



My
**Knowledge
Organiser**
and Planner

Autumn 1 - 2020

Year 8

Basic *Expectations* Every Day

Right Uniform
Right Equipment
On time
No Disruption
Best Effort

College Day

8.40am – 9.35am	Period 1
9.35am – 10.30am	Period 2
10.30am – 10.50am	Break time for years 7, 8 + 10
	Tutor time for years 9, 11 + Post16
10.50am – 11.15am	Break time for years 9, 11 + Post16
	Tutor time for years 7, 8 + 10
11.15am – 12.10pm	Period 3
12.10pm – 1.05pm	Period 4 for years 9, 11 + Post16
	Lunch for years 7, 8 + 10
1.05pm – 2.00pm	Period 4 for years 7, 8 + 10
	Lunch for years 9, 11 + Post16
2.00pm – 3.05pm	Period 5 + DEAR / homework time
3.05pm – 4.00pm	Period 6 for year 11 (some year 12)

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?

L iteracy mat

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** **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
- 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.

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*

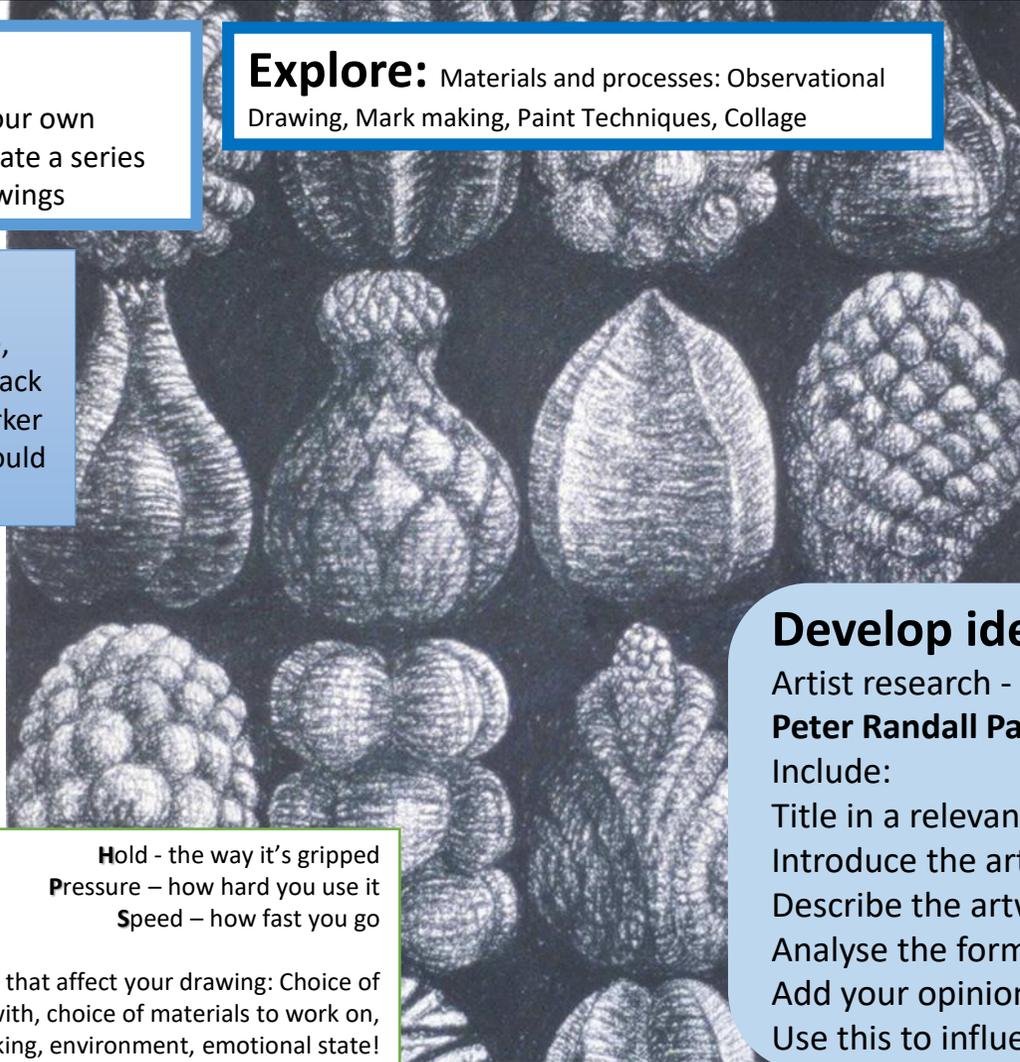
ITS

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*



Record:

Use photos and your own observation to create a series of explorative drawings

Materials:

Paint, inks, collage, glue, pencil and black biro, fineliner, marker pen – what else could you use?

Explore: Materials and processes: Observational Drawing, Mark making, Paint Techniques, Collage

Time line of lessons.

- Observation and progress
- Artist Research
- Mark Making
- Tone
- Pen
- Chalks/ Charcoal
- Size
- Collage
- Outcomes
- Evaluations

Line - a single long mark made by an implement.
Shape - when shapes, colours or lines are repeated or gathered together.
Tone - Tone refers to the lightness and darkness of a subject to show it is a solid object.
Form - a solid 3D shape.
Colour - there are 3 primary colours; Red, Yellow and Blue. By mixing any 2 primary colours together we get a secondary colour e.g. Yellow + Blue = Green.
Texture - how the surface of something feels.
Pattern - when shapes, colours or lines are repeated or gathered together.
Observation – a drawing of what you see in front of you as realistically and as true to life as possible
Proportion - the size of objects or shapes when compared to each other.
Expressive - effectively conveying thought or feeling through painting, drawing and/or photography.

Don't forget to show your work from home – sketchbooks/ photos/ use of apps and tablets

Hold - the way it's gripped
Pressure – how hard you use it
Speed – how fast you go

Other elements that affect your drawing: Choice of materials to draw with, choice of materials to work on, scale of working, environment, emotional state!

Develop ideas:

Artist research -

Peter Randall Page, Van Gogh

Include:

Title in a relevant style.

Introduce the artist - how and what?

Describe the artwork

Analyse the formal elements

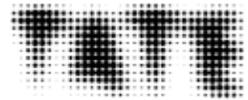
Add your opinion

Use this to influence your outcome.

H F HB B 2B 3B 4B 5B 6B 7B 8B 9B



In bold/italic - Formal Elements



www.studentartguide.com/articles/realistic-observational-drawings

KEY VOCABULARY	
Variable	A piece of stored data, used in a computer program, which can be changed or altered by the program
Constant	A piece of stored data which cannot be changed by the program or user
Operator	An operator is a mathematical symbol, used to work with data in a program
Input	Data, entered into a program, by the user
Output	The returned result of an algorithm
Algorithm	A set of instructions to carry out a process or problem-solving operation, especially by a computer
program control	Selection of code to be executed, based on the results of prior operations in a program, or user input
Loop	A piece of repeating code – either condition controlled (WHILE) or count controlled (FOR)
Iteration	A type of LOOP which repeats a series of steps with a finite number of variable changes
Selection	IF statement – selecting to do something depending upon the input. A method of controlling the information flow through branching steps – the code checks if something is True, then carries out one set of instructions if it is, and a different set of instructions if it is False.
Sequence	A series of coded instructions for a computer to follow, step by step
String	A character, or characters, stored as a list, within “ ”.
Integer	A whole numbers, stored as its value
Real	A decimal number, stored as its value
Boolean	True or False. Stored as 1 or 0.

KEY VOCABULARY																					
Declaration	Assigning a value to a variable																				
Casting	Converting variable as integer, Bool, Float or String																				
Data Arrays	<p>'Lists' of data, stored in an indexable table format</p> <p><u>1 D ARRAY:</u></p> <table border="1"> <tr> <td>C</td><td>O</td><td>D</td><td>I</td><td>N</td><td>G</td><td>E</td><td>E</td><td>K</td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> </table> <p>← single row of elements</p>	C	O	D	I	N	G	E	E	K	0	1	2	3	4	5	6	7	8		
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0	1	2	3	4	5	6	7	8													
2D Arrays	<p>A data structure which has more than 1 'row' of data. 2D arrays use 2 indexes to identify data</p> <p>IMPORTANT!!! 2D arrays use the Y axis first in the co-ordinates, then the X axis. This is the opposite way around to most other co-ordinates!</p> <table border="1"> <thead> <tr> <th></th> <th>Column 1</th> <th>Column 2</th> <th>Column 3</th> <th>Column 4</th> </tr> </thead> <tbody> <tr> <th>Row 1</th> <td>a[0][0]</td> <td>a[0][1]</td> <td>a[0][2]</td> <td>a[0][3]</td> </tr> <tr> <th>Row 2</th> <td>a[1][0]</td> <td>a[1][1]</td> <td>a[1][2]</td> <td>a[1][3]</td> </tr> <tr> <th>Row 3</th> <td>a[2][0]</td> <td>a[2][1]</td> <td>a[2][2]</td> <td>a[2][3]</td> </tr> </tbody> </table>		Column 1	Column 2	Column 3	Column 4	Row 1	a[0][0]	a[0][1]	a[0][2]	a[0][3]	Row 2	a[1][0]	a[1][1]	a[1][2]	a[1][3]	Row 3	a[2][0]	a[2][1]	a[2][2]	a[2][3]
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Comparison Operators	
==	Equal to
!=	Not equal to
<	Less than
<=	Less than or equal to
>	Greater than
>=	Greater than or equal to

Keywords

Market Pull When a product is made due to consumer demand.

