

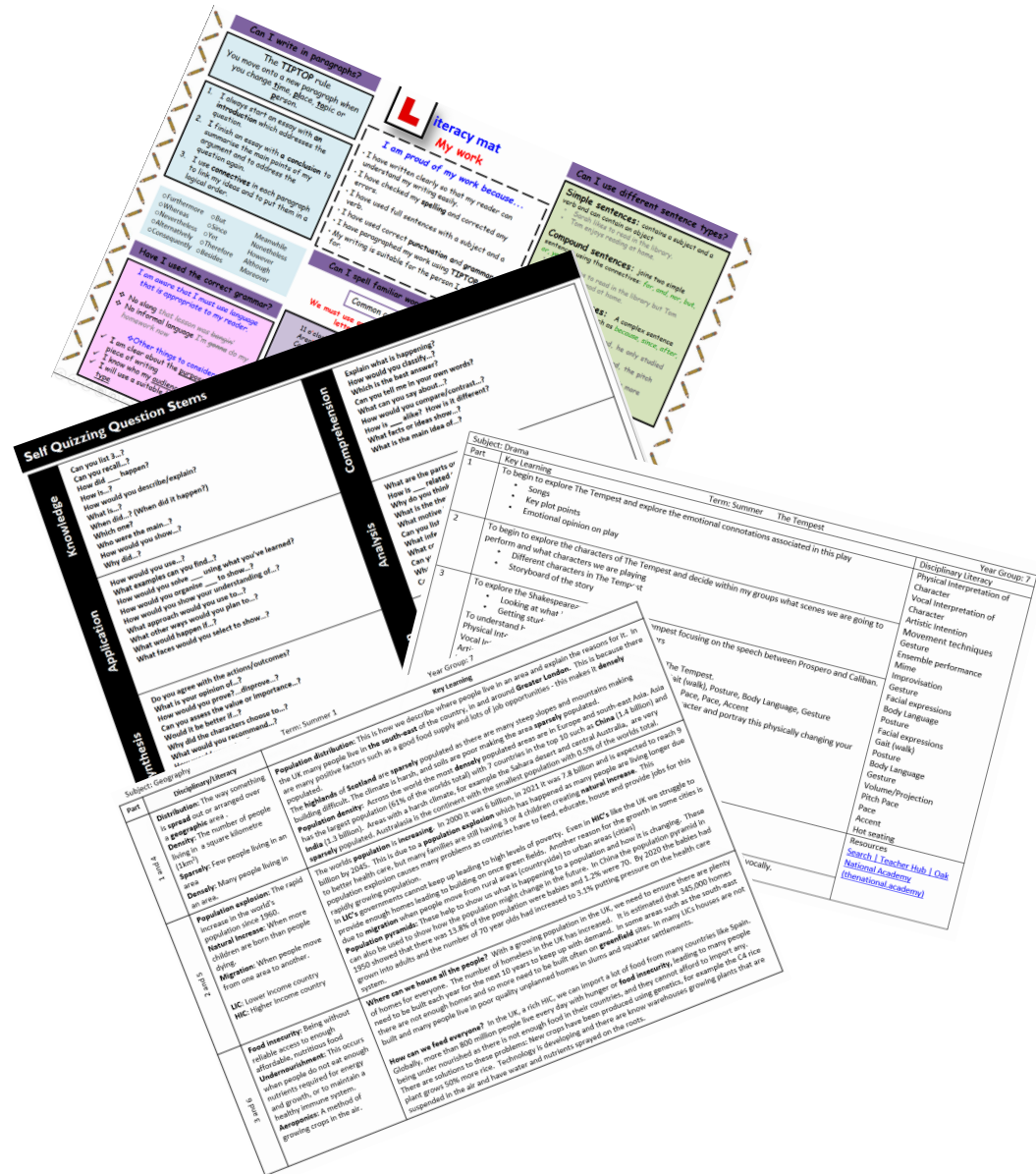
Year 8

Knowledge Organiser

Spring 2023 - I

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Self Quizzing Question Stems

Knowledge	<p>Can you list 3...?</p> <p>Can you recall...?</p> <p>How did ____ happen?</p> <p>How is...?</p> <p>How would you describe/explain?</p> <p>What is...?</p> <p>When did...? (When did it happen?)</p> <p>Which one?</p> <p>Who were the main...?</p> <p>How would you show...?</p> <p>Why did...?</p>	Comprehension	<p>Explain what is happening?</p> <p>How would you classify...?</p> <p>Which is the best answer?</p> <p>Can you tell me in your own words?</p> <p>What can you say about...?</p> <p>How would you compare/contrast...?</p> <p>How is ____ alike? How is it different?</p> <p>What facts or ideas show...?</p> <p>What is the main idea of...?</p>
Application	<p>How would you use...?</p> <p>What examples can you find...?</p> <p>How would you solve ____ using what you've learned?</p> <p>How would you organise ____ to show...?</p> <p>How would you show your understanding of...?</p> <p>What approach would you use to...?</p> <p>What other ways would you plan to...?</p> <p>What would happen if...?</p> <p>What faces would you select to show...?</p>	Analysis	<p>What are the parts or features of ...?</p> <p>How is ____ related to ...?</p> <p>Why do you think...?</p> <p>What is the theme...?</p> <p>What motive is there...?</p> <p>Can you list the parts...?</p> <p>What inference can you make...?</p> <p>What conclusions can you draw...?</p> <p>Can you identify the different parts of...?</p> <p>What evidence can you find...?</p> <p>Can you distinguish between...?</p>
Synthesis	<p>Do you agree with the actions/outcomes?</p> <p>What is your opinion of...?</p> <p>How would you prove?...disprove...?</p> <p>Can you assess the value or importance...?</p> <p>Would it be better if...?</p> <p>Why did the characters choose to...?</p> <p>What would you recommend...?</p> <p>How would you rate...?</p> <p>How could you determine...?</p> <p>What choice would you have made...?</p> <p>Why was it better that...?</p>	Evaluation	<p>What changes would you make to solve...?</p> <p>How would you improve...?</p> <p>What would happen if...?</p> <p>Can you elaborate on the reason...?</p> <p>Can you give an alternative...?</p> <p>Can you invent...?</p> <p>How could you change or modify the plot?</p> <p>What way would you design...?</p> <p>Suppose you could ____ what would you do?</p> <p>Can you predict the outcome if...?</p> <p>Can you construct a model of...?</p>

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore	○But	Meanwhile
○Whereas	○Since	Nonetheless
○Nevertheless	○Yet	However
○Alternatively	○Therefore	Although
○Consequently	○Besides	Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖ Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type



literacy mat

My work

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	I'd	They're	Who'll
Aren't	I'll	Wasn't	Who's
Can't	I'm	We'd	Why'd
Couldn't	Isn't	We'll	Why'll
Didn't	It'd	We're	Why's
Doesn't	It'll	Weren't	Won't
Don't	It's	What'd	Wouldn't
Hadn't	Mightn't	What'll	You'd
Hasn't	Mustn't	What's	You'll
Haven't	Shan't	When'd	You're
He'd	She'd	When'll	
He'll	She'll	When's	
He's	She's	Where'd	
How'd	Shouldn't	Where'll	
How'll	They'd	Where's	
How's	They'll	Who'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

What traffic light am I?
Is my punctuation accurate?

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: ?!
- ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher.*
 - "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

- ❑ Sound out the word
- ❑ Think about how it looks
- ❑ Think about a similar word
- ❑ Is there a memory sentence for this word? (*e.g. big elephants cannot always use small exits*)
- ❑ Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
- ❑ Look it up in a dictionary/spellchecker
- ❑ Ask a friend or teacher
- ❑ To learn it: look, cover, write, check
- ❑ Once you've solved it, add the correct spelling to your own word bank.



literacy mat

Can I use punctuation?

