials can be used to make strong and robust products.

Textiles are available in many different forms including rolls, yarns, and fibres. Some textiles can be very cheaply produced and some are extremely expensive, especially when using rare fibres and labour intensive techniques.

The categories of textile are:

- Natural Fibres
- Synthetic Fibres
- Woven Textiles
- Non-woven Textiles
- Knitted Textiles

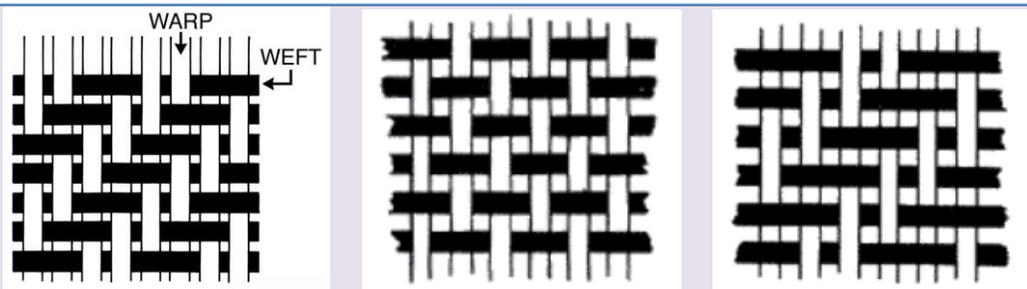
Natural Fabrics		
Plant-based natural fibres	Characteristics	Uses
Cotton 	Soft and strong, absorbent, cool to wear and easily washable. Cotton fabrics can be given a brushed finish to increase their properties.	Most clothing, especially shirts, underwear and denim can be made from cotton. Also used for towels and bedsheets.
Animal-based natural fibres	Characteristics	Uses
Wool 	From fine and soft to thick and coarse, it is warm and naturally crease resistant. Can shrink. Often blended to add functionality.	Jumpers, coats, suits and accessories worn for warmth. Specialist wools are very soft and expensive. Felt products and carpets.
Silk 	Very soft and fine finish, gentle on skin, can feel cool in summer yet warm in winter, drapes well, absorbent, strong when dry (weaker when wet), tricky to wash, can crease easily and is usually expensive.	Luxury clothing including nightwear and underwear, soft furnishings, bed sheets, silk paintings and wall hangings.
Synthetic Fibres		
	Characteristics	Uses
Polyester 	Tough, strong, hard wearing, very versatile, holds colour well, non-absorbent so quick drying, machine washes well. Often blended with other fibres. Easily coloured.	Clothing, fleece garments, bedsheets, carpets, wadding, rope, threads, backpacks, umbrellas and sportswear.
Polyamide (Nylon) 	Good strength, hard wearing, non-absorbent, machine washes well, easily and frequently blended.	Clothing, ropes and webbings, parachutes and sports material. Used as a tough thread on garments.
Elastane (LYCRA)	Added to fabric to enhance working properties, particularly to add stretch. Allows freedom of movement, quick drying, holds colour well, machine washable.	Sportswear, exercise clothing, swimsuits, hosiery, general clothing, surgical and muscular supports.
Blended and Mixed Fibres		
Poly- Cotton	More durable than pure cotton but not as breathable. Can be produced more cheaply than cotton alone. Many blends are available; 65% cotton 35% polyester to 50/50 are common.	General clothing, sheets and bedding. Can be used as an alternative to most cotton products.

Woven Textiles

Weaving is the most common way to produce cloth from yarn. The cloth is made up of two sets of yarns which are threaded at 90 ° to each other. The warp threads are fixed in the loom and run the length of the fabric. The weft threads run across the width of the fabric from selvedge to selvedge.

There are many different types of weave, the most common of which is plain weave.

Plain weave is a very simple but tight weave. The weft yarn goes alternatively under and over the warp yarns. It is the most basic pattern and hence tends to be the cheapest to produce. The finished fabric is identical on both sides.