Technology Push When advances in technology drive the design of new products and the redesign of old ones.

Product Analysis Examining a current product to get ideas for a new product.

CAD Computer Aided Design. Using computers to design a product.

Fibres A thin, hair like structure from a natural or man made source that can be spun in to a yarn.

Non-woven A fabric made from layers of fibres, held together by bonding or felting.

CAM Computer Aided Manufacture. Making a product using a computer.

Design brief The instructions that a client gives to a designer about what they want a product to be like.

Market Research Asking the target market questions to find out their likes/dislikes to help the designer understand what they want from a product.

Equipment & Processes

Tailor's chalk is used to transfer markings on to your fabric that you can remove later.

Fabric shears are used to cut out fabric. They have long, very sharp blades that cut through fabric more easily and neatly.

Paper scissors are used to cut out patterns.

Pinking shears to cut fabric with a zig-zag edge—this helps prevent fabric from fraying.

Measuring tapes are used to accurately measure curved surfaces e.g. a person's waist.

Stencilling: Cut out design from card by hand or using a laser cutter. Position on fabric and apply colour using sponge/brush. The colour will appear in cut areas.



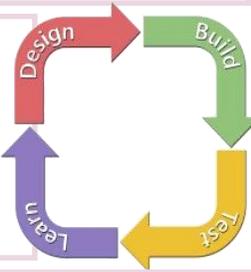
Key Concepts

Modelling:

Modelling is a good way to spot and solve problems with your designs. You can try out different aspects of your design to check it works before producing the final product.

Iterative design:

is when you continually test and improve a single prototype, until you have created a design that you're happy with.



Non Woven Fabrics:

Non-woven fabrics turn fibres into fabrics without first spinning them but, instead, by felting or bonding them.

Felted - the most common is made from wool fibres matted together using moisture, heat and pressure; it has little strength, drape or elasticity and is expensive but is warm and does not fray; used for hats, slippers and in handcrafts

Bonded - made from webs of synthetic fibres bonded together with heat or adhesives; they are cheap to produce, easy to sew, crease-resistant, do not fray and are stable to washing and dry-cleaning - but are not as strong as woven or knitted fabrics; mainly used for interlining.

Design and Technology – Food Preparation and Nutrition

Key Vocabulary

Nutrients	The components that make up food.
Balanced diet	A diet that contains all the nutrients in the correct amount.
Carbohydrate:	One of the five nutrients. A macronutrient.
Dietary fibre:	A complex sugar found in the cell walls of plants.
Digestive system:	Parts of the body where food is broken down to provide nutrients.
Wholegrain:	The whole grain is crushed and often made into flour, e.g. wheat flour.
Sensory descriptors:	Words to describe the appearance, taste, and texture of the food.
Aroma:	Smell
Yeast:	A single-celled plant fungus and a biological raising agent that needs food, warmth, time and liquid to grow and ferment.
Fermentation:	The process in which yeast produces the gas carbon dioxide.
Dough:	A mixture of dry ingredients and liquid that is mixed, kneaded and shaped and then baked.
Prove:	Leaving dough to rise
Knock back:	Knocking out the air and kneading the dough again.
Bacteria:	Microscopic living organisms, which are single-celled and can be found everywhere.
Temperature danger zone:	Bacteria grow most rapidly between 5C—63C
Salmonella:	A food poisoning bacteria
Binary fission:	How each bacterium reproduces by splitting in two.
Food poisoning :	An illness caused by eating contaminated food.
High Risk:	Ready-to-eat moist foods, usually high in protein, for example cooked rice.

Food Safety

Food can become contaminated with bacteria from:

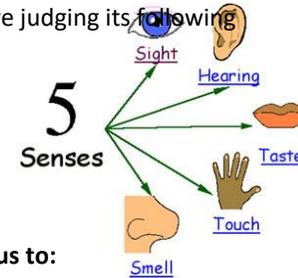
- Raw foods
 - Work surfaces and equipment
 - Food handlers
 - Pests
 - Waste food and rubbish
- Food poisoning often causes symptoms such as: nausea, vomiting, diarrhoea and stomach pain.



Sensory Evaluation

When you eat food, you are judging its following characteristics:

- Appearance
- Taste
- Smell— aroma
- Texture—mouthfeel



Sensory evaluation helps us to:

- Make sure that a food product meets expectations. For example a strawberry yoghurt has the appearance, texture and aroma that is expected.
- Make sure that a food product compares with other similar products.
- Check on the quality and shelf-life of food products over time.

Why is fibre important?

Fibre is important as it keeps our digestive system healthy by helping the food waste travel through the body more easily. If you don't eat enough fibre, this can cause constipation, which can eventually lead to cancer of the bowel.

Yeast is a biological raising agent. It is a single-celled plant fungus. Yeast is used to raise bread and doughnuts. Yeast uses the flour, sugar and water or milk to ferment and produce carbon dioxide and alcohol. The carbon dioxide gas expands and collects as small bubbles throughout the dough. This will make the dough rise. When the dough is baked in the oven, the yeast is killed and the alcohol escapes and the dough sets.

Raising Agents: are added to mixtures to make them rise. Many baked items such as bread, pastries, cakes and biscuits depend on raising agents for their soft, light, springy texture. The three types of raising agents are **chemical, mechanical** and **biological**.

Baking powder: is a chemical raising agent used in cakes such as a Victoria Sandwich cake. Baking powder reacts with moisture and heat to produce the gas carbon dioxide. The carbon dioxide forms small bubbles in the mixture, which makes it rise. This results in a well risen, light cake.

Key Temperatures

5C — 63C—Temperature danger zone
63C and above — Hot held food
75C—Cooked Food

-18C — Temperature of a freezer
5C — Temperature of a fridge

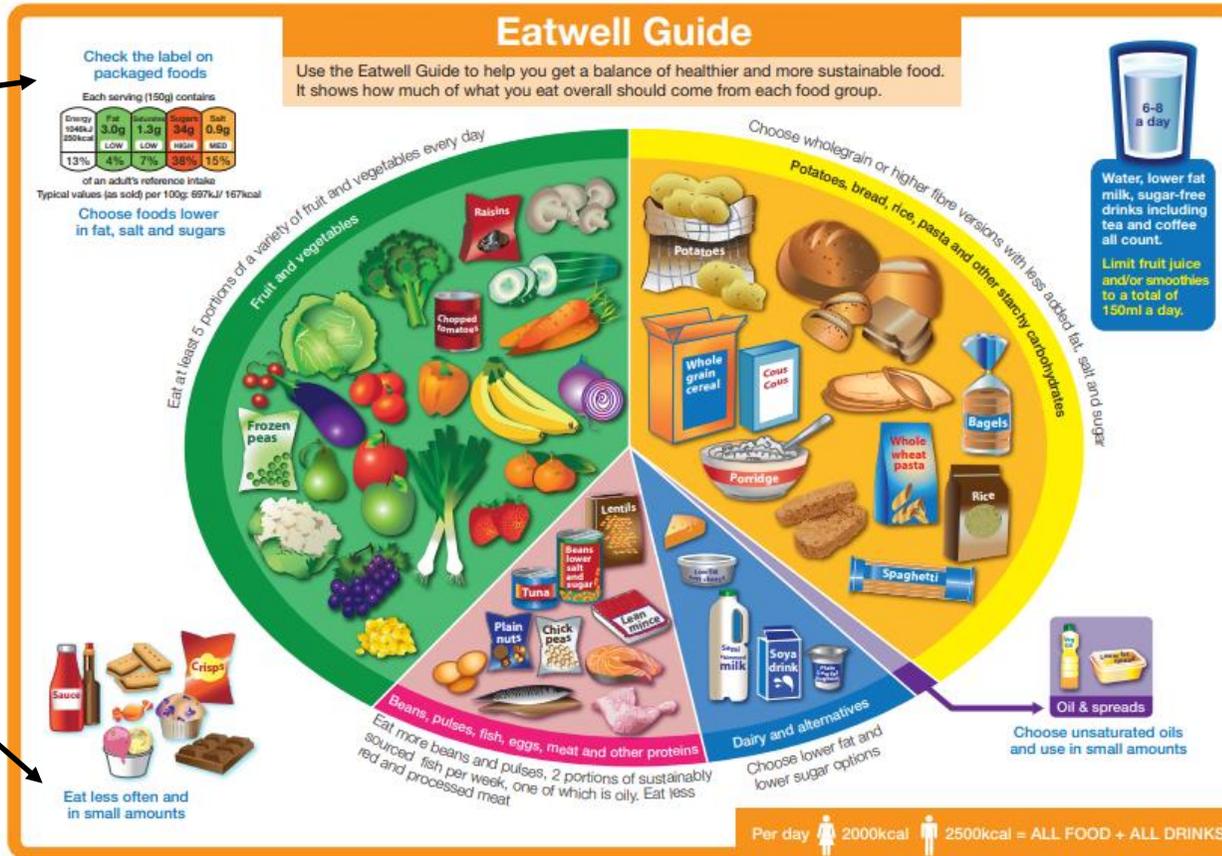
Design and Technology – Food Preparation and Nutrition

Eatwell Guide

The Eatwell Guide shows how eating different foods can make a healthy and balanced diet. It divides food into groups and shows how much of each food group is needed for a healthy diet.

A traffic light colour coded food label which helps you choose healthy food

Foods high in fat and/or sugar have been removed from the main segments as these should be eaten less often and in small amounts.