The Apostrophe

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that 'they' own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

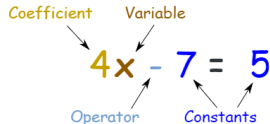
Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*


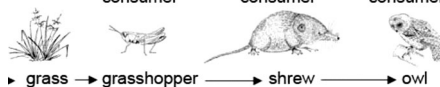
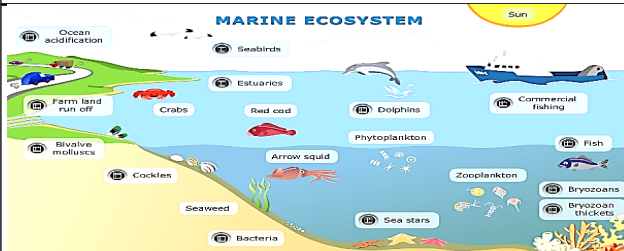
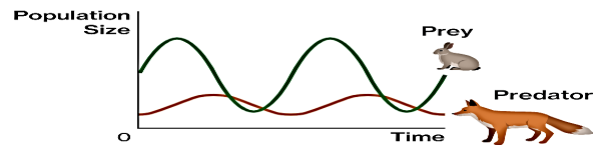
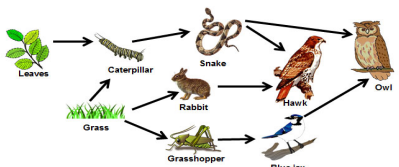
Your/ you're

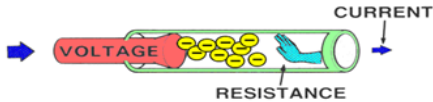
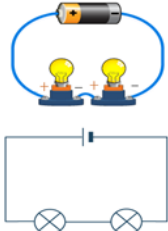

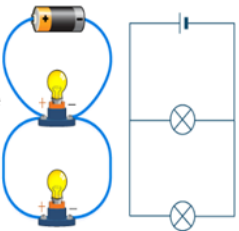










Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for you are as in *you're coming over to my house*

Part	Key Learning SharePoint Resources	Disciplinary Literacy
1	<p>Act 1 - The King of Denmark has died and his wife, Gertrude, has married his brother, Claudius. The king's son Hamlet has come home to Elsinore for his father's funeral. Hamlet sees the ghost of his father. The ghost tells him that it was his brother Claudius, the new king, who killed him and commands Hamlet to get revenge.</p> <p>Ghosts- This motif reoccurs throughout the play and represents the constant presence of death around Hamlet. It also represents the constant haunting memories. This plays into the theme of reality vs. imagination/ supernaturalism.</p> <p>Dramatic Monologue: a dramatic monologue is a poem in which an imaginary character speaks to a silent listener. This poem is in the form of a speech or narrative in which the speaker unconsciously reveals certain aspects of his or her character</p>	<p>Iambic pentameter = rhythm that Shakespeare uses in his plays. The rhythm of iambic pentameter is like a heartbeat, with one soft beat and one strong beat repeated five times.</p> <p>Prose and verse = Shakespeare writes in a combination of prose and verse. Prose is a conversational way of speaking which doesn't have a set rhythm or structure. Verse always has a set rhythm and structure.</p>
2	<p>Act 2 - Hamlet has been behaving strangely and Claudius asks Hamlet's childhood friends, Rosencrantz and Guildenstern, to find out why. A group of travelling actors visit the castle and Hamlet asks them to perform a play about a man who murders a sleeping king, to see how Claudius reacts. Hamlet tells his girlfriend Ophelia that he never loved her and then asks Gertrude how she can be happy when her husband has only just died.</p> <p>Dialogue: A conversation that takes place between two characters</p>	<p>Rhyming couplets = two lines written in iambic pentameter that end in the same sound, or a rhyme. They are often used to sum up the end of a character's speech.</p>
3	<p>Act 3 - The actors perform the story of the murder of a sleeping king and Claudius storms out. This confirms Hamlet's belief that Claudius killed his father. Hamlet and his mother Gertrude argue about his behaviour. During their argument Hamlet accidentally kills Polonius, Ophelia's father.</p> <p>Yorick's (Jester's) Skull- The skull represents death and the afterlife. When Hamlet picks up the skull of Yorick and begins to talk to it, he questions death, and what happens after. Hamlet eventually realizes that no matter what kind of a life someone may lead, everybody dies and ends up in the same place after death – as mere dust.</p> <p>Soliloquy: An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play</p>	<p>Fortune = fate/ destiny, the things that happen to a person in life</p>
4	<p>Act 4 - Hamlet will not tell anyone where Polonius' body is. Claudius sends him to England, but he doesn't arrive. Ophelia's brother, Laertes, comes home and finds Ophelia has gone mad with grief. She kills herself and Claudius and Laertes plot to murder Hamlet.</p> <p>Monologue: A long, speech by one character in a play during a conversation</p> <p>Flowers- Different flowers hold different meanings; these are often representative of the recipient. Here are some examples: is a symbol of remembrance; Pansies represent thoughts; Fennel represents flattery and violets represent faith.</p>	<p>Opposition = the act of resisting, fighting against</p>
5	<p>Act 5 - Hamlet agrees to fight Laertes. During the duel, Gertrude drinks poison and both Hamlet and Laertes are fatally wounded. Hamlet kills Claudius before he dies.</p> <p>Poison- This plays a big role in Hamlet. It is a symbol of betrayal, corruption, deceit, revenge and is the reason for many deaths in the play. This is not only literal poison but also the metaphoric act of pouring poison into people's ears.</p>	<p>Mortality = life ending</p>
6	<p>Context - Elizabethans believed that God set out an order for everything in the universe. This was known as the Great Chain of Being. On Earth, God created a social order for everybody and chose where you belonged. In other words, the king or queen was in charge because God put them there and they were only answerable to God (the Divine Right of Kings). This meant that disobeying the monarch was a sin. It also led to the idea that if the wrong person was monarch everything would go wrong for a country, including whether the crops would be good, or if animals behaved as they should. The Elizabethans were very superstitious.</p> <p>Revenge tragedies describe drama in which the dominant motive is revenge for a real or imagined injury; it was a favourite form of English tragedy in the Elizabethan and Jacobean eras and found its highest expression in William Shakespeare's Hamlet. The main features of a Shakespearean Tragedy are that: characters become isolated or there is social breakdown, ends in death, there is a sense that events are inevitable or inescapable, there is usually a central figure who is noble but with a character flaw which leads them towards their eventual downfall.</p>	<p>Resolution = determination, decided</p> <p>Antithesis= direct opposite</p>

Part	Key Learning			
Forming Expressions and Proof	Keyword	Definition	Examples	
	Expression	Numbers, symbols and operators (such as + and x) grouped together that show the value of something.	2 + 3 3x – 1 14y(x – 7)	NOT 2 + 3 = 5 NOT 33 = 8x + 1 NOT y
	Term	A term is either a single number or variable, or numbers and variables multiplied together. Terms are separated by + or – signs, or sometimes by divide.		
	Coefficient	A number used to multiply a variable. Variables with no number have a coefficient of 1. Sometimes a letter stands in for the number.	6z means 6 times z, and "z" is a variable, so 6 is a coefficient. x is really 1x In ax ² + bx + c, "x" is a variable, and "a" and "b" are coefficients	$\frac{x}{4}$ is the same as $\frac{1}{4}x$ so the coefficient would be $\frac{1}{4}$
	Variable	A symbol for a value we don't know yet. It is usually a letter like x or y.	In x + 2 = 6, x is the variable.	
	Constant	A fixed value. In Algebra, a constant is a number on its own, or sometimes a letter such as a, b or c to stand for a fixed number.	in "x + 5 = 9", 5 and 9 are constants.	
	Simplify	Process of replacing a mathematical expression by an equivalent one, that is simpler (usually shorter)	3x + 7x + 10x -2x = 18x 4y + 2x – 3y + 9x + y = 2y + 11x	
	Proof	Logical mathematical arguments used to show the truth of a mathematical statement.		
Solving Equations	Keyword	Definition	Examples	
	Equation	An equation says that two things are equal.	It will have an equals sign "=" like this: 7 + 2 = 10 – 1 That equation says: what is on the left (7 + 2) is equal to what is on the right (10 – 1) So, an equation is like a statement "this equals that".	
	Solving	To find a value (or values) we can put in place of a variable that makes the equation true.	x + 2 = 7 The variable is x, when we put 5 in place of x we get 5 + 2 = 7, and 5 + 2 = 7 is true, so x = 5, and the equation is solved.	