Plain Weave

Twill Weave

Non-Woven Textiles

Non-Woven fabrics are made directly from fibres without being spun into yarns. The most commonly available non-woven fabrics are bonded fabrics made from a web of fibres held together with heat or adhesive. Common uses of non-woven fabrics include disposable products such as garments worn by surgeons and crime scene investigators, dishcloths and interfacings. Non-woven fabrics can be given special treatments such as flame resistance to make head rest covers on trains and aircrafts.

Felting

This is a mechanical process which has traditionally been done by hand, but is now mainly machine produced. It involves matting together wool or synthetic fibres using a combination of heat, pressure, moisture and movement to mesh fibres together in a random way. Felt can be formed into shapes when wet, but it does not have any elasticity and will drape well when dry. It is not strong and can pull apart under tension, but will not fray like woven fabrics.

	Characteristics	Uses
Knitted fabric	Warm to wear, different knits have different properties such as stretch and shape retention. Weft knits ladder and unravel more easily than warp.	Jumpers, cardigans, sportswear and underwear fabrics, socks, tights and leggings craft items such as soft toys.

Knitted Textiles

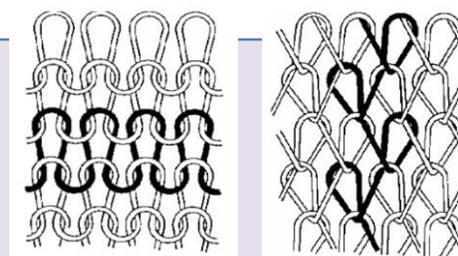
Knitting is a traditional technique of interlocking yarn loops together to produce a fabric and has been used well over 2000 years. There are two types of knitted fabric called weft knit and warp knit. With all knitted fabric, if a yarn breaks then it can come apart or ladder. Knitting can be done by hand or machine.

Weft Knitting

Weft knit fabrics are made by hand or by machine using a single yarn that forms interlocking loops across the width of the fabric. They tend to be quite stretchy due to the method of interlocking and therefore can lose their shape quite easily.

Warp Knitting

The loops in warp knit fabrics interlock vertically and are less prone to unravelling and laddering, which makes them easier to cut into sections and sew together for the construction of complex garments. They are less stretchy than weft knits and tend to hold their shape more effectively.



Weft Knit

Warp Knit

	Characteristics	Uses
Bonded fabric	Fabrics lack strength, they have no grain so can be cut in any direction and do not fray.	Disposable products such as protective clothing worn for hygiene purposes, tea bags, dish cloths and dusters.
Felted fabric	Can be formed with moisture and heat; once dry it has no elasticity or drape, and can pull apart easily. Wool varieties can be expensive.	Hats, handicraft, pads under furniture to prevent scratching, soundproofing and insulation.

Design Strategies

You can use design strategies to come up with initial design ideas without getting you on a bad one. Designing is a really complex process and there are several different ways of doing it:

Systems approach: This means breaking down the process into a number of different strategies and doing each in turn.

User-Centred design: The wants and needs of the client are prioritised - their thoughts are given a lot of attention at every stage of design and manufacture

Iterative design: Centred around the design process of evaluation and improvement at each stage of designing.

When you are designing a product it is easy to get stuck on a particular idea. This is called design fixation and it can stop you thinking creatively and coming up with innovative ideas.

Following the design strategy can help you avoid design fixation and encourage you to look at your design in a critical way to make improvements. Other ways to avoid are-

- Collaboration
- Honest feedback
- Focusing on new solutions
- Using fresh approaches

Key Words

PRODUCT ANALYSIS: investigating the design of existing products.

FUNCTION: the task that the product is designed to do.

AESTHETICS: relating to the beauty of a product; how something looks.

Product Analysis: involves investigating **existing products**. It's not just about describing them, it's about understanding why they are designed in the way they are too! If you can identify the good features of the product you may be able to use these in your own design.