8 Tips for Healthy Eating

1. Base your meals on starchy foods
2. Eat lots of fruits and vegetables
3. Eat more fish—including a portion of oily fish each week
4. Cut down on saturated fat
5. Eat less salt
6. Get active
7. Drink plenty of water
8. Don't skip breakfast

Macro Nutrients

Protein is needed for growth, repair, maintenance and energy.

Carbohydrate provides the body with energy.

Fat keeps the body warm, provides energy, protects vital organs and provides fat soluble vitamins

Micro Nutrients Vitamins & Minerals

- Vitamin A** Keeps the eyes and skin healthy
Liver, milk, carrots, red peppers
- Vitamin B** Releases energy from food
Bread, fish, broccoli, liver, milk, peas, rice
- Vitamin C** Keeps connective tissue healthy. Helps the body to absorb iron
Oranges, blackcurrants, broccoli, red and green peppers
- Vitamin D** Helps the body to absorb calcium for strong bones and teeth
Butter, eggs, milk and oily fish

- Calcium** Builds strong bones and teeth
Yoghurt, cheese, milk, tofu
- Iron** Keeps red blood cells healthy
Green vegetables, beans, fish, egg yolk, red ,meat
- Sodium (Salt)** Keeps the correct water balance
Cheese, bacon, salted nuts, ready meals

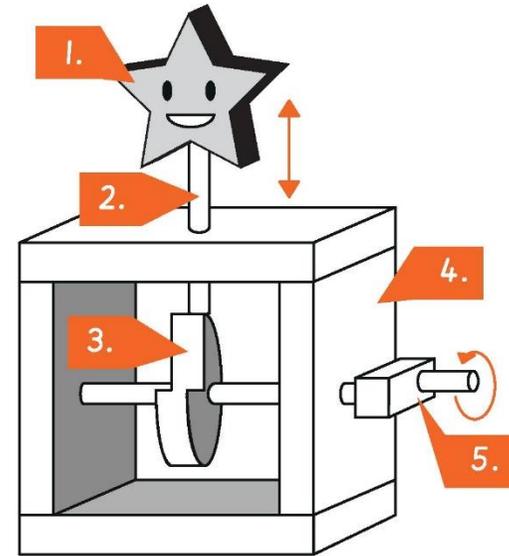
Design and Technology – Workshop

Automata	Automata toys are sometimes known as mechanical toys or kinetic art. They use hand powered mechanisms to create movement in a scene of characters.
Axel	In an altimeter the axle rotates turning the cam with it. It is attached to the handle .
Bench hook	A tool which hooks to the edge of the workbench. It's used to hold woodwork still while sawing.
Clamp	A tool used for holding objects together, such as when you are waiting for the glue to dry on something you have glued together.
Cam	A cam is a rotating or sliding piece in a mechanism. It changes the rotary motion into linear motion.
Component	One of several parts of which something is made.
Crank	A part of an axle or shaft bent out at right angles, for converting reciprocal to circular motion and vice versa.
Dowel	Wood in the shape of a cylinder. Dowels come in different sizes and thicknesses.
Exploded Diagram	A diagram which shows all of the internal and external parts of a product.
Follower	The post which traces the shape of the cam rising and falling in a linear or reciprocating motion.
Linkage	A set of bars linked together to form a mechanism.
Try square	A right angled tool used for marking drawing lines at 90°.
Tenon saw	A saw with a flat blade, used for cutting wood in straight lines or angles .

Key facts

Automata toy **components:**

1. Character
2. Follower
3. Cam
4. Frame
5. Axle attached to handle



Cam shapes

Round	Snail	Ellipse
No movement	Drop and climb	Steady up and down
		
		

Changing the shape of the **cam** in your Automata, will create different movements.

Drama

Still Image

A still image is when the action in a play or scene is frozen, as in a photograph or video frame.

Elements to make it look interesting are: Levels
Gesture Space and Facial Expressions.

You can use a still image at the start and end of a play.

You can also use it during a performance to highlight a key moment.

Role-Play

Role-play is the acting out of a scene or performance in a particular role.

Being a CHARACTER and being someone else/ acting as someone else.

Thought Tracking

Thought tracking is when a character says their thoughts and feelings out loud to the audience when everyone else is frozen.

Sometimes the character's thoughts/emotions are different to what they are showing or saying on the outside.

Vocal Skills

Tone of voice – The emotion of a character shown through their voice. For example: angry, happy, sad.

Pitch – How high or how low your voice is.

Pace – The speed in which you say the dialogue. For example; fast or slow.

Pause – Leaving a gap between words to add tension.

Volume – How loud or how quiet you are. This can help show your character's emotions.



Dramatic Irony

Dramatic irony is when the audience knows what is happening but the actors on the stage do not know what is happening.

Split Stage

Split stage is when two or more scenes are performed on stage at the same time. Remember to freeze. It helps to show different locations.

Hot-seating

Hot-seating is when you are asked questions in character and you have to answer them in character.

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.

Open ended questions are better to ask as it draws out more information.

General Drama

Terminology/Vocabulary

Devising – Creating a piece of drama from a starting point/stimulus.

Improvisation – Working as a team or individually to explore ideas practically and create a performance.

Characterisation – Creating a character; changing your voice and movement to play a particular role.

Blocking – working out where actors will stand and move to and from.

Props – Objects that are held and used by an actor on stage to make a performance more realistic.

Movement Techniques

Gesture – the actions used by an actor to show what the character is feeling or what they are doing

Facial expressions – changes made to the face to show how the character is feeling.

Body language – the emotion shown by an actor's movement or position of their body.

Posture – the position that a character is sitting or standing in. It helps to show their emotions.

English – Ruby in the Smoke

Character	Description	Vocabulary
Sally Lockhart	The female protagonist who has recently lost her father.	<p>Abominable – awful, loathsome Abys – deep, seemingly bottomless Adulterate – make something worse Ally – friend or helper Annul - invalid Anonymous – unknown Antipathy – deep feeling of dislike Apoplexy – incapacity Aroma - smell Aspidistra -a bulbous plant of the lily family Balderdash - nonsense Ballast – heavy gravel/stone material Banquet – large formal dinner Beckon – call/signal Bemused – puzzled or confused Bewigged – wearing a wig Blackguard –a man who behaves in a dishonourable way Brandy – type of alcohol Bruiser – person who is tough/aggressive Brutal – harsh or cruel Bum-freezer – slang for a type of jacket Buoy – anchored float Carnage – chaos/mess Cavalry – soldiers Cavern – chamber in a cave Chandler -a dealer in supplies and equipment for ships and boat Chaperone – escort, companion Cholera - an infectious and often fatal bacterial disease Cipher - a secret or disguised way of writing; a code Civilities – polite remarks in formal conversation Clergyman – man of the church Conscience – sense of right and wrong Convulsive – fit or spasms Coroner – official who leads investigation into suspicious deaths Correspondence – communication or correlation Corrode – wear away, dissolve Cower – crouch down in fear Crave – really want something Creek - a narrow, sheltered waterway Cronies – close friend or companion</p>
Frederick Garland	A handsome photographer who meets Sally by chance.	<p>Cutlass – sword with curved blade Daguerreotypist an old way of developing photos Daunted – afraid or worried Deal table – a poor man’s table Decrepit – worn out, ruined or neglected Delirious disturbed state Demure – reserved/modest Disorientated – confused/bewildered Drawing room - a room in a large house in which guests can be received and entertained Eloquence – fluent or persuasive speech/writing Etiquette – code of conduct/accepted behaviour Feud – prolonged argument/battle Fortified -defended against attack Fraudulent – obtained or done through deception Gallows – structure for hanging criminals Gargoyle – a grotesque figure carved on to buildings (Gothic) Genial – friendly and cheerful Howitzer – a type of gun Hurtle – move toward at high speed Incessant – continuing without pause or interruption Incoherent – confusing or unclear Inextricably – in a way which seems impossible Insinuate – to suggest or imply Insolent – rude or arrogant, lack of respect Intestate – dying without a will Jeer – rude and mocking remarks Jest – joke Jib – a type of sail on a boat Jousting- sporting contest where two people on horseback fight with lances Jovially – cheerfully/friendly Kedgeriee -a European dish consisting chiefly of fish, rice, and hard-boiled eggs Keel over – fall over/faint Lamely – feebly, with a limp/hobble Languorous - tiredness or inactivity, especially of a pleasurable kind Lapis lazuli – (lapis) deep blue coloured rock Lethargic – lazy, tired Listing (of a ship) - a nautical term to describe when a vessel takes on water and tilts to one side</p>
Rosa Garland	Fred’s outspoken sister	
Jim Taylor	A young man who works at Lockhart and Selby shipping firm. He is a great amateur detective.	
Adelaide	She works for the terrifying Mrs Holland who apparently killed her last maid. She finds friends and safety in Sally and Fred.	
Matthew Bedwell	He worked for Sally’s father and was on board the ship that sank which downed Mr Lockhart. He has become an opium addict which sends him into a downwards spiral.	
Nicholas Bedwell	Brother to Matthew. He is a religious man he is an expert boxer.	
Mrs Holland	the novels’ wicked antagonist. She runs a lodging house and has the young Adelaide working for her. She is obsessed with getting hold of the Ruby of Agrapur.	
Captain Lockheart	Sally’s father.	
		<p>Lucid - expressed clearly or easy to understand Maharajah – Indian prince Malevolence – hostile, with hatred Manganese – hard, grey metal Miscellaneous – gathered from different sources/varied Mollified – calmed, soothed Mudlark- person who scavenges in mud for things of value Mumming – act in tradition masked mime or play Mutton - te flesh of fully grown sheep used as food Oblivion - unaware or unconscious of what is happening or a nothingness/void Omen - an event regarded as a sign of good or evil Omnibus – a bus or comprising of several items Onyx – semi precious stone with layers Opium den – a public room where opium is sold and taken Parson – member of clergy (vicar, priest) Pawnbroker – person who swaps goods for money Penny dreadful – cheap sensational comic Petulant - childishly sulky Phosphorescence-light emitted by a substance without combustion or perceptible heat Pike (not the fish!) -weapon with a pointed steel or iron head Pious - religious or elf righteous Piracy - attacking and robbing ships at sea Popinjay -a vain or conceited person, especially one who dresses or behaves extravagantly. Portent – omen, sign, indication Porter – person employed to carry luggage or equipment Portmanteau- large bag for travelling Prodigiously - largely, enormously Prognostication - prediction Proprietress – female owner of business Providence – preparation for future events Pugnacious – quick to argue Pursuance – engagement in activity, doing something Ravine - deep, narrow gorge (river) with steep sides Rendezvous- meeting at agreed time/place</p>
		<p>Reprobate – undisciplined person Rheumy – watery Schooner – type of sailing ship Scornfully – with contempt or anger Sermon – moral or religious talk Shipping agent -a licensed agent in a port who transacts a ship's business Skulk – lurk, hide, creep Smelling salts smelly substance used to regain consciousness Solicitous – showing interest/concern Stickler – insistent on certain way Stunted- prevented from growing Subterranean –beneath surface Sullen – bad tempered/sulky Surreptitiously – secretly, stealthily Temperance pledge - pledge that people signed to stop drinking alcohol Termagant – harsh tempered or overbearing woman Thwart - prevent To quail – cower, cringe To tick off – make angry/annoy Toasting-fork -a long-handled fork for making toast in front of a fire Toby jug – beer jug Tow-coloured – light blonde Tramp ship –ship without schedule or port Traverse – travel across Venom –poison Veranda -a roofed platform along the outside of a house, level with the ground floor Virago -domineering, violent, or bad-tempered woman Weevil – small beetle Wharf –quay, pier Whipper-snapper –young & inexperienced Wizened –shrivelled/wrinkled</p>