Part	Key Learning	Disciplinary/Literacy																																							
1	<p>FOOD CHAINS</p> <p>The arrows show the transfer of energy (stored in food) from one organism to the next. Some energy is transferred to the surroundings by heating and as waste; this means that at each level less energy is being transferred to the next organism.</p>	<p>BIOACCUMULATION</p>  <p>Chemicals (e.g. insecticides) can also be passed along a food chain!</p> <p>As these chemicals are washed into rivers and end up in the sea, they are absorbed by fish in small amounts.</p> <p>Seals eat the fish and the chemicals pass into their body.</p> <p>The levels of the chemical build-up (accumulate) in seals as they eat lots of fish.</p> <p>Polar bears eat seals, as one polar bear eats lots of seals, the chemical accumulates to a dangerous level. This makes the polar bear ill and can cause death.</p>	<p>TIER 3 KEYWORDS</p> <table><tr><td>Bioaccumulation</td><td>The build-up of toxic chemicals inside organisms in a food chain.</td></tr><tr><td>Carnivore</td><td>A consumer (animal) that eats other animals.</td></tr><tr><td>Community</td><td>The collection of the different types of organisms present in an ecosystem.</td></tr><tr><td>Competition</td><td>Competing with other organisms for resources.</td></tr><tr><td>Consumer</td><td>Animal that eats other animals or plants.</td></tr><tr><td>Decomposer</td><td>Organism that breaks down dead plants and animal material so nutrients can be recycled back to the soil or water.</td></tr><tr><td>Ecosystem</td><td>The living things (plants and animals) in a given area and their non-living environment.</td></tr><tr><td>Environment</td><td>The surrounding air, water and soil where an organism lives.</td></tr><tr><td>Food chain</td><td>Part of a food web, starting with producer and ending with top predator. This diagram shows the transfer of energy between organisms.</td></tr><tr><td>Food web</td><td>A diagram that shows how food chains in an ecosystem are linked.</td></tr><tr><td>Habitat</td><td>The area in which an organism lives.</td></tr><tr><td>Herbivore</td><td>A consumer (animal) that eats plants.</td></tr><tr><td>Interdependence</td><td>The way in which living organisms depend on each other to survive, grow and reproduce.</td></tr><tr><td>Niche</td><td>A particular place or role that an organism has in an ecosystem.</td></tr><tr><td>Omnivore</td><td>A consumer (animal) that eats plants and animals.</td></tr><tr><td>Population</td><td>Group of the same species living in an area.</td></tr><tr><td>Predator</td><td>An animal that eats other animals.</td></tr><tr><td>Prey</td><td>An animal that is eaten by another animal.</td></tr><tr><td>Producer</td><td>Green plant or algae that makes its own food using sunlight by the process of photosynthesis.</td></tr></table>	Bioaccumulation	The build-up of toxic chemicals inside organisms in a food chain.	Carnivore	A consumer (animal) that eats other animals.	Community	The collection of the different types of organisms present in an ecosystem.	Competition	Competing with other organisms for resources.	Consumer	Animal that eats other animals or plants.	Decomposer	Organism that breaks down dead plants and animal material so nutrients can be recycled back to the soil or water.	Ecosystem	The living things (plants and animals) in a given area and their non-living environment.	Environment	The surrounding air, water and soil where an organism lives.	Food chain	Part of a food web, starting with producer and ending with top predator. This diagram shows the transfer of energy between organisms.	Food web	A diagram that shows how food chains in an ecosystem are linked.	Habitat	The area in which an organism lives.	Herbivore	A consumer (animal) that eats plants.	Interdependence	The way in which living organisms depend on each other to survive, grow and reproduce.	Niche	A particular place or role that an organism has in an ecosystem.	Omnivore	A consumer (animal) that eats plants and animals.	Population	Group of the same species living in an area.	Predator	An animal that eats other animals.	Prey	An animal that is eaten by another animal.	Producer	Green plant or algae that makes its own food using sunlight by the process of photosynthesis.
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2	<p>The top predator is always the last link in the food chain.</p> <p>producer primary consumer secondary consumer tertiary consumer</p>  <p>grass → grasshopper → shrew → owl</p>																																								
3	<p>FOOD WEBS AND INTERDEPENDENCE</p> <p>A food web is a set of linked food chains. Organisms in a food chain depend on each other for survival (interdependent).</p> <p>Populations of organisms are constantly changing. The size of a population is affected by:</p> <p>Number of predators and prey</p> <p>Disease</p> <p>Pollution</p> <p>Competition</p>	 <p>MARINE ECOSYSTEM</p>	<p>Habitat → ocean</p> <p>Community → water plants, micro-organisms, insects, fish, fish-eating birds, sea mammals, crustaceans.</p> <p>The plants and animals co-exist. They live in the same place at the same time.</p>																																						
4		<p>Dolphins and crabs live in the ocean but do not compete for food. They have similar but slightly different niches.</p>																																							
5	<p>COMPETITION</p> <p>Animals compete for:</p> <p>Food</p> <p>Water</p> <p>Space (hunt/shelter)</p> <p>Mates (to reproduce)</p> <p>The best competitors will be fast, strong and quick to spot their prey.</p> <p>Plants compete for:</p> <ul style="list-style-type: none">LightWaterSpaceMinerals	<p>PREDATOR-PREY RELATIONSHIPS</p>  <p>Changes in population of one animal can directly affect the population of another.</p> <ul style="list-style-type: none">When the prey population increases, the predators have more to eat. The number of predators increases, as they survive longer and reproduce more.The growing predator population eats more prey. They number of prey fall.There is not enough food for all the predators so their numbers decrease.As there are fewer predators feeding on prey, the prey population will increase.The cycle starts again.																																							
6	 <p>Some organisms, like the rabbit, have just one predator (hawk). If the number of rabbits decrease, due to a disease, the number of hawks would also decrease as they would have less to eat.</p> <p>Decomposers (bacteria and fungi) are also found in food webs.</p>																																								

Part	Key Learning		Disciplinary/Literacy	
1	<p>The cell/ battery provides the push to make charges move. This push is called potential difference.</p> <p>The current is the amount of charge flowing per second.</p> <p>A battery with a larger potential difference transfers <i>more</i> energy, making bulbs brighter.</p> <p>Components have a potential difference they are designed to work at (rating).</p> <p>A voltmeter is always connected in parallel and an ammeter is connected in series.</p>		<p>RESISTANCE</p>  <p>Each component has a different resistance; this tells you how easy or difficult it is for charges (electrons) to pass through wire or components.</p> <p>Resistance is measured in ohms (Ω).</p> <p>Adding more components, increases the resistance, so the current is less.</p> <p>$resistance (\Omega) = \frac{potential\ difference (V)}{current (A)}$</p> <p>Resistance in wires is caused by electrons colliding with metal atoms and transferring energy to them.</p> <p>The following affects resistance;</p> <p>Length \rightarrow longer wire = more resistance</p> <p>Thickness \rightarrow thicker wire = less resistance</p> <p>Material of wire \rightarrow good conductor = less resistance</p>	
2	<p>SERIES CIRCUIT</p> <p>The current is the same in all parts of a series circuit.</p> <p>If you add components, the current will get smaller because the resistance is bigger.</p> <p>In a series circuit, the potential difference (voltage) from the battery is shared by the components.</p> <p>If a bulb breaks, the rest will go out.</p> 		<p>CIRCUIT SYMBOLS</p>  Ammeter	
3	<p>PARALLEL CIRCUIT</p> <ul style="list-style-type: none">The current is shared between the components (when it reaches the branches) and then adds again where branches meet.The potential difference across each component is the same as the potential difference across the battery.If one bulb breaks, the other lights will stay on. 		 Battery	
4			 Bulb	
5	<p>MODELLING ELECTRIC CIRCUITS— ROPE MODEL</p> <ul style="list-style-type: none">The rope represents the chargesThe person pulling the rope is like the batteryA bigger potential difference across the cell is like the 'battery' person pulling harder.SERIES: the rope moves at the same speed everywhere. As more people hold the rope, the rope moves more slowly.PARALLEL: there are more loops of rope. All the loops are driven by the same 'battery' person.		 Buzzer	
6	<p>Everything is made up of atoms. Atoms are neutral overall. They are made of three types of even smaller particles.</p> <p>Protons (positive charge)</p> <p>Electrons (negative charge)</p> <p>Neutrons (no charge)</p> 		 Cell	
			 Closed switch	
			 Motor	
			 Open switch	
			 Resistor	
			 Voltmeter	