Aesthetics	Describe - Appearance? Use of Colour? Lettering? Images? Style? Decoration method?
Cost	Is the product value for money? Do you think it was expensive or cheap to make? How much would it sell for?
Customer	Who's the customer? Who is it aimed at and why? How well does it suit the customer. What makes it suitable for them?
Environment	Is the product environmentally friendly? Is it recyclable? Can it be re-used? Does it use organic cotton? Will it last a long time?
Safety	Is the product safe to use? Are there any sharp edges or loose parts? What regulations has it passed? What does the care/flammability label say?
Size	What size is it? What shape is it? Are the measurements equal?
Function	What is the product's job? What has it been designed to do? How well does the product do its job?
Materials	Is it made from suitable materials? What is the fabric content? What are the wash/ care instructions

Existing Products

An example

Aesthetics – This is a square removable cushion cover with heart applique on the front. It has piping around the edge. The colour scheme is light beige with accents of blue. It has been made from linen and is soft. There are some buttons on the front which have been hand stitched on.

Materials & Manufacture – This cushion has been made from linen and the hearts from cotton. A sewing machine has been used to make the cushion. The buttons have been sewn on by hand.

Function – This cushion is for **comfort** and for **decorative** purposes for use on a sofa or chair. It is made from linen so it is **easy to wash** and is comfortable.

Size – This cushion is **40cm x 40cm**. It is a good size and very usable.

Cost – This cushion is **machine** constructed although it has **hand stitched** embellishments and piping around the edge. Although made using a machine, the hand embellishments will make it more **expensive**.

Customer – I think that this cushion is for use by **men and women** however it has hearts on the front which may appeal more to women. It has buttons on the front which could be dangerous for young children.

Environment – This cushion has been made from linen which comes from a plant. This is a good material to use because it is natural and is a **RENEWABLE RESOURCE**. It should last a long time because it has been well made and this also means that it can be **PASSED ON** to someone else, given to a **CHARITY SHOP** when the user no longer wants it.

Safety Because the cushion has been made by machine training would be required to use it. The cushion is safe to use however the buttons could be a **choking hazard** to young children.



ACCESS FM: is a way of remembering what you should investigate when analysing a product. Each letter stands for a different thing you should analyse.

A **SPECIFICATION** can come from analysing existing products. ACCESS FM can be used to check that you have covered all the different types of need in your specification.

Tie - Dye

A resist technique. The process of **tie-dye** typically consists of folding, twisting, pleating, or crumpling fabric or a garment and binding with string or rubber bands, followed by application of **dye/s**.

Natural Fabrics are best for tie-dye.

Pre washed cotton is more absorbent. New cotton fabric has a waxy finish applied to stop it creasing too much.



Chemical Fabric Dyes



Elastic bands



Dye Bath/Vat



Apron



Gloves



Tie



Dye

You must always follow the health and safety rules when using dyes. An apron and gloves should be worn when working with dyes. In industry eye protection would be worn as well. All equipment should be used correctly.

TIE-DYE PATTERNS AND TECHNIQUES



THE CIRCLE



Step 1:
Pinch fabric at the centre of where your bullseye will be. Pull upward into a cone shape, guiding the fabric with other hand.



Step 2:
Wrap a rubber band 1 to 2 inches below tip of fabric, then continue binding fabric with desired amount of rubber bands.



THE SPIRAL



Step 1:
Pinch fabric at the center of where your spiral will start. Twist until all fabric is in a spiral shape.



Step 2:
Bind spiral with 3 to 4 rubber bands, overlapping rubber bands to create 6 to 8 wedge shapes.



THE SUNBURSTS



Step 1:
Pinch fabric and pull upward about 1 to 2 inches. Secure with rubber band and repeat for desired number of sunbursts.



Step 2:
Cover your fabric with the desired amount of elastic bands.



THE CRACKLED



Step 1:
Scrunch fabric into a crumpled mound.



Step 2:
Randomly wrap elastic bands around your fabric.



THE STRIPED



Step 1:
Pleat and fold fabric either vertically or horizontally.



Step 2:
Use rubber bands to secure pleated fabric, evenly spacing rubber bands and adding as many as desired.



THE MARBLE



Step 1:
Place marbles on your fabric and then pull the fabric around them.



Step 2:
Wrap an elastic band around the marble. Repeat until you have as many as you wish on your work.

Patchwork

PATCHWORK is a form of needlework or craft that involves sewing together small pieces of fabric and stitching them together into a larger design. Patchwork is traditionally 'pieced' by hand, but modern quilt makers often use a sewing machine instead. The size of the finished piece is determined by the maker



The tradition of the patchwork we know today was taken to America by the Pilgrims.