Geography -

Climate crisis week 1 & 4	Managing the impacts week 2 & 5	Plastics in our oceans week 3 & 6
<p>Climate change – Changes in climate as a result of natural causes or Human activity</p> <p>Greenhouse effect – Trapping of heat in the atmosphere by gases </p> <p>Greenhouse gases – Gases which trap heat such as carbon dioxide and methane.</p>	<p>Mitigation – means to reduce or prevent the effects of something happening</p> <p>Adaptation – strategies that respond to the problems to limit the effects</p> <p>Carbon capture – A method to take CO2 out of the atmosphere and store it</p>	<p>Microplastics – tiny pieces of non-biodegradable plastic which are toxic and harm organisms</p> <p>Biodegradable – capable of being de-composed by bacteria.</p> <p>Recycling - the action or process of converting waste into reusable material.</p>
<p>Lines of latitude and longitude are used to locate places accurately on the earth's surface. Latitude runs from east to west and includes the equator. Longitude runs from north to south and includes the Greenwich meridian and the date line.</p>	<p>To mitigate the amount of CO2 countries are trying to reduce how much is in the atmosphere. Many countries are reducing how much fossil fuels they burn to make electricity and are opting for renewable energy sources such as wind farms. Countries are trying to reduce the number of cars on roads by having more cycle lanes and increasing public transport.</p>	<p>Plastic is made from crude oil which is extracted from the ground. Making things from plastic is popular as it can be easily made into different shapes, it has many uses and is cheap. Plastic though is not biodegradable and when thrown away will be in our environment for hundreds of years. </p>
<p>Climate change is happening due to the enhanced greenhouse effect leading to global warming. Human activity has led to an increase in greenhouse gases (GHG's). The burning of fossil fuels such as oil and gas has led to an increase in carbon dioxide (CO2) as carbon is stored in these fuels and when burnt is released. </p> <p>Methane is a gas that is linked to farming and rubbish. Cows for example belch out a lot of methane, rice farming produces the gas. As the population grows and there is more food needed more methane is produced. When the rubbish we throw away decomposes (breaks up) methane is released. This is why climate change is environmental geography. Most scientists agree that there is a link between an increase in these gases and a rise in global temperature. </p> <p>This increase in temperature has many effects such as the polar ice caps melting leading to more water in our oceans leading to sea level rise.</p>	<p>Some areas are having to use adaptation to manage the effects of climate change, the Maldives for example has built a sea wall around the capital Male to stop sea level rise flooding the city. </p> <p>Countries where water is in limited supply will suffer as temperatures increase as there will be less water, they are looking at how they conserve water and transfer water from other places. Carbon capture can involve planting trees which absorb carbon other natural carbon sinks are ocean algae and peat bogs like Dartmoor. Some new technology tries to grab the carbon before it is released and then store it. </p> <p>You can do your bit by reducing how much electricity you use and think about how much you travel by car. </p>	<p>Each year 400 million tonnes of plastic is produced 40% is single use. 8 million tonnes of plastic enters the world's oceans each year, this floats around. Micro plastics are often eaten by marine organisms finding its way into the food chain. </p> <p>Many plastics can be recycled into other products. This means that less oil is needed, conserving the resources we have. Different plastics can be sorted out and made into different materials. Plastic drink bottles can be made into material for clothes. Meaning less going to landfill and less in the oceans. Micro beads have been banned by law in products like face scrubs and toothpaste. </p> <p>You can help by making sure all plastic is put in for recycling, reduce the amount of plastics you buy and look for products made from recycled plastic.</p>

History – KS3 : Industrial Revolution 1750 – 1900

KS3: Industrial Revolution 1750-1900 ~ Changing relationships through time of the peoples of the UK

Definition of Era:

The Industrial **Revolution** lasted from the late 1700s to the mid-1800s. It industrialized the manufacture of textiles and began the move of production from homes to factories. Steam power and the cotton gin played an important role in this period.

Timeline:

1712 - Thomas Newcomen invents the first steam engine
1769 - James Watt improves the steam engine – Powers the first trains, steamboats and factories
1790 Arkwright changes his huge factories over from water power to steam engines.
1812 Parliament passes law making it illegal by penalty of death to destroy industrial machines.
1833 The first Factory Act provides first small regulation of child labour in textile factories.
1834 Poor Law created “poorhouses” for the destitute.
1844 - Samuel Morse invents the telegraph – Allows messages to be sent quickly over a wire
1870 - Louis Pasteur develops vaccines for diseases – This helps people live longer
1880 Education Act made school compulsory for children up to age 10.
1901 This Factory Act raised the minimum work age to 12 years old.

Keywords and concepts

1750 Britain went through a process of change in a number of key areas:
Agriculture – New tools, fertilizers and harvesting techniques were introduced, resulting in increased productivity and agricultural prosperity.
Industry – factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.
Transport and communications - Thomas Telford built roads and canals in the 1700s, George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.
Technology - There were also many scientific discoveries and technological inventions that changed society and industry. Changes to sanitation and medical treatment such as the work of John Snow and Edward Jenner improved people’s quality of life.
Urbanisation – The growth of cities due to movement of people from rural areas to cities.

KPI 1 How did the industrial revolution change Britain?

Population: In 1700s approx. 80% of the population lived in the countryside. An explosion of people, 7 million people in Britain in 1750 by 1900 it was 40 million.
Transport: 1750, roads were very bad, it could take 2 weeks to get from London to Edinburgh. By 1900 it took 9 hours by train. By 1840 4,000 miles of canals had been built. By 1880 approx. 300,000 people worked in jobs that depended on the railways, by 1900 there were over 20,000 miles of train tracks.
Medicine: Improvements in midwifery by 1760 some hospitals provided maternity beds. In 1796 Edward Jenner discovered how to vaccinate against smallpox, Britain’s worst disease. After 1870 anaesthetics & antiseptics were introduced to improve surgery.
Law & Order: Many criminals were not caught as there were no police officers to track them down. In 1829 the Metropolitan Police Force were set-up. By 1856 every town in the country had its own police officers.

KPI 4 Working conditions of the Factory Systems:

Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods.
Low wages: a typical wage for male workers was about 15 shillings (75p) a week, but women and children were paid much less, with children three shillings (15p). For this reason, employers preferred to employ women and children.
Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included nailing children's ears to the table, and dowsing them in water butts to keep them awake.
Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents and deaths.
Health: The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

KPI 2 Living conditions:

Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in.
Disease: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor quality water supplies all helped spread disease.
Waste disposal: gutters were filled with litter. Human waste was discharged directly into the sewers, which flowed straight into rivers.
Poor quality housing: houses were built very close together so there was little light or fresh air inside them. They did not have running water and people found it difficult to keep clean.
Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.

KPI 5 Reflection: Improving use of sources.