Part	Key Learning	Disciplinary/Literacy	Linked Assessment
1	How to protect against unwanted pregnancy	<p>The contraceptive pill – a tablet containing two hormones: progesterone and oestrogen that control the female monthly cycle and prevents pregnancy from occurring.</p> <p>Contraceptive Injection – the hormones are delivered underneath the skin in a liquid form and gradually become absorbed into the blood stream over weeks.</p> <p>Contraceptive Implant – is a small flexible plastic rod that's placed under the skin in your upper arm by a doctor or nurse.</p> <p>It releases the hormone progestogen into your bloodstream to prevent pregnancy and lasts for 3 years.</p> <p>Femidom – the female equivalent of the male condom. It is used to create a physical barrier so that sperm cannot fertilise any egg that may have been released.</p> <p>Condom – used to create a physical barrier so that the sperm are unable to fertilise any egg that may have been released.</p> <p>Coil/IUD - An IUD is a small T-shaped plastic and copper device that's put into your womb (uterus) by a doctor or nurse.</p> <p>It releases copper to stop you getting pregnant, and protects against pregnancy for between 5 and 10 years.</p>	End of half term test online

Part	Disciplinary/Literacy	Key Learning
1 and 4	<p>Investment – Putting money into something to make a profit in the long term.</p> <p>Infrastructure – The basic systems of energy supply, transport, health and education systems needed for a country to function (work).</p> <p>Cycle of poverty – People are stuck at being poor for a long period of time as they do not have the education or jobs to get out of poverty.</p>	<p>To help China have economic sustainability it is investing money into countries within the continent of Africa. China is paying for and building new infrastructure in other countries. A railway in Nigeria so that they can get out the oil and other goods they produce in Nigeria. Also as Nigerians become more wealthy the Chinese companies will be able to sell them the goods meaning greater profits.</p> <p>Two out of every three people in Nigeria still work in primary industry (see week 1). This means that they are not very wealthy and 6 out of every 10 people live off \$1 dollar per day (about 88pence). This leads to the cycle of poverty where by people cannot get out of being poor, often leading to poor health meaning that they cannot work, this leads to less money.</p> <p>The Nigerian government want China to invest in Nigeria and build factories as it will mean more well paid jobs. This will mean that people can get out of the cycle of poverty and have a better quality of life.</p>
2 and 5	<p>Hydrological cycle The water cycle is the process by which water is continuously transferred between the surface of the earth and the atmosphere.</p> <p>Drainage Basin: The area of land drained by a major river and its tributaries.</p> <p>Tributaries are smaller streams or rivers that join up with the main river channel.</p>	<p>The Hydrological (water) cycle is the continuous movement of water through the atmosphere, over land and into the oceans. The major stores of water are the ocean, ice caps, land and the atmosphere. The movement of water between these stores is called transfers. Energy from the Sun heats the surface of the Earth.</p> <p>Water is evaporated from oceans, rivers, lakes, etc. In the atmosphere, condensation occurs, and water vapour is turned back into water droplets as it cools down. Clouds are formed and precipitation occurs as water droplets get bigger and heavier, they begin to fall as rain, snow and sleet, etc. When the precipitation reaches the surface, some falls directly into the sea but other water falls on land Some water flows across the surface of the ground Some water infiltrates into the soil Some water percolates deeper into the ground and is slowly transferred back to the river or sea.</p> <p>River drainage basins: A river basin or drainage basin is the area of land drained by a river and its tributaries. The high edge of the drainage basin is known as the watershed. Water flows downslope within this catchment area, flowing into the main river channel and leaving the river basin through its mouth and enter the sea or a lake.</p>
3 and 6	<p>Hydraulic action: The sheer force of water wears away bed and banks.</p> <p>Abrasion: Material in the river scrapes the bed and banks.</p> <p>Attrition: Large material bumps into each other and breaks into smaller parts.</p> <p>Solution - When the water dissolves certain types of rocks, eg limestone.</p>	<p>River features are formed due to two main processes, erosion and deposition. Erosion is the process that wears away the river bed and banks and also breaks up the rocks that are carried by the river. There are four types of erosion: Hydraulic action, Abrasion, Attrition, Solution.</p> <p>Meanders – an erosional and depositional feature. Formed in the <i>middle and lower course</i> where the river begins to erode laterally (side to side). Water flows faster round the outside bank and erodes the bank and forming a river cliff where the bank collapses into the river. Water flows slowly around the inside bank and deposits material building up new land on the slip off slope</p> <p>Waterfalls – an erosional feature formed where a river flows over <i>hard and soft rock</i>. The soft rock is easily eroded by <i>hydraulic action and abrasion</i> to leave a deep <i>plunge pool</i> and overhanging hard rock. The hard rock collapses under gravity and the process starts again. After many collapses the waterfall moves upstream cutting a steep sided gorge.</p>

Part	Disciplinary/Literacy	Key Learning: “By 1807 Britain no longer needed the slave trade”. How far do you agree with Eric Williams
1 and 4	Trade – the buying and selling of goods. Profit – making money. Middle Passage – The part of the slave trade triangle from Africa to the Americas.	<p>Trade means to sell and buy ‘goods’. People (traders) made a fortune from ‘trading’ goods. The slave trade was when human beings are bought and sold for goods. From around 1500 onwards, slavery turned into a profitable international business, lots of people left Europe to settle in the newly discovered continents of North and South America.</p> <p>The settlers needed workers to grow crops and went to Africa for slaves. British traders first got involved in 1562, John Hawkins became England’s first slave trader. Between 1600-1807 Britain generated profits of about £12 million, this made Britain one of the world’s richest nations. Many of the fine buildings in Liverpool, Bristol and London were built on the profits of slavery. Millions of African men, women and children made the 4000 mile trip that could last between 40 and 70 days. Slave ships were often overcrowded and people were kept in appalling conditions, they were usually fed regularly but food was of a poor quality. Any slaves who dies on the journey or were near death were dumped in the sea. Many dies from diarrhoea, heatstroke or smallpox. Around 20% of slaves died on the Middle Passage. We know so much about slave ships because detailed ships records were kept by Captains and the ships owners often for insurance purposes.</p>
2 and 5	Auction – Where people buy by making bids. Plantation – A farm that grows a single crop. Rebellion – To refuse to do as you are told.	<p>On arrival, slaves were cleaned up and either sold at <u>auction</u> or <u>scramble</u>. Once bought, slaves became personal property of their owner, like cattle they were branded with their owners initials and set to work. Many worked on huge farmers called <u>plantations</u>, slaves planted and harvested crops such as sugar, coffee and tobacco. Slaves would be expected to work for most of their lives. Three and four year olds worked in ‘trash gangs’ (weeding) or as water carriers. Hard work (15 or 16 hours a day), a poor diet, harsh punishments and no medication attention meant that few slaves lived to any great age. The live expectancy of a slave was 26. Slaves had no legal rights. They were not allowed to learn to read or write, marry or own property. Some slaves tried to run away but this was very risky. Teams of ‘runaway hunters’ scoured the countryside looking for them. Any runaway slaves who were caught were severely punished. However many slaves resisted through <u>rebellion</u>, for example <u>Toussant L’Ouverture</u> led a slave rebellion in Saint-Domingue. The slaves defeated the British and French troops and in 1804 the free slaves renamed their island Haiti. Not all slave resistance was violent, slaves would pretend to be ill, damage tools/machinery and spoke in their native language to one another, often in songs to keep their spirits up and frustrate their owners.</p>
Part 3 and 6	Abolish – Get rid of.	<p><u>Why was slavery abolished.</u></p> <p>By the late 1700s a campaign had begun to ban the slave trade. This anti-slavey group was very important – but was slavery banned just because of this group? In 1807 the British Parliament abolished the slave trade in the British Empire meaning it was illegal to buy and sell slaves but people were allowed to keep the slaves they already owned. In 1833, Parliament banned slave ownership too but why?</p> <p><u>Factors which contributed to the end of the slave trade:</u></p> <ol style="list-style-type: none"> 1. Slavery was not making as much money as it used to. 2. Slaves helped end slavery. 3. The racists were proved wrong. 4. The Anti-slavery campaigners.