They took at least one piece of "bed furniture" i.e. blankets, with them. Times were hard, they had no money so, as things wore out, so they would be repaired and reused.

Patchwork is a great way to recycle materials and fabrics – a good form of sustainability.



Construction Key Words

RIGHT SIDE = the side of the fabric is the side that is meant to be seen. It usually looks nicer.

PRESS = Iron the fabric/seam. This must be done after every stitched seam.

CROSS PIN = placing pins in fabric horizontally to keep the two pieces together temporarily whilst stitching.

'10 LINE' = the 1cm distance from the machine needle to the line on the throat plate.

SEAM ALLOWANCE = the area between the fabric edge and the stitching line on two pieces of material being sewn together.

QC CHECKS = checking for quality and accuracy of your stitching and construction



Use tailors chalk to mark around your templates onto the fabric. Cut them out using fabric scissors.



Lay out your fabric pieces so that they follow your design.



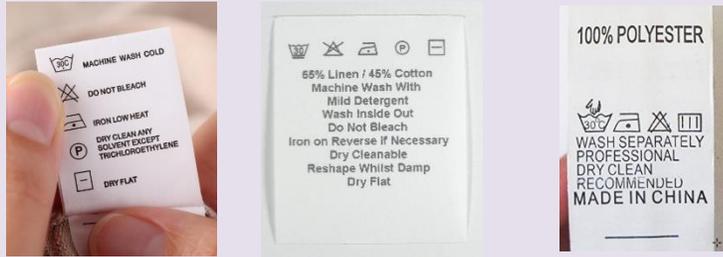
Flip 'right side' of fabric pieces together and 'cross pin' in place along the edge you are going to stitch. Machine straight stitch "10" line. Remember to use the reverse stitch at the beginning and the end.



Iron the patchwork on the reverse. Do this every time you stitch a seam.

CARE INSTRUCTION LABELS

The world of care labels can be a confusing place. There are many **symbols**, all with slightly different meanings.

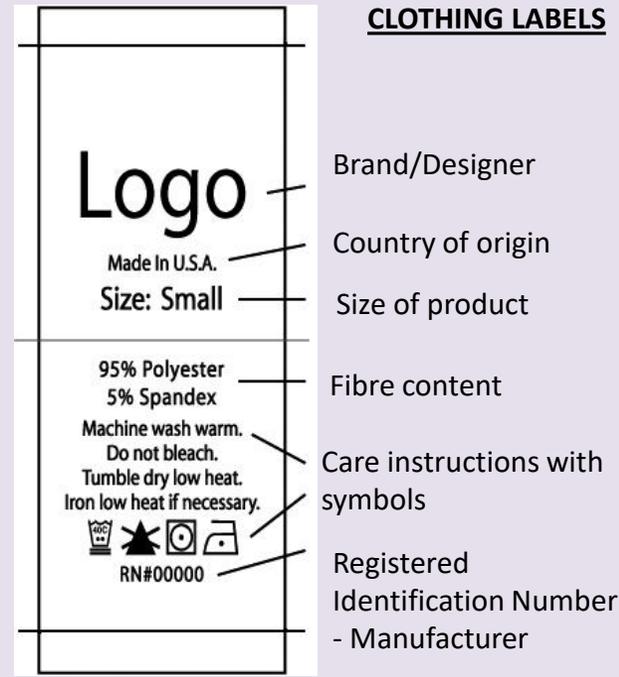


Reasons to have care labels:

- To make sure that the garments we buy stay in the condition we buy them and do not shrink or stretch.
- Symbols provide the same information to everyone without language barriers.
- Using symbols allows for smaller, more comfortable care labels.
- Smaller labels also cost less to produce which could translate into consumer savings.

Wash Symbols																																	
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CLOTHING LABELS



Designers need to be aware of the issues related to products that they design. The regulations detailed below need to be incorporated into their design specifications to ensure that the product created meets the demands of regulations and the end user.



There are four areas of information that are required to be displayed by **LAW**:

- Garment care symbols
- Country of origin
- Fibre content
- Manufacturer (Registered Identification Number)

And on children's clothing/toys SAFETY e.g. flammability.