Contemporary: Documents or, in recent times, films or audio recordings produced at roughly the same time as the event that you are studying.
Secondary: After the event/date
Inference: An idea or conclusion that is drawn from evidence and reasoning. An inference is an educated guess.
Interpretation: Interpreting a source requires you to think a bit more about what a source says or shows about a topic. This requires you to identify implicit ('hidden' or less obvious) meanings in historical sources. You will need to do this most often with visual sources that take time to interpret.
C: Content – What the info is
O: Origin – When (date) & Who created the source
P: Purpose – Why was the created?
Audience – Who is the source for?
Authorship – Who the source came from

KPI 3 The Factory Systems

Domestic system: Where people worked in their homes or small workshops rather than factories
Spinning Jenny: invented in 1764, increased spinning of cotton/wool from 1 spool to 80 spools.
Manufacturing: To make goods in a factory
Factory System: People worked in factories to produce goods in large quantities, replacing the domestic system.
Stem engines: Uses steam as a means to power machines
Mechanised: Machines are used to create goods, i.e. steam engines

KPI 6: Who was Jack the Ripper:

Jack: The ripper was known by many names, 'the butcher' & 'the doctor'.
Modus Operandi: Latin for the 'mode of operation' used to describe a criminals methods/style of committing crimes.
Prostitute: Someone who engages in sexual activity for payment
Evidence: Sources of information
Suspects: M.J Druiitt, Aaron Kosminski, Michael Ostrog
Witness: Someone who saw the crime
Victims: The person effected by the crime
Police: Over 2,000 people were interviewed. Handed out 80,000 leaflets appealing for information

Languages - French

ADVERBS

avant	before	puis	then
après	after	d'habitude	usually
aujourd'hui	today	quelquefois	sometimes
maintenant	now	souvent	often
demain	tomorrow	tard	late
hier	yesterday	tôt	early
bientôt	soon	toujours	always
déjà	already	vite	fast
encore	again	rapidement	quickly
enfin	finally	lentement	slowly
ensuite	next	beaucoup	a lot

NEGATIVE FORM

ne ... pas	not
ne ... jamais	never
ne ... plus	no longer / not anymore
ne ... que	only
ne ... rien	nothing

Je ne mange pas de croissants.
 Je ne mange jamais de croissants.
 Je ne mange plus de croissants.
 Je ne mange que des croissants.
 Je ne mange rien pour le petit déjeuner.



TENSES

j'avais mangé	I had eaten
je mangeais	I was eating / I used to eat
j'ai mangé	I ate / I have eaten
je mange	I eat / I am eating
je vais manger	I am going to eat
je mangerai	I will eat
j'aurai mangé	I will have eaten
je voudrais manger	I would like to eat
en mangeant	whilst eating / by eating
après avoir mangé	after having eaten

Don't forget your CROISSANT!

COMPARATIVES

REASONS

OPINIONS

INTENSIFIERS

SOPHISTICATED STRUCTURES

SUBORDINATE CLAUSES

ADVERBS

NEGATIVE FORM

TENSES



Avoid repetitions!

boring: ennuyeux, assommant, fatigant, lassant, fade, monotone, barbant
 exciting: intéressant, passionnant, palpitant, captivant, réjouissant, fascinant
 fun: amusant, drôle, marrant, tordant, comique, rigolo(te), hilarant
 great: génial, super, impeccable, chouette, extra, épatant, superbe, fantastique
 rubbish: nul, pénible, odieux, insupportable, atroce, affreux, abominable



COMPARATIVES

plus ... que
 moins ... que
 aussi ... que
 plus ...
 moins ...
 meilleur(e)(s) que ...
 pire(s) que ...
 le / la / les plus ...
 le / la / les moins ...

more ... than
 less ... than
 as ... as
 more ...
 less ...
 better than ...
 worse than ...
 the most ...
 the least ...

OPINIONS

à mon avis
 d'après moi
 selon moi
 à mes yeux
 je pense que
 je crois que
 je considère que
 je trouve que
 j'estime que
 il me semble que
 personnellement, je ...



in my opinion
 according to me
 according to me
 in my eyes
 I think that
 I believe that
 I consider that
 I find that
 I guess that
 it seems to me that
 personally, I ...

Vary your vocab

beau/belle – good-looking	moche – ugly	charmant - charming
petit – small	grand – tall	énorme – huge
sympa – nice	pénible – annoying	casse-pieds – annoying
gentil – kind	méchant – mean	agréable – pleasant
généreux (euse) – generous	égoïste – selfish	timide – shy
branché – fashionable	démodé – old-fashioned	célèbre – famous
tête en l'air – forgetful	lunatique – moody	fou/folle – crazy
favori(te)/préféré – favourite	impressionnant – impressive	magnifique – wonderful
Sain – healthy	malsain – unhealthy	dangereux/se – dangerous
facile – easy	difficile – difficult	fatigué/gant – tired/ing
cher – expensive	bon marché – cheap	juste – fair



Scan me

Maths - All Tiers: Plans and Elevations of 3D Shapes and Nets

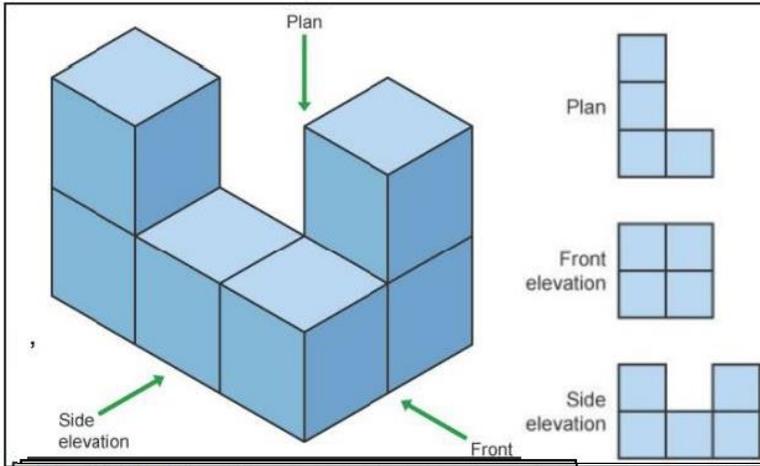
KEY VOCABULARY

cube, cuboid, cylinder, hemisphere, prism, pyramid, square-based pyramid, sphere, tetrahedron, vertex, vertices, face, edge

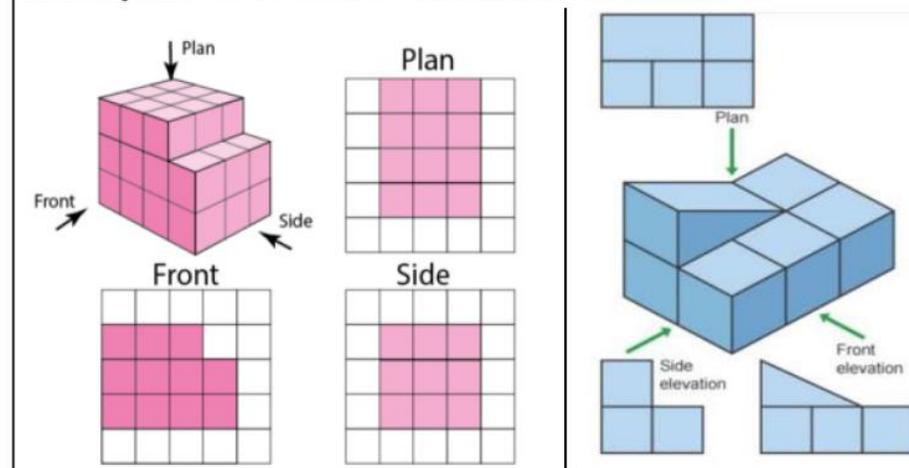
Plan	The view from above a solid
Front Elevation	The view from the front of a solid
Side Elevation	The view from the side of a solid

Net: A pattern that you can cut and fold to make a model of a solid shape.

Key concept: Faces/ Vertices/ Edges/ Nets



Examples Key concept: Drawing plans and elevations

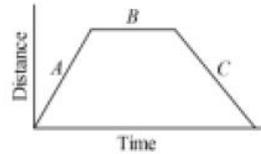
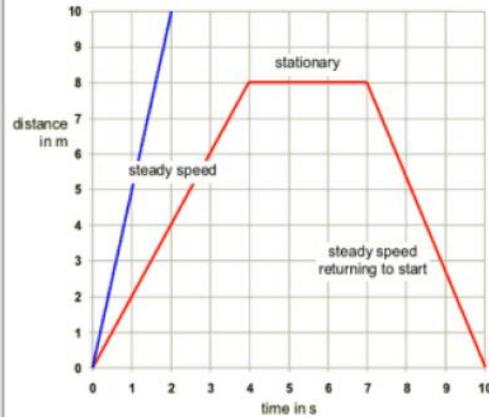


<p>Cube</p> <p>6 Faces 12 Edges 8 Vertices</p>	<p>Cuboid</p> <p>6 Faces 12 Edges 8 Vertices</p>
<p>Cone</p> <p>2 Faces 1 Edge 1 Vertex</p>	<p>Sphere</p> <p>1 Face 1 Edge 0 Vertices</p>
<p>Triangular prism</p> <p>5 Faces 9 Edges 6 Vertices</p>	<p>Cylinder</p> <p>3 Faces 2 Edges 0 Vertices</p>
<p>Tetrahedron</p> <p>4 Faces 6 Edges 4 Vertices</p>	<p>Square-based Pyramid</p> <p>5 Faces 8 Edges 5 Vertices</p>

Maths - All Tiers: Real Life Graph

Distance-time graphs

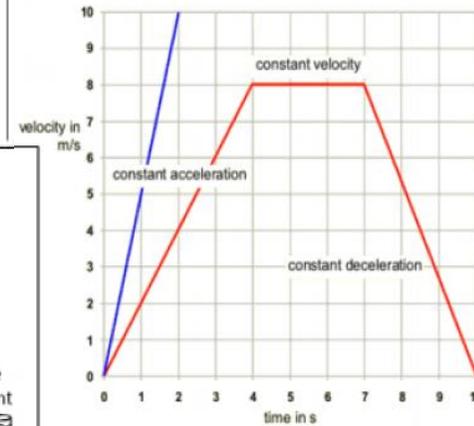
Distance time graphs show distance away from a point. When an object is stationary, the line on the graph is horizontal. When an object is moving at a steady speed, the line on the graph is straight, but sloped. The **steeper** the line, the greater the **speed** of the object.