Part	Key Learning: A Paris on peut... In Paris you can (present tense)							Resources			
1	<div>Prepositional start</div> <div>A Paris – In Paris</div> <div>A Londres -In London</div> <div>Pendant les grands vacances – During the summer holidays</div> <div>En juillet – In July</div>	<div>Verb</div> <div>on peut – you can</div> <div>j’aime I like</div> <div>elle déteste she hates</div> <div>Il adore he loves</div>	<div>visiter to visit</div>	Noun		<div>Preposition + noun</div> <div>en ville in a town</div> <div>à la plage at the beach</div> <div>dans la mer in the sea</div> <div>dans le lac in the lake</div> <div>à la montagne in the mountains</div> <div>en forêt in a forest</div>	<div>With</div> <div>avec mon frère with my brother</div> <div>avec mon père with my dad</div> <div>avec ma sœur with my sister</div> <div>avec ma mère with my mum</div> <div>avec ma famille with my family</div> <div>avec mes parents with my parents</div> <div>avec mes grands-parents with my grandparents</div> <div>avec mes amis with my friends</div> <div>seule on my own</div>	<div>Past:</div> <div>hier</div> <div>le weekend dernier</div> <div>la semaine dernière</div> <div>l’année dernière</div> <div>avant-hier</div> <div>l’hiver dernier</div> <div>Present:</div> <div>aujourd’hui</div> <div>tous les jours</div> <div>souvent</div> <div>rarement</div> <div>quelquefois</div> <div>Normalement</div> <div>de temps en temps</div> <div>en ce moment</div> <div>en été</div> <div>Future:</div> <div>demain</div> <div>Le weekend prochain</div> <div>la semaine prochaine</div> <div>l’année prochaine</div> <div>ce week-end</div>			
2				<div>Le Louvre</div> <div>La Tour Eiffel</div> <div>Le Sacré-Cœur</div> <div>L’Arc de Triomphe</div> <div>Les Champs Elysées</div> <div>Notre-Dame</div>					<div>les églises churches</div> <div>les galeries d’art art galleries</div> <div>les monuments monuments</div> <div>les musées museums</div> <div>la vieille ville the old town</div>		
3				<div>faire to do, to make</div>	<div>un tour en segway a tour on a segway</div> <div>les magasins shopping</div> <div>du vélo cycling</div> <div>du VTT mount’ biking</div>				<div>un safari a safari</div> <div>une balade en bateau a boat trip</div> <div>du tourisme sightseeing</div> <div>de la natation swimming</div> <div>des châteaux de sable sandcastles</div> <div>de nouveaux amis new friends</div>		
4				<div>jouer to play</div>	<div>au foot football</div> <div>au volley volleyball</div>				<div>à la pétanque French bowls</div> <div>aux cartes cards</div>		
				<div>manger to eat</div>	<div>des glaces ice cream</div> <div>des crêpes pancakes</div> <div>des gaufres waffles</div>				<div>la cuisine de la région the local food</div> <div>au restaurant in a restaurant</div> <div>au café in a cafe</div>		
				<div>acheter to buy</div>	<div>des cartes postales postcards</div>				<div>des cadeaux some presents</div> <div>des souvenirs souvenirs</div>		
				<div>voir to see</div>	<div>La Joconde -The Mona Lisa</div>				<div>les Pyramides du Louvre</div> <div>The Pyramids at the Louvre</div>		
5				<div>prendre to take</div>	<div>des photos - photos</div>				<div>le métro pour aller au Louvre</div> <div>The underground to go to the Louvre</div>		
				<div>aller to go</div>	<div>au théâtre -to the theatre</div> <div>au cinéma - to the cinema</div>				<div>à un concert to a concert</div> <div>au marché (de puces) to the (flea) market</div>		
6				<div>JE DIRAIS QUE...</div> <div></div>							

En la foto, se puede ver
... = In the photo,
one/you can see....

Describiendo una foto

En la foto, hay... = In the
photo, there is/there are...
no hay..... there isn't....

un edificio = a building
un árbol/unos árboles = a tree, some trees
un concierto = a concert
una fiesta = a party
una playa = a beach
una iglesia = a church
un parque = a park
un hotel = a hotel

Está = he/she/it is...

Están = they are ...

a la izquierda = on the left
a la derecha = a on the right
al fondo = in the background
en primer plano = in the
foreground
en el centro = in the centre
al lado de = next to
cerca de = near to
lejos de = far from
arriba = above
abajo = below
en el campo = in the countryside
en la costa = on the coast

OPINIONS

A mi parecer es = In my opinión, it is
A mi modo de ver es = In my opinión, it is
Desde mi punto de vista = In my opinión, it is
Pienso que es = I think that it is
Creo que es = I believe that it is
Diría que es = I would say that it is

PEOPLE

un hombre/una mujer = a man/a woman
un chico/una chica = a boy/a girl
una familia = a family
una pareja = a couple
unos estudiantes = some students
unas personas = some people (personas)
mucha gente = lots of people
un profesor/una profesora = a teacher
un grupo de amigos = a group of friends
unos compañeros de trabajo = some workmates
un camarero/una camarera = a waiter/waitress

HAIR and EYES

Tiene = He/she has...

el pelo rubio/negro/castaño = blonde/Black/chestnut hair
el pelo liso/rizado = straight/curly hair
el pelo largo/corto = long/short hair

los ojos verdes/azules/grises = green/blue/grey eyes

Lleva... = He/she wears...

un bigote = a moustache
una barba = a beard
gafas = glasses

Add the weather:

Hace ... sol/calor/frío/fresco/viento/buen tiempo
Hay tormenta/niebla/chubascos/neblina
Está nublado/despejado/lloviendo/nevando/soleado

Year 8 : Sentence builder: SPRING 1&2-Las Vacaciones

Q1: ¿Qué tiempo hace normalmente en Inglaterra/España? (What is the weather normally like in England/Spain?)

Normalmente (Normally)	en primavera (in spring)	hace buen/mal tiempo (it's Good/bad weather) hace calor (it's hot) hace frío (it's cold)
en Inglaterra (In England)	en verano (in summer)	hace sol (it's sunny)
En España (In Spain)	en invierno (in winter)	hace viento (it's windy)
	en otoño (in autumn)	hay niebla (it's foggy) hay tormenta (it's stormy) llueve (it rains)



Q2. ¿Adónde fuiste de vacaciones?¿Con quién fuiste? (Where did you go on holidays? With whom did you go ?)

El verano pasado (last summer)	Fui a (I went to)	Inglaterra (England)	con (with)	mi familia (my family)
El invierno pasado (last Winter)	Fuiste a (you went to)	Escocia (Scotland)		mis amigos (my friends)
El año pasado (last year)	Fue a (he/she went to)	Gales (Wales)		mi mejor amigo/a (my best friend)
Hace un mes (A month ago)	Fuimos a (We went to)	Francia (France)		mis hermanos (my siblings)
Hace quince días (2 weeks ago)	Fueron a (they went to)	Alemania (Germany)		mis abuelos (my grandparents)
En junio (In June)		España (Spain)		
		Portugal (Portugal)		
		Italia (Italy)		
		Grecia (Greece)		

Q3. ¿Cuánto tiempo fuiste? ¿Cómo fue? (How long for? / How was it?)