Key Act/Regulation	Which area of the textiles/fashion industry is it related to?
Children's Clothing (hoods/cords) Regulations 1976	Children's wear
Nightwear (safety) Regulations 1985 Nightwear (Amendment) Regulation 1987	Nightwear for adults and children
Furniture and Furnishings (Fire) (Safety) Regulations 1988 1989 1993	Any furniture, furnishings including chairs and cushions.
Toys (safety) Regulations 1995	All toys
Textile Products (indication of fibre content) Regulations 1986, 1988, 1998	All textile products, usually shown on the care label.
Footwear (indication of Composition) labelling Regulations 1995	All footwear needs to clearly show the key details of fibre content/fabric composition.

The Electric Iron. Think safe- Act safe – Be safe

Temperature Dial

This adjusts the TEMPERATURE.

Power Lead

Don't allow the cable to trail on the floor.

Temperature Indicator

It switches off when the iron reaches the set temperature.

You need to know how to keep yourself and others safe in the Textiles Workshop.



As there might not be a super hero to rescue you!

This is the PLUG.

When you are finished with an iron TURN IT OFF at the mains.

Ensure the iron is placed on a secure surface, out of the way.



Sole Plate

It is METAL. It gets HOT. DO NOT TOUCH.

Make sure that the iron is switched off and always placed securely on the board when not in use.

Most fabrics are prone to creasing. To work with fabrics you need them to be flat and as crease-free as possible. The best way to achieve this is to use an iron.

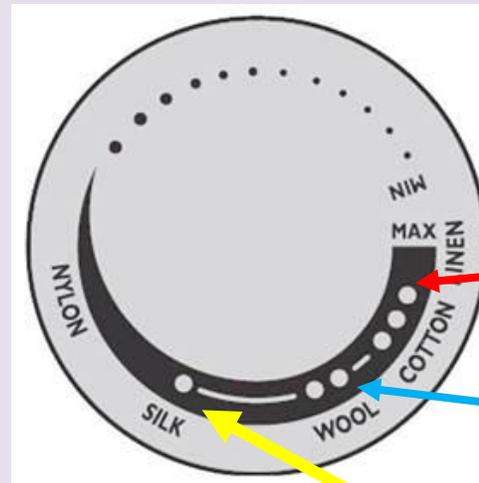
Ironing helps to remove creases. Irons are used for pressing too. Pressing is when you want a crease to stay in a fabric; on a collar for example or a pleat down the front of a pair of trousers.

In industry, ironing is done by hand using large steam irons.

Another use for irons is to apply the interfacing material Bondaweb which can be used for the decorative technique – Applique. Bondaweb requires heat to activate the adhesive within it.

What do the 'dots' mean?

The dots on the iron relate to the dots found on the iron symbol found on the care label. They show the temperature you should iron the garment on, so one dot = cool, two dots = medium, three dots = hot. The cross through the iron means – you guessed it – do not iron.



Do not iron



Iron on a HIGH heat



Iron on a medium heat



Iron on a LOW heat

Diet through the life stages

Babies Up to 6 months – breast fed/formula. Contains all nutrients. At 6 months babies start to get weaned. (introduced to solid foods) pureed – must be soft as teeth are not formed. A combination of raw & cooked foods should gradually be increased (getting lumpier) to get the baby used to textures.



Toddlers - diet should be based on the Eat well guide. Children have small stomachs so should have small meals more frequently for energy. Dairy is important - calcium. They should be encouraged to try new food. They can be fussy so new food should be mixed with food they like, with choices offered.



Children - very active & growing, so have high energy needs. Need a balanced diet with fruit and vegetables, calcium & vitamin D to help absorb the calcium. Sugar should be avoided – sweets are common. Eating habits are learnt from parents so the whole family should eat healthily.



Pregnancy diets need to be adapted through pregnancy. Increase energy to 200kcal per day towards end of pregnancy for baby growth – no more to prevent weight gain. Folic acid (vitamin B9) prevents spina bifida in the baby.



Teenagers Teenagers usually eat too much sat. fat, salt & sugar, as well as being inactive due to TV, games etc.