A = steady speed,
B = no movement,
C = steady speed back to start

Speed-time graphs

A speed-time graph tells us how the **speed** of an object **changes** over **time**. When the object is travelling at a constant speed, the line on the graph is horizontal. When an object is accelerating or decelerating, the line on the graph is sloped. The **steeper** the gradient of the line, the greater the **acceleration** (a bigger change in speed in the same time).

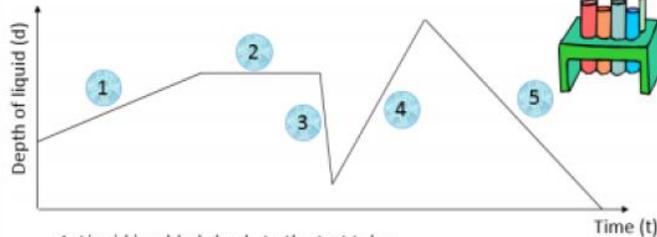


Other real life graphs

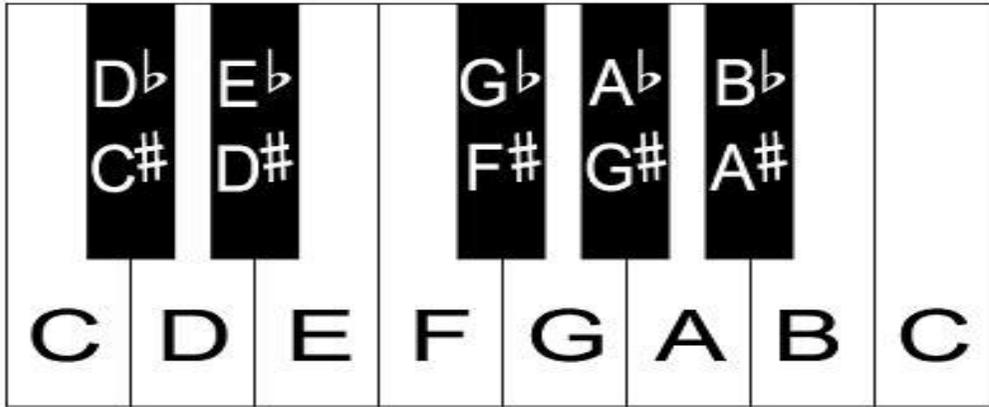
Graphs can be used to represent a number of real life situations. It is important to read the labels on both axes to determine the meaning of the graph.

Example:

A test tube containing a chemical liquid is used in an experiment. During the experiment the **depth d** of the liquid changes with **time t**. Match the different parts of the graph to the statements below.



1. Liquid is added slowly to the test tube.
2. The level of the liquid remains constant.
3. Some liquid is poured out quickly.
4. Some liquid is poured in quite quickly.
5. The test tube is emptied.



Bronze Keyboard Book

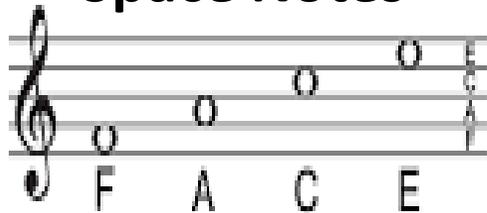
C Hand Position,
Finding Notes

Using the correct fingers

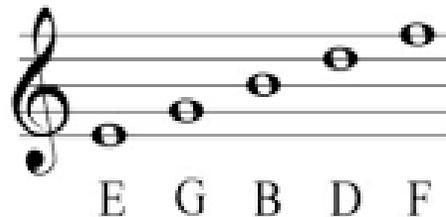
Reading the notes without the letters underneath

Note Values Revision from Year 7

Space Notes



Line Notes



Silver Keyboard Book

G Hand position

Finding Notes

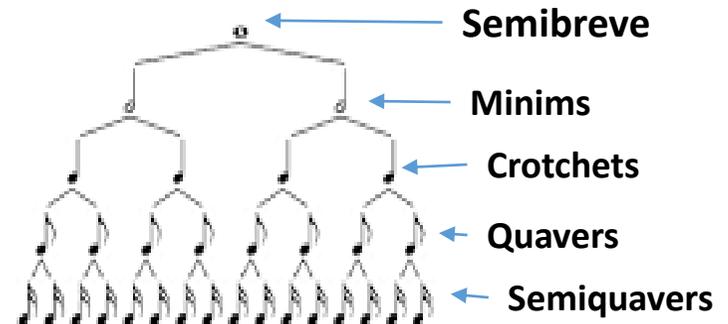
Using the correct fingers

Reading the notes without the letters underneath

Note Values Revision from Year 7

Simple Key signatures sharps and flats

Stretching between notes



P4L – Work Related Learning

Local Government Budgets

KEY CONCEPTS:

The structure of Local Government
Where does local government get their budget from?
What does Plymouth City Council spend their budget on?
Local employment.

KEY TERMS:

Council Tax - a tax on households determined by local council, based on the estimated value of the property and the number of people living in it.

Unitary Authority - a type of local council that is responsible for all local government functions within its area.

Non-metropolitan District Council – is a type of local authority that has two tiers (levels) and each tier is responsible for some of the local government functions within its area.

Ward - a local council area, typically used for electoral purposes. Wards are usually named after neighbourhoods

Parish Council - is a civil (not religious) local authority found in England and is the first tier or level of local government.

Spending priorities – spending money on the most important and statutory obligations first.

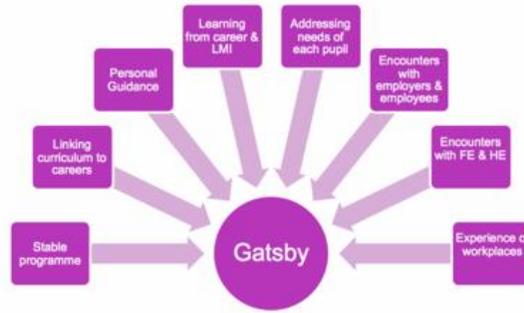
Statutory – something that legally has to be covered or paid for by the Local Council.

Workforce - the people engaged in or available for work; either in a country or area or in a particular firm or industry.

Voluntary Sector – organisations whose main purpose is to create a positive social impact rather than making profit. They can have paid and unpaid (volunteers) workers

Labour market - is the place where workers and employees interact with each other, as well as the availability of employment versus the labour available.

LMI – Labour Market Information. The kinds of jobs available in a local area.



Notes:

Enterprise Skills and Funding A Business

KEY CONCEPTS/QUESTIONS:

What are the Enterprise Skills?
How to solve complicated business problems
What makes a good leader?
How does a team work?
Financing a small business.
Understanding how to develop and market a product
Jobs and their skills.

KEY TERMS:

Organisation - Having a system for something that allows things to happen efficiently

Planning - Identifying what to do, in what order and when to do it

Time management - Knowing how much time is available and how much time is needed to do something

Literacy - Having accurate spelling and using punctuation and grammar correctly

Numeracy - Understanding numbers or applying calculations correctly

Money management - Making good decisions with money

Presentation skills - Putting your message across clearly

Negotiation skills - Persuading someone without threats

Team working - Working in a group towards a common goal

Leadership - Inspiring other people to be successful

Problem solving - Identifying the issue or barrier that prevents you from achieving your goal and then solving this

Innovation - Coming up with a unique idea or product

Creativity - Solving a problem and representing it in a novel way

Physical Education - Athletics

Kit Needed:

- White trainers, white socks, short sleeved PE top and black Egguckland shorts, skort or leggings

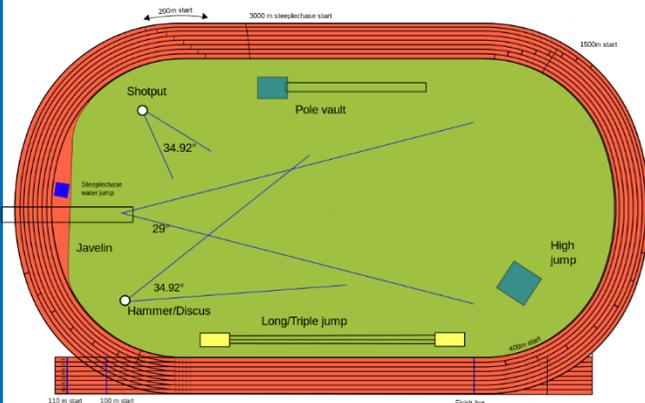
Equipment:

- Stopwatch, Whistle, Tape Measure, Cones, Various event specific equipment

5 Key Rules:

- Running events respond to a starting 'pistol' or a whistle in college
- Stay in lanes for Sprint events
- For Jumping and Throwing events you must not step in front of a designated line
- You have to wait until the official allows you to complete the field event
- Relay teams are made up of 4 runners

Playing area:



Running

- Sprints, Middle Distance, Long Distance
- Pump arms and legs together
- Stride length will vary
- Pacing can be important
- Dip on a sprint finish



Throwing

- Speed and Power activities which use Muscular Strength
- Opposite foot forward
- Rotate at the hips
- Extend and follow through your arm
- Push a Shot Putt. Throw a Javelin
- Whole body actions