Fui (I went)	un fin de semana (a weekend) diez días (10 days) una semana (a week) dos semanas./una quincena (a fortnight) un mes (a month)	Era (It was)	estupendo (great) genial (great) aburrido (boring) horrible (horrible) un desastre (a disaster) fatal (awful)
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Q4. ¿Cómo fuiste? (How did you get there?)

Fui en (I went by)	autocar (coach) coche (car) avión (plane) tren (train) barco (boat) bicicleta (bike) monopatín (skateboard)	Era (it was)	rapido (fast) lento (slow) barato (cheap) caro (expensive)
Viajé en (I travelled by)			

Q5. ¿Qué hiciste durante las vacaciones? (What did you do during your holidays?)

Fui a la playa (I went to the beach) Jugué al golf (I played golf) Visité monumentos (I visited monuments) Bailé (I danced) Monté en bicicleta (I rode a bike) Descansé (I relaxed)	También(also) Además (also) el lunes (On Monday) el sábado (On Saturday)	tomé el sol (I sunbathed) saqué fotos (I took photos) jugué al voleibol (I played volleyball) fui de excursión (I went on a trip) Mandé mensajes (I sent texts) Escuché música (I listened to music)
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Q6: ¿Adónde vas a ir las próximas vacaciones? (Where are you going to go next holidays?)


El año próximo (next year) El año que viene (next year) El verano que viene (next summer) El invierno que viene (next Winter)	voy a ir a (I'm going to go to)	Inglaterra (England) Escocia (Scotland) Gales (Wales) Francia (France)	con (with)	mi familia (my family) mis amigos (my friends) mi mejor amigo/a (my best friend)
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Q7. ¿Qué vas a hacer en las vacaciones? (What are you going to do in the holidays?)

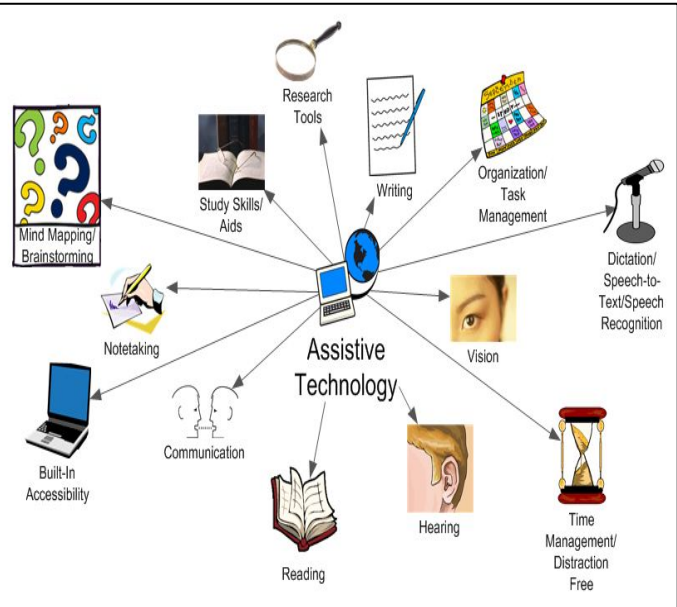

Voy a (I'm going to) Vamos a (We are going to)	Ir a la playa (go to the beach) jugar al golf (play golf) visitar monumentos (visit monuments)	En mi opinión será (In my opinión)	estupendo (great) guay (cool) relajante (relaxing) aburrido (boring)
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Q8.EXTENSION: ¿Cómo sería tu hotel ideal? (What would your ideal hotel be like?)



Mi hotel ideal (My ideal hotel)	sería (would be)	grande (big) moderno (modern) bonito (pretty) cómodo (comfortable)	Tendría (It would have)	una piscina (a pool) un gimnasio (a gym) una playa (a beach) un parque (a park)
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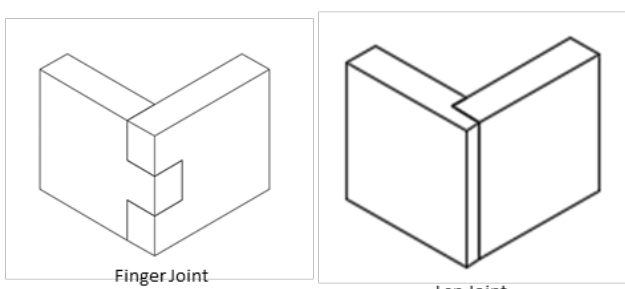
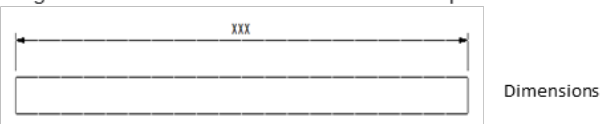



Week	AO	Key Learning – Cityscape (Karen Stamper)	Disciplinary literacy in Art and Design	Definition	Resources
1	1	Artist intro – analysis of work. What do you notice? What is the main subject within the work? What media has been used? What is your opinion? (research page for HW (set before Christmas break).	Analysis	To look at, to talk about something in detail.	 <p>4 – Cereal box/perfume/stock cube etc. packaging, wallpaper, white tissue, sticky labels, ring binder holes, masking tape, white acrylic paint, corrugated card for scraping and sticking onto work. PVA glue.</p> <p>5 – Textured work from lesson 2, monoprinted work from lesson 3. Glue sticks. Black ink or watercolour and paint brushes.</p> <p>6 – Fineliners and black acrylic. Paint brushes.</p>
			Media	Something to work with in art, for example; paint, collage, pencil, pastel, crayon etc.	
			Opinion	A view or judgement formed about something.	
2	2	Mark making – textures around Collage Pencil, crayon, pastel, graphite, newsprint paper, standard A4 white paper (the thinner the better).	Texture	The feel, appearance, or consistency of a surface or substance.	
			Mark making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	
3	2	Mono printing – printed cityscapes (HW) Cityscape imagery, printing ink, rollers, pens, pencils, printing plate, newspaper.	Mono printing	A form of printmaking that has lines or images that can only be made once.	
			Cityscape	The visual appearance of a city.	
4+5	3, 4	Mixed Media concertina Cityscape outcome. Step 1 – Textured background using card, tape, wallpaper, tissue paper etc. Step 2 – White acrylic layering. Step 3 – Textures around collage and mono printed sections stuck down. Step 4 – Black ink layer (or watercolour). Step 5 – Fineliner drawings applied. Step 6 – Black acrylic detail to enhance Tone.	Concertina	A folded piece of paper that is repeated to create several folds in one piece of paper.	
			Mixed Media	A variety of media used in a work of art.	
			Outcome	A final product or end result.	
			Evaluation	To judge or determine the significance, worth, or quality of; assess.	
6	2, 3, 4	DIRT – Dedicated Improvement and Reflection Time.	Refine	To improve something.	