Growth spurts occur in early teen years -protein is required for muscles & calcium for skeleton (vitamin D will help absorb calcium). Teenage girls begin menstruation (blood loss) = loss of iron. This needs to be replaced in the diet (with vitamin C to help absorb it) Teenagers usually deal with stress for the first time with school & social media pressures) so this can lead to poor eating habits such as anorexia, or overeating which leads to obesity.



Adults – stopped growing so needs don't vary much. The Eatwell Guide should be followed. The metabolic rate of adults slows through age – muscle is lost & fat is gained – less energy is needed. Women continue to lose blood so iron is important.



Elderly – elderly are usually less active and so need less energy. They need to take care not to gain weight, cutting down on sat fat will reduce heart disease. Taste & smell change, which can affect enjoyment of eating/appetite. Important nutrients are calcium, vitamin D & vitamin B12: calcium (to reduce risk of brittle bones & osteoporosis) – vitamin D helps absorb calcium. B12 prevents memory loss (found in dairy, fish & beef. Some elderly do not get nutrients from a balanced diet & so need supplements. It is common that they have lost their teeth/have dental problems so sometimes meals need to be adapted so they are softer to eat & chew.) This can affect digestion of foods so fibre prevents digestive system becoming weak



Special Diets

Lactose intolerant

Lactose – sugar in milk. Sufferers are intolerant to this. (causes adverse effects). Must substitute milk for alternatives (i.e. soya, almond) & dairy products



Coeliac

Gluten (in wheat, barley, rye) which produces bread, biscuit, cake, pasta, sauces. Substitute– coconut, rice, corn turn into flour. Check label



Nut allergy

Fatal reactions if nuts are eaten so must be careful. Adapt recipes i.e. for cake & biscuit. Labels MUST state if they contain nuts.



Diabetic

Glucose isn't used up by body for energy so it stays in the body. Regular meals, include carbohydrates, cut down the 3 S's



Allergens. 14 common allergens are:

1. Gluten
wheat, rye, oats
2. Crustaceans:
prawns, crabs
3. Eggs
4. Fish
5. Peanuts
6. Soybeans
7. Milk (lactose)
8. Mustard

9. Nuts;
almonds, hazelnuts, walnuts
10. Celery
11. Sesame,
12. Sulphur dioxide
used as a preservative
13. Lupin,
can be a flour
14. Molluscs
(mussels, oysters, squid)



NUTS



CELERY



MUSTARD



SESAME



SO₂ - SULFITES



CRUSTACEANS



LUPIN



GLUTEN



MOLLUSCS



EGG



FISH



PEANUT



SOY



DAIRY

INGREDIENTS

Water, Carrots, Onions, Red Lentils (4.5%) Potatoes, Cauliflower, Leeks, Peas, Cornflower, **Wheat** flour, Cream (**milk**), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley

ALLERGY ADVICE

For allergens, see ingredients in **bold**

Why do people choose a vegetarian diet?

There are many reasons why people choose to follow a vegetarian diet.

- **Religion** – vegetarianism is the dietary choice for several religions.
- **Health** – some people think that a diet which includes cereals, fruits, vegetables, pulses and nuts, possibly with the addition of milk products and eggs, is healthier than one that contains meat and meat products.
- **Animal welfare** – some people believe that it is wrong to kill animals for food or they may object to the way animals are reared and kept in intensive farming.
- **Taste** – some people don't like the taste and texture of meat or fish. Allergy or intolerance is not usually a reason.
- **Environmental issues** – people may feel that meat production is expensive compared with cereal and crop production, and that it is wasteful in resources and pollutes the environment.



Vegetarian & Vegan Diets

TYPES OF VEGETARIANS



VEGAN

No meat, poultry, fish, or any products derived from animals (eggs, dairy, gelatin).



LACTO-OVO

No meat, poultry, or fish; okay to consume eggs and dairy products.



LACTO VEGETARIAN

No meat, poultry, fish, or eggs; okay to consume dairy products.



OVO VEGETARIAN

No meat, poultry, fish, or dairy products; okay to consume eggs.



PARTIAL VEGETARIAN

No meat; okay to consume fish or poultry.