Basic body position



Jumping

- Long Jump, Triple Jump and High Jump
- Jump as far or as high as possible
- Take off on one leg
- High knee drive on all three jumps
- Run with speed to take off
- Measured from the point closest to take off for LJ & TJ

Relays

- 4x100m and 4x400m
- Changeover zones when the relay baton has to transfer from one runner to the other
- Start running before the baton gets to you
- Opposite hand transfer
- Down Sweep or Up Sweep
- Sprint events

Physical Education - Cricket

Kit Needed:

- White trainers, white socks, short sleeved PE top and black Egguckland shorts

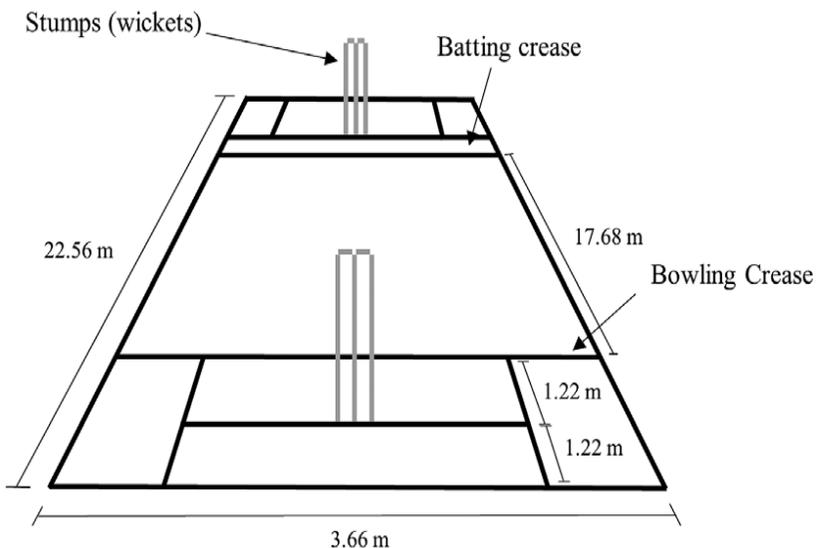
Equipment:

Cricket bats, stumps, cricket balls.

5 Key Rules:

- If you catch the ball after someone hits it they are out
- If you bowl and hit the stumps the batter is out
- When bowling you must keep your arm straight
- When bowling the ball must bounce once
- You must be on or behind your crease to be "safe"

Playing area:



Bowl

- Stand side-on to the target, feet apart.
- Stretch the bowling arm straight behind you and raise the non-bowling arm up, pointing towards the target.
- Keeping the bowling arm straight, swing it over your shoulder and finish across your body.



Grip & Stance (batting)

- Grip the bat with two hands together in the middle of the handle.
- Stand side-on to the bowler, feet a comfortable distance apart, knees bent.
- Your head should be still, eyes level, looking at the bowler

Pull shot

- Swing the bat back while moving your back foot to get your head in line with the ball.
- Step with the front foot so your chest is facing the bowler.
- Swing the bat across your body, aiming to hit the ball along the ground

Overarm throw

- Stand side-on to the target with your feet a big step apart.
- Raise your throwing arm behind you with the elbow above your shoulder and point the non-throwing arm at the target.
- Throw the ball, finishing with your chest facing the target.

Physical Education - Rounders

Kit Needed:

- White trainers, white socks, short sleeved PE top and black Egguckland shorts, skirt or leggings

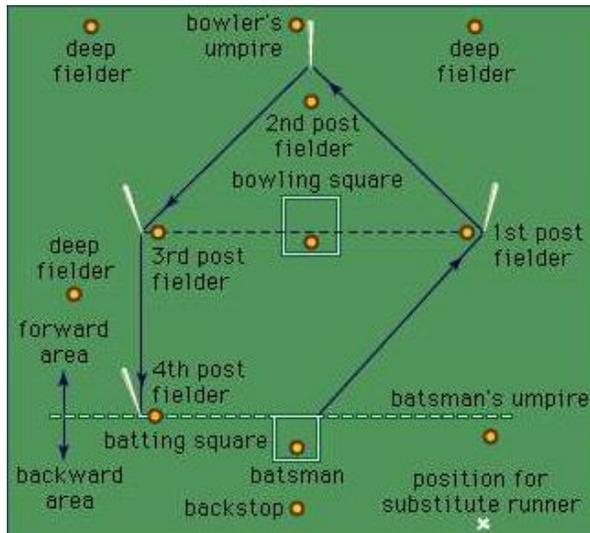
Equipment:

- Rounders bats, balls, posts and bases

5 Key Rules:

- Half a rounder is scored at 2nd or 3rd base in one go. 1 rounder at 4th base.
- Ball should be bowled between head and knee of the batter
- Run around the outside of the posts
- Out if your ball is caught, you overtake another runner or you are stumped out.
- You must stay in contact with the post when waiting and touch 4th base post when finishing your run

Playing area:



Catching

- Eyes focussed on ball
- Move feet to place the body directly in the path of object with wide base of support
- Hands reach the ball
- Cupped slightly relaxed hands
- Catch and control with hands and bend elbows to absorb the impact



Batting

- Sideways on, feet shoulder width apart, knees bent
- Batting arm straight back, bat up at 90 degrees to arm
- Transfer weight from back to front foot
- Follow through in direction you want the ball to go.



Basic body position



Overarm throw

- Use front arm as a pointer, pointing at the target.
- Let go of the ball over the fingers of the pointed arm. Look for the elbow to come through first.
- Hold ball between fingers and thumb on top for control, with your palm facing upwards.

Bowling

- Grip ball with index/middle finger and thumb
- 2 steps in to bowl (opposite arm to leg)
- Hand pointing where you want the ball to go
- Bent knees

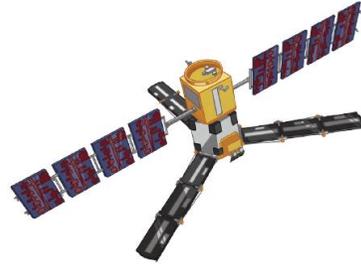


Physical Education - Vocabulary

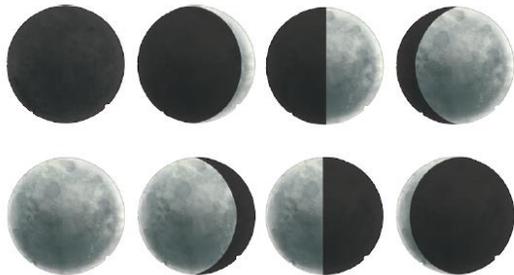
Cricket		Athletics		Rounders	
Key Word	Definition	Key Word	Definition	Key Word	Definition
Run	It is the basic unit of scoring in cricket. It is scored when a striking batsman hits the ball bowled and runs between the stumps.	Baton	A short stick or tube passed from runner to runner in a relay race.	Pitch	The playing area.
Four	The ball hit by the batsman crosses the boundary rope by rolling or bouncing on the ground.	High Jump	A sport in which competitors jump over a bar that is raised until only one competitor can jump over it.	Box	Bowling box where the bowler is not allowed out of this box during the bowl. Batting box is the area the batter is allowed to stand during the batting turn. The batter must run out the side of the box.
Six	The shot that ensures the ball lands directly outside the boundary scores six runs.	Hurdles	Are upright frames, normally placed in a series and equal distance apart, that athletes jump over in a race.	Stump/ base	Equipment that outline the pitch that you run around. Stopping at one of these allows you to be 'safe'. You score points getting to the 2 nd or 4 th base safely. Fielders aim to stump the bases to get the batter out.
No-ball	If a bowler's foot is too close while delivering the ball then, it is called a no-ball.	Javelin	A lightweight, spear-like object which is thrown and must land point first.	Fielders	The team currently fielding. Specific positions are within this.
Wide	A ball that is bowled away from the batsman and moves too far to the side to be hit fairly.	Lane	A track is split into a number of parallel strips marked on a running track for athletes to run along. Some races like sprints you have to stay in the same lane.	Batters	The team that is currently batting.
Out	Bowled, caught, run-out, LBW, and stumped are the most common ways of getting out.	Long Jump	An athletic event in which competitors jump as far as possible along the ground in one leap normally with a running start take off.	Obstruction	If the fielder gets in the way of the running batsman the batting team is awarded half a rounder.
Bowled	It is a way of getting out where the batsman misses the ball bowled and the stumps are hit by the ball.	Relay	A race between teams of runners in which each team member in turn covers part of the total distance. 4x100m or 4x400m.	No ball	A ball that is bowled incorrectly. You do not have to run if this is called.
Caught	A batsman is declared out when the fielder catches the ball before it bounces.	Shot Put	An athletic contest in which a very heavy metal ball is thrown as far as possible.	Bowler	Player in the fielding team whose job is to bowl.
Run-out	If a fielder touches the stumps or base with ball in hand while the batsman is not in the crease after playing a shot, then the batsman is declared run-out.	Sprint	A short, fast race run over a distance of 400 metres or less. 100m, 200m 400m or hurdles.	Backstop	A player in the fielding team that collects the ball from behind the batter, they may even catch a clipped hit. They should be tactically aware.
		Triple Jump	An event in which competitors leap as far as possible by performing a hop, a step and a jump.	Long barrier	A skill within fielding that aids stopping a rolling ball and allows for quick turn and throwing action.

Science – Earth and Earths Atmosphere 8D

- The International Space Station (ISS) is an example of an artificial satellite.
- The Moon is an example of a natural satellite.
- A comet is frozen dust particles that are orbiting the Sun.
- A meteor is the name given to pieces of dust and rock travelling through the sky.
- The planets in the solar system are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.