FORMAL ELEMENTS; COLOUR, SPACE, LINE,
PATTERN, TEXTURE, SHAPE, FORM, TONE

Part	Key Learning	Disciplinary Literacy	Resources																														
1	<p>IT and the World of Work- Part 1</p> <div></div>	<p>Inclusivity: the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded.</p> <p>Accessibility: the concept of whether a product or service can be used by everyone.</p> <p>Collaborative working: covers a variety of ways that two or more organisations/individuals can work together.</p> <p>Communication: means of sending or receiving information, such as phone lines or computers.</p>	<p>SharePoint platform:</p> <p>https://eggbuguckland.sharepoint.com/:f:/g/ict/EoYFKngQjKZHI-VnNxiGjIJOBwCrMbGkvVVPmlZplHeH8BQ?e=LmKmtC</p>																														
2	<p>IT and the World of Work- part 2</p> <div><p>COMMUNICATION TOOLS Effective Communication Tools</p><table><thead><tr><th></th><th>Email</th><th>Collaboration Tool</th><th>Video Conference</th><th>Face-To-Face Meeting</th><th>Phone Call</th></tr></thead><tbody><tr><td>Good For</td><td>Updating large groups</td><td>Casual team discussions and brainstorming.</td><td>Meetings between dispersed teams.</td><td>Reaching a determined goal in less than an hour.</td><td>Urgent matters.</td></tr><tr><td>Bad For</td><td>Time-sensitive collaboration</td><td>Sensitive, one-on-one Business conversations.</td><td>Routine check-ins</td><td>Anything that can be achieved with email or collaboration tools.</td><td>Situations when you can use one of these other tools.</td></tr><tr><td>Works With</td><td>Collaboration tool meetings.</td><td>Email meetings.</td><td>Email, collaboration tool, phone.</td><td>Email, collaboration tool.</td><td>Video Conference.</td></tr></tbody></table></div> <div><p>6 Benefits of Using Communication Tools:</p><table><tbody><tr><td>Increased employee engagement</td><td>Better productivity</td><td>Improved work relationships</td></tr><tr><td>Ability to automate</td><td>Give others feedback</td><td>Share knowledge</td></tr></tbody></table></div>		Email	Collaboration Tool	Video Conference	Face-To-Face Meeting	Phone Call	Good For	Updating large groups	Casual team discussions and brainstorming.	Meetings between dispersed teams.	Reaching a determined goal in less than an hour.	Urgent matters.	Bad For	Time-sensitive collaboration	Sensitive, one-on-one Business conversations.	Routine check-ins	Anything that can be achieved with email or collaboration tools.	Situations when you can use one of these other tools.	Works With	Collaboration tool meetings.	Email meetings.	Email, collaboration tool, phone.	Email, collaboration tool.	Video Conference.	Increased employee engagement	Better productivity	Improved work relationships	Ability to automate	Give others feedback	Share knowledge	<p>Interpretation: an explanation or way of explaining.</p> <p>Ad hoc network: a temporary type of Local Area Network (LAN)</p> <p>Cloud computing: cloud computing is the delivery of computing services—including servers, storage, databases, networking, software, analytics, and intelligence—over the Internet (“the cloud”) to offer faster innovation, flexible resources, and economies of scale.</p>	<p>SharePoint platform:</p> <p>https://eggbuguckland.sharepoint.com/:f:/g/ict/EoYFKngQjKZHI-VnNxiGjIJOBwCrMbGkvVVPmlZplHeH8BQ?e=LmKmtC</p>
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Part	Key Learning	Disciplinary Literacy
1	<p>Introduction to <i>'Frankenstein is the famous story of a young man who thinks he can change the world by making better human beings. Instead he creates a living monster with a mind of its own....'</i></p> <p>You will be studying the play text in Your English lessons and will be bringing the play to life in your drama lessons.</p> <p>Drama Skills you will cover; Improvising a scene, Characters in freeze frame, planning a horror script, Learning lines from the Play text, creating your own scene and character lines.</p>	<p>Physical Interpretation of Character</p> <p>Vocal Interpretation of Character</p> <p>Artistic Intention</p> <p>Movement techniques</p> <p>Gesture</p>
2	<p>Ensemble performance Using the prologue and mime.</p> <p>Group work and improvisation</p> <p>Gesture – the actions used by an actor to show what the character is feeling or what they are doing.</p> <p>Facial expressions – changes made to the face to show how the Character is feeling.</p> <p>Body Language – the emotion shown by an actors movement or position of their body.</p> <p>Posture – the position that a character is sitting or standing in. It helps to show their emotions.</p>	<p>Ensemble performance</p> <p>Mime</p> <p>Improvisation</p> <p>Gesture</p> <p>Facial expressions</p> <p>Body Language</p> <p>Posture</p>
3	<p>Practical Lessons to examine the relationship between Characters within the scene R.5, R.</p> <p>To understand how language can create a character in a play R.6</p> <p>Physical Interpretation of Character: Facial expressions, Gait (walk), Posture, Body Language, Gesture</p> <p>Vocal Interpretation of Character: Volume/Projection, Pitch, Pace, Pace, Accent</p> <p>Artistic Intention of your ability to physical interpret your character and portray this physically changing your body language, facial expression and voice.</p>	<p>Facial expressions</p> <p>Gait (walk)</p> <p>Posture</p> <p>Body Language</p> <p>Gesture</p> <p>Volume/Projection</p> <p>Pitch Pace</p> <p>Pace</p> <p>Accent</p> <p>Hot seating</p>
4	<p>To develop depth and understanding of characters and the ethical and moral dilemmas at the heart of Frankenstein.</p> <p>To develop an understanding of character through Hot Seating</p> <p>Hot-seating</p> <p>Hot-seating is when you are asked questions in character and you have to answer them in character.</p> <p>We use hot seating in Drama as it helps to understand your character and their background and get you to think about who they are.</p> <p>Open ended questions are better to ask as it draws out more information.</p>	<p>Resources</p> <p>Frankenstein: Plot, Character & Themes BBC Teach - YouTube</p> <p>Mary Shelley's 'Frankenstein': The Genre - YouTube</p> <p>What a script should look like:</p> <p>https://www.theschoolrun.com/play-script</p> <p>How to sketch a simple set design:</p> <p>https://www.youtube.com/watch?v=Uf_Yu3mnAhI</p>
5	<p>Group work choose of scenes to work with Practically;</p> <p>To learn how language can be used for dramatic effect – Add Language to your chosen scene</p> <p>To learn how sentence structure can create drama</p>	
6	<p>Rehearsal of chosen scenes</p> <p>Tips for learning lines</p> <p>Read the lines aloud, Little and often, Record yourself saying the lines then listen back, Walk around a while you are practicing your lines (this will also help you to develop character), Learn the line which is said before yours so you can use it as a prompt, Listen to what the other characters are saying so the lines make more sense</p>	

Part	Key Learning	Disciplinary/Literacy	Resources
1	Introduction - Bread tasting Sensory evaluation – when you eat food you are judging its following characteristics: appearance, taste, smell and texture. All foods products need to be acceptable to eat by a wide variety of people. Sensory evaluation helps us to make sure that a food product meets expectation, allows us to compare it to another food product and check on the quality and shelf life of a food product over time. Bread is a staple food in much of the world. Bagels, pitta bread, soda bread, Naan bread and croissants are all examples of bread products from around the world.	Aroma – smell Mouthfeel – How a food product feels in the mouth. Sensory descriptors – words to describe the appearance, texture, taste and aroma of food Staple food – Foods which make up the main part of the traditional diet.	 SCAN ME
2 & 3	Bread is made from strong flour, yeast, salt and water. Fat is often added to extend the shelf life while sugar is added for sweetness, colour and to feed the yeast. The type of flour used to make bread is strong flour, which is high in a protein called gluten. Gluten forms when water is added to flour and mixed. Bread dough needs gluten to support the gas bubbles of carbon dioxide that are created during the making process to give bread a light texture. Yeast is used in leavened bread. Yeast produced carbon dioxide gas and rises the bread. Yeast is killed by too much sugar, salt and heat.	Prove – leaving dough to rise Gluten – Stretchy protein found in flour. Fermentation – The process when yeast converts sugars to give off carbon dioxide gas.	 SCAN ME
4	Pizza – Factors influencing different cuisines The climate or weather is a controlling factor for what farmers can grow. The landscape of a region governs which crops and animals are raised for food. In the north of Italy a hard wheat called Durum wheat can be grown due to the cooler climate. Durum wheat has a high gluten content perfect for making bread. Southern Italy has a warmer climate and is perfect for growing crops such as tomatoes and Olives.	Durum wheat – a hard wheat Climate - the weather conditions prevailing in an area in general or over a long period.	
5	Pasta is a food that contains starch, a carbohydrate which provides energy for our bodies. Starch is a complex carbohydrate, providing slower release of energy than simple carbohydrates such as sugars. Pasta especially wholemeal pasta is a source of fibre. Durum wheat flour is also used to make pasta as it is high in protein, holds its shape during cooking, making a stretchy dough. Basic pasta dough is made from flour, salt, eggs, oil and water. Pasta is available in different shapes and varieties – for example Farfalle – bow ties, Penne – tubes, Fusilli – twists. Different shaped pasta is designed to hold different styles of sauce.	Carbohydrate – one of the five nutrients – a macro nutrient. Whole grain – All the edible parts of the grain – the germ, endosperm and bran Al dente – firm to the bite, a description of the texture of correctly cooked pasta.	