Cultural influences

PRACTICAL AC
Technology challenging poverty

Factors Affecting Food Choices

- Religion – some foods not allowed, some religions are vegetarian and some only allow food that has been blessed (e.g. Halal - Islam) or prepared by religious ruling (e.g. Kosher- Jewish)
- Areas of the country with high immigrant populations – more multi-cultural food outlets/stores
- Religious/cultural calendar – fasting periods, periods of excess
- Festivals & Celebrations – Christmas, Chinese New Year, Ramadan

Social Influences

PRACTICAL AC
Technology challenging poverty

- Family – size of family, family traditions, changes in family structure and composition.
- Demographic – where do you live?
- Do both parents work?
- Empty nesters, older children living at home?
- Work/non-work patterns, working women, house husbands
- Leisure and holidays – influence of foreign travel...
- Family traditions – proper meal times? Do we sit down together or grab food on the go?
- Media, advertising, marketing influences?

WE'VE
DROPPED
THE BALL ON
P.E.



1 in 4 KIDS



IS OVERWEIGHT OR OBESE.

1 in 3



KIDS EATS
FAST FOOD
EVERY DAY.



1 in 5 kids
has **LIMITED ACCESS**
to Healthy Food.

ONLY 13%
OF KIDS
WALK OR BIKE
TO SCHOOL.



\$1.8 BILLION
spent advertising
junk food
TO KIDS.



TOO MUCH
SODA
in
KIDS MEALS.



What's in
SCHOOL LUNCH?

POVERTY
& **OBESITY**
HAVE A LOT IN
COMMON.

Reduce Food Packaging Waste

BUY FRUIT, VEG AND HERBS LOOSE

or better still, try to grow your own on the windowsill or in a hanging basket if you've no garden.



USE FARMER'S MARKETS AND LOCAL SHOPS

– like butchers, fishmongers – and buy dry goods such as rice, other grains and pulses in bulk, preferably from places that offer refills.

REUSE THE JARS

to store food, use as a takeaway coffee cup, as a vase, candle holder, storage canisters...



PREVENT WASTE

learn to cook and become familiar with ingredients. Slow-cookers are a great alternative to ready meals, as are breadmakers. Both work their magic overnight and have produced fresh food by morning.



ZAP WRAPPING AT SOURCE

if we all started removing the packaging at checkout, supermarkets might suddenly take notice



Why do we need food packaging?

CommNet

- **To protect food** – packaging contains the product (stops it from spilling). It also protects the product from damage.
- **To keep food safe to eat** – packaging protects the food from micro-organisms (e.g. bacteria), pollution or vermin. This means the food is kept safe to eat.
- **To provide information** – information on the packaging can help the customer. It shows when to eat food by, and how to store it safely.



Packaging symbols explained



The 'Mobius Loop' shows it can be recycled



Widely recycled by 75% or more of Local Authorities (LAs)



Not collected by all LAs so check locally



Indicates packaging is recycled by less than 20% of LAs



Product is made from recyclable aluminium



Recyclable glass. Remember to separate colours



The number indicates the resin code for the type of plastic used



Wood-based products from forests that are well managed



Producer contributes to a packaging recovery scheme



Reminder to be tidy and dispose of an item appropriately

Food Storage: expiration dates



USE BY

vs.

BEST BEFORE

you've got until the end of this date to use or freeze the food before it becomes too risky to eat

you can eat food past this date but it might not be at its best quality



Food Waste

DID YOU KNOW...

Almost **50%** of the total amount of food thrown away in the UK comes from our homes. We throw away **7.2 million tonnes** of food and drink from our homes every year in the UK, and **more than half** of this is food and drink we could have eaten.



Wasting this food costs the average household £480 a year, rising to £680 for a family with children, the equivalent of around **£50 a month**.

ENVIRONMENTAL IMPACT

If we all stop wasting food that could have been eaten, the benefit to the planet would be the equivalent of taking **1 in 5 cars off the road**.



DID YOU KNOW?
The waste of good food and drink is associated with **4%** of the UK's total **water footprint**.

WHY IS IT WASTED?

There are **two main reasons** why we throw away good food: we cook or prepare too much or we don't use it in time.