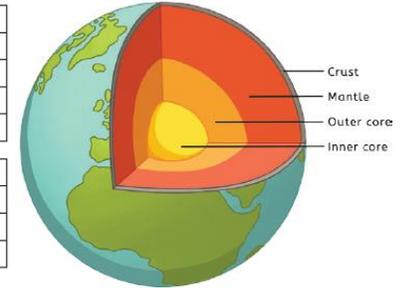
- A day is 24 hours and is the time it takes for the Earth to rotate completely.
- A year is 365 days and is the time it takes the Earth to orbit the Sun.
- Seasons occur because of the tilt of the Earth on its axis and its position in orbiting the Sun.
- Solar eclipse: when the moon becomes between the Sun and Earth.
- Lunar eclipse: when the Earth comes between the Sun and Moon.
- The moon takes 27 days and 7 hours to orbit the Earth.
- As the Moon moves around the Earth, its shape appears to change. This is known as phases of the Moon.



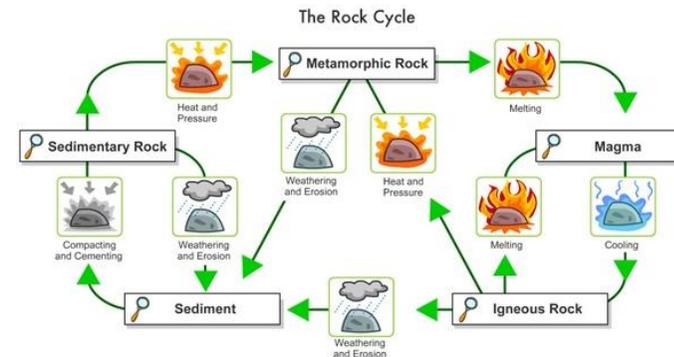
The structure of the earth is shown below

Gas	% in atmosphere
nitrogen	79
oxygen	21
carbon dioxide	0.004
argon	1

Type of Rock	Examples
sedimentary	limestone, sandstone
metamorphic	marble, slate
igneous	granite, basalt



- The crust is the outer layer of the earth.
- The mantle is mainly solid rock.
- The core is divided into two parts, outer and inner core. The outer core is solid the inner core is liquid.

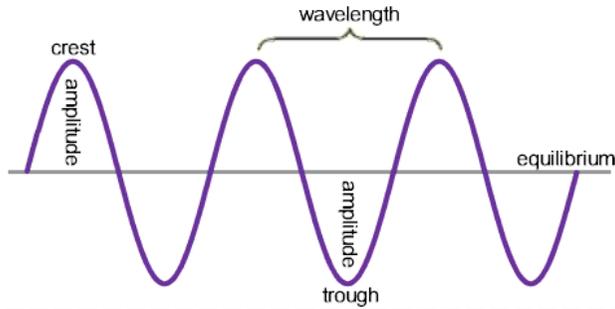


- Weathering can be one of 3 types:
 1. biological;
 2. chemical;
 3. physical.

Keywords

- Sedimentary rocks – are formed in layers, porous and may contain fossils.
- Igneous rocks are formed when a liquid rock cools, they contain crystals. If the rock is cooled quickly they contain small crystals, if they cool slowly they contain large crystals.
- Metamorphic rocks are formed from rocks that have undergone immense heat and pressure.

Science – Propagation of Sound and Hearing – Light Waves 8C

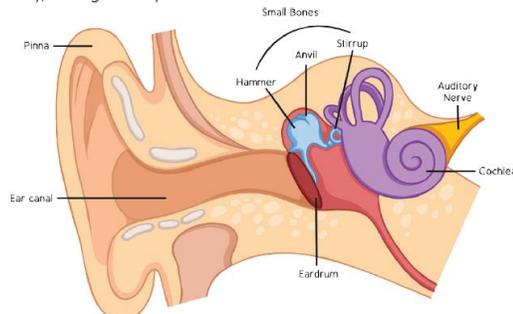


Keywords

- **Transverse waves** are at right angles to the direction of the wave.
- **Longitudinal waves** are along the same direction as the direction of travel.
- **Amplitude** is the height of the wave.
- **Frequency** is how often a wave passes a point
- **Wavelength** is the distance between two of the same points on adjacent waves.
- **Peak** is the highest point of a wave.
- **Trough** is the lowest point of a wave.

- Sound can travel through solids, liquids and gases but not through a vacuum.
- Sound travels fastest through a solid because the particles are tightly packed together and the vibrations can be passed on very quickly.
- The unit loudness is the decibel.
- The unit of frequency is the Hertz (Hz).
- The larger the amplitude the louder the sound.
- The greater the frequency, the higher the pitch.

The Ear



How the Ear Works

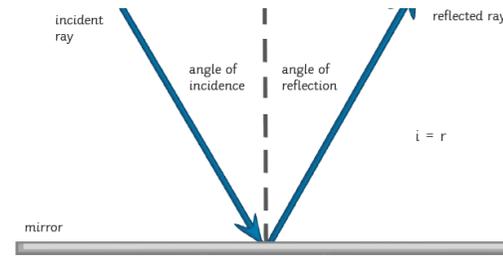
- The air particles start to vibrate, the vibrations are passed on to the ear drum, ossicles and the cochlea. Signals are passed from the cochlea to the brain by the auditory nerve and the brain interprets these signals as sound.

Echoes

- When sound reflects off a surface, or several surfaces, it produces an echo. There is always a delay between making the sound and hearing the echo.

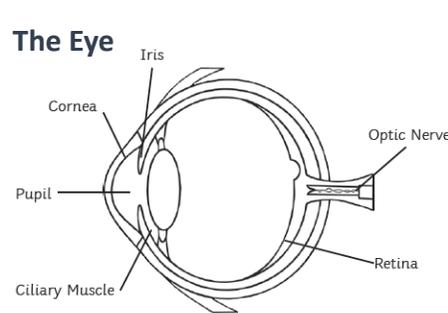
Keywords

- **Transparent:** light can pass directly through the object.
- **Translucent:** only some light can pass through the object.
- **Opaque:** no light passes through the object and a shadow is formed.
- White light consists of 7 colours: red, orange, yellow, green, blue, indigo and violet.
- The primary colours are red, blue and green.
- The law of reflection states that the angle of incidence equals the angle of reflection.

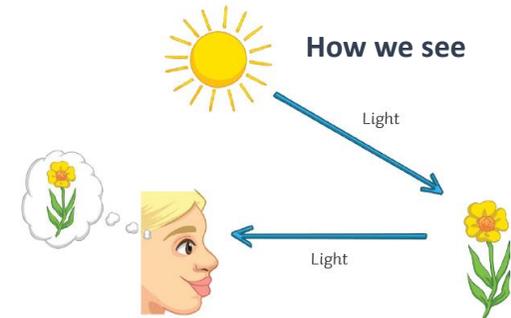


- Refraction is the bending of light. It occurs when the medium light is travelling through changes.
- Lenses help you to focus on an object. The lens in your eye is convex.

The Eye



- Light enters the eye through the pupil.
- The size of the pupil is altered by the iris.
- The cornea and lens, focus light onto the retina.
- The retina contains two light sensitive cells called rods and cones. When light hits these cells, chemical reactions produce electrical impulses that travel via the optic nerve to the brain.



My Diary :

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	07/09/2020	08/09/2020	09/09/2020	10/09/2020	11/09/2020	12/09/2020	13/09/2020
2	14/09/2020	15/09/2020	16/09/2020	17/09/2020	18/09/2020	19/09/2020	20/09/2020
3	21/09/2020	22/09/2020	23/09/2020	24/09/2020	25/09/2020	26/09/2020	27/09/2020
4	28/09/2020	29/09/2020	30/09/2020	01/10/2020	02/10/2020	03/10/2020	04/10/2020
5	04/10/2020	05/10/2020	06/10/2020	07/10/2020	08/10/2020	09/10/2020	10/10/2020
6	11/10/2020	12/10/2020	13/10/2020	14/10/2020	15/10/2020	16/10/2020	17/10/2020
7	18/10/2020	19/10/2020	20/10/2020	21/10/2020	22/10/2020	23/10/2020	24/10/2020

My Homework

Week						
07/09						
14/09						
21/09						
28/09						
04/10						
11/10						
18/10						

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

Date	Book Title	Pages	Main Events
07/09 MONDAY			
08/09 TUESDAY			
09/09 WEDNESDAY			
10/09 THURSDAY			
11/09 FRIDAY			
14/09 MONDAY			
15/09 TUESDAY			
16/09 WEDNESDAY			
17/09 THURSDAY			
18/09 FRIDAY			
21/09 MONDAY			
22/09 TUESDAY			
23/09 WEDNESDAY			
24/09 THURSDAY			
25/09 FRIDAY			

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

Date	Book Title	Pages	Main Events
28/09 MONDAY			
29/09 TUESDAY			
30/09 WEDNESDAY			
01/10 THURSDAY			
02/10 FRIDAY			
04/10 MONDAY			
05/10 TUESDAY			
06/10 WEDNESDAY			
07/10 THURSDAY			
08/10 FRIDAY			
11/10 MONDAY			
12/10 TUESDAY			
13/10 WEDNESDAY			
14/10 THURSDAY			
15/10 FRIDAY			

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

Date	Book Title	Pages	Main Events
18/10 MONDAY			
19/10 TUESDAY			
20/10 WEDNESDAY			
21/10 THURSDAY			
22/10 FRIDAY			

Home Contact