Part	Key Learning	Disciplinary/ Literacy	Resources
1	<p>Timber is the term given to natural and manufactured wood used in products because timber comes from the natural source of trees. It's recyclable, renewable and reusable. There are two categories of natural wood; hardwoods and Softwoods. These names reflect the cell structure of the tree the wood comes from and not the strength or hardness of the wood.</p> <p>Hardwoods come from deciduous trees which can take hundreds of years to mature. For this reason, the timber from these trees is generally more expensive.</p> <p>Softwoods come from coniferous trees. These trees grow quickly, making softwood a highly sustainable readily available and less expensive than hardwoods. Softwoods absorb moisture more easily than hardwoods, so they're more likely to rot, this means they are most suitable for use in products designed to be used indoors. Softwoods aren't available in as many colours as hardwoods, but can easily be stained or painted to make them look like a more expensive hardwoods. Softwoods are commonly used in the construction industry as they are cheap and readily available.</p> <p>Pine is one of the most common softwoods. It has a straight grain and is a light yellow colour. Pine is easy to work and is used in interior construction, such as joinery and window frames, and for making low-cost furniture. If its surface is treated, pine can be used outside too, however it can be knotty and prone to splitting.</p>	Hardwoods Softwoods Manufactured Timber Recyclable Renewable Reusable Sustainable Pine Plywood Veneer Laminated	
2	<p>Manufactured boards use natural timber waste that is processed to form sheets. Manufactured boards are used to produce cheaper and lower quality products than those made with natural timber. Waste wood or low grade or recycled timber is used to give the product a natural pale brown finish. A veneer can be added to cover the rough finish of the manufactured timber and give the appearance of a better quality wood. A veneer is a thin slice of high quality wood that is bonded to the surface of a cheaper material to enhance its appearance.</p> <p>Plywood is a laminated board. Layers of wood veneers are glued at 90 degree angles to each other so the grain direction alternates. This makes plywood strong even when thin and means that it's stable in all directions. A layer of higher quality outer material is applied on the top and bottom to improve the appearance. Because of its stiffness and stability, plywood is often used for furniture, shelving and flooring.</p> <p>Manufactured boards have many advantages over natural timber. They can be produced using lower grade timber, making them more environmentally friendly. Manufactured boards have consistent properties throughout the board, making them more stable, less likely to warp or deform, and suited to high volume production. They are also manufactured in larger sheets than natural timber.</p>		
3-6	<p>Be able to use and name the following tools:</p>  <p>Be able to identify, describe and make a finger joint and a lap joint</p>  <p>Joint in wood provide a variety of levels of strength and structure. Joints are often glued with PVA to make them secure and permanent.</p> 	Dimension Working Drawing Try Square Rule Tenon Saw Bench Hook Bench Vice Chisel Coping Saw Lap Joint Finger Joint Evaluate Criteria Specification	  

Part	Key Learning	Disciplinary/Literacy	Resources
1	<p>Ferrous metals contain iron and may rust. Iron and steel can corrode – this is known as rust. Rust is a compound called iron oxide and is formed when iron and oxygen react in the presence of moisture or water. Most ferrous metals are magnetic.</p> <p>Non-ferrous metals such as Aluminium don't contain iron. They are often more expensive than ferrous metals owing to their desirable properties which include: Lightweight, good conductivity, ductile and malleable and resistant to corrosion.</p> <p>Designers and engineers need to communicate sizes of components on an orthographic drawing. To avoid any confusion when reading these, it is important that sizes of parts are clearly labelled.</p> <p>To make sure of this, a standard, common method is used to show the sizes of an object. These standard 'rules' must be followed when recording sizes. In the UK, we follow the rules outlined in British Standards 'BS 8888'.</p>	<p>Ferrous Non Ferrous Corrosion Hardness Toughness Malleability Oxide Orthographic Dimension</p>	
2	<p>Marking out consists of transferring the dimensions from an orthographic drawing to a workpiece in preparation for the next step, machining or manufacture. The use of marking out is to provide guide lines to work to, to control the size and shape of a component, and to position and size any features, such as holes, required in the component.</p> <p>An orthographic drawing represents a three-dimensional object using several two-dimensional views of the object. It is also known as an orthographic projection. Orthographic projections are working drawings in either a first or third angle (we use third angle in the UK) projection and show each side of a design without perspective. They are essentially a 2D drawing of a 3D object. They are used to show an object from every angle to help manufacturers plan and carry out production.</p>	<p>Scriber Centre punch Steel rule Radius Diameter Circumference</p>	
3	<p>Steel can be joined by using a technique called brazing. A high temperature is needed for this and a brazing hearth is normally used. Brazing gives a permanent joint that is ideal for most metalworking projects in schools and colleges. In industry this technique is used on products such as bicycle frames where there is a need for a certain amount of flexibility in the joint.</p> <p>In simply terms, two steel parts are joined by heating them to a 'red' heat/colour and followed by applying a brazing rod to the joint. The brazing rod melts at a lower temperature than the steel and so it melts to form a molten liquid. This liquid brazing rod then flows along the joint between the two steel parts, aided by capillary action, filling any gaps and creating a strong and permanent joint.</p>	<p>Capillary action Annealing Ferrous Brazing Flux Oxidation</p>	
4	<p>Plastic dip coating provides a cost effective finish to metals. This type of coating offers surface protection combined with a decorative appeal, due to the vast range of colours that are available. Further to this, in many cases a powder coating improves the functionality of the product. Bike frames and car wheels are often powder coated as they spend the majority of their time outdoors and in conditions that will cause them to corrode/rust..</p>	<p>Dip coating Corrosion Polymer Plastic</p>	
5	<p>Structures</p> <p>All forms of civil engineering, mechanics or architecture requires the designers and engineers to have an understanding of materials, forces and structures. The complex world of making structures relies on understanding the mathematics of forces. Tensile strength, compression, torsion, load are all things that need to be considered when creating the built environment around us. As well as forces, understanding what properties a material possesses is vital to the functionality of a structure.</p>	<p>Tension Tensile strength Compression Torsion Load</p>	
6	<p>Engineers research</p> <p>An engineer uses science, technology and maths to solve problems. We can see engineering everywhere in the world around us, improving the ways we work, travel, communicate, stay healthy, and entertain.</p> <p>Today, the field of engineering offers more career choices than any other discipline! In the past, there were four major engineering branches: mechanical, chemical, civil and electrical. Today, the number of available engineering careers/degrees is vast.</p>	<p>Mechanical Chemical Civil Electrical</p>	

My Diary :							
Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
	02/01/2023	03/01/2023	04/01/2023	05/01/2023	06/01/2023	07/01/2023	08/01/2023
2							
	09/01/2023	10/01/2023	11/01/2023	12/01/2023	13/01/2023	14/01/2023	15/01/2023
3							
	16/01/2023	17/01/2023	18/01/2023	19/01/2023	20/01/2023	21/01/2023	22/01/2023
4							
	23/01/2023	24/01/2023	25/01/2023	26/01/2023	27/01/2023	28/01/2023	29/01/2023
5							
	30/01/2023	31/01/2023	01/02/2023	02/02/2023	03/02/2023	04/02/2023	05/02/2023
6							
	06/02/2023	07/02/2023	08/02/2023	09/02/2023	10/02/2023	11/02/2023	12/02/2023

My Homework						
Week						
02/01/2023						
09/01/2023						
16/01/2023						
23/01/2023						
30/01/2023						
06/02/2023						

My Reading Record - To be completed at the end of each DEAR session

[illegible]

My Reading Record - To be completed at the end of each DEAR session

[illegible]

Date	Book Title	Pages	Main Events

January	Friday 6 th		Friday 13 th		Friday 20 th		Friday 27 th	
	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%	THIS WEEK:	%
	OVERALL:	%	OVERALL:	%	OVERALL:	%	OVERALL:	%
February	Friday 3 rd		Friday 10 th		HALF TERM			
	THIS WEEK:	%	THIS WEEK:	%				
	OVERALL:	%	OVERALL:	%				

How often have you been in the 100% Club this half term?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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Are you a Rising Star?



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