

KNOWLEDGE

ORGANISER

Year 8
Half Term 1



Name:

Tutor Group:

Academic Year:




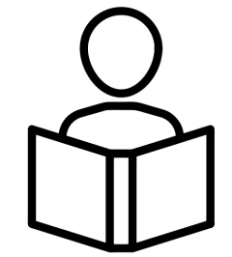
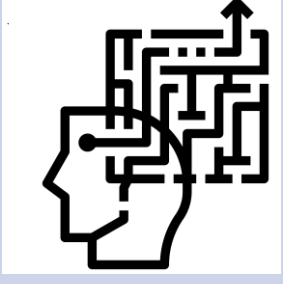
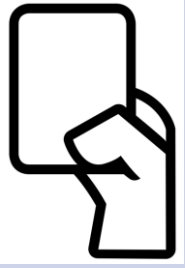



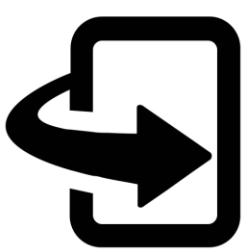
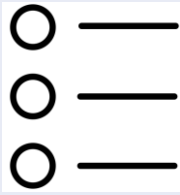


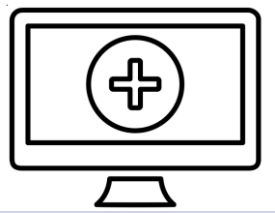
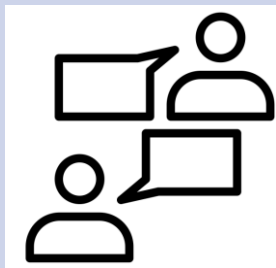
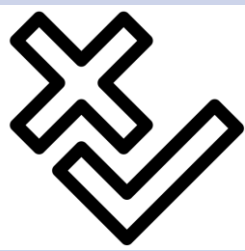
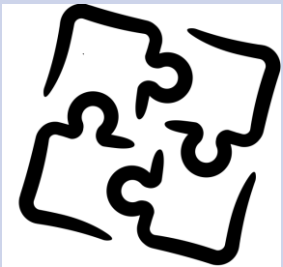

How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.








You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	<p>Look at and study a specific area of your knowledge organiser</p> 	<p>Write down the key words and definitions.</p> 	<p>Use your knowledge organiser condense and write down key facts and/or information on your flash cards.</p> 	<p>Read through a specific area of your knowledge organiser</p> 	<p>Create a mind map with all the information that you can remember from your knowledge organiser.</p> 	<p>Ask a partner or someone at home to have the quiz questions or flash cards in their hands.</p> 
Step 2	<p>Flip the knowledge organiser and write everything you can remember.</p> 	<p>Try not to use the solutions to help you.</p> 	<p>Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.</p> 	<p>Turn over and answer the questions related to that area.</p> 	<p>Check your knowledge organiser to correct or improve your mind map.</p> 	<p>Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.</p> 
Step 3	<p>Check what you have written. Correct mistakes and add extra information. Repeat.</p> 	<p>Check your work. Correct using red pen and add more information if appropriate.</p> 	<p>Self quiz using the cards or ask some to help by quizzing you.</p> 	<p>Turn back over and mark your quiz. Keep quizzing until you get all questions correct.</p> 	<p>Try to make connections that links information together.</p> 	<p>Either say or write down you answers.</p> 

CORE

The Tempest – Unit 1- Year 8






Context	
The Supernatural 	At the time of Shakespeare, before science and technology were able to answer many of our questions about the world, belief in magic and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the Prospero's ability to develop magical understanding, and the black magic used by the evil witch Sycorax. James I was a believer in witches, leading to many women being burnt on stakes.
Shakespeare and The Tempest 	Shakespeare wrote his plays at the time of two monarchs: <u>Queen Elizabeth I</u> and <u>King James I</u> . The Tempest is likely to have been the last play wrote entirely by Shakespeare, and was written and performed in the Jacobean era. Shakespeare frequently set his plays in Italy, leading many to believe that he travelled there between the late 1580s and early 1590s. Italy was already an <u>advanced</u> and <u>beautiful</u> place for travel.
Colonisation 	The Colonial Era – At the time that the play was written, Shakespearean audiences would have been interested in the efforts of English (and other European) settlers to colonise distant lands around the world. These ideas are prevalent in the play, as almost every man who sets foot on the island dreams of ruling it. Prospero's belittling of Caliban is similar to the behaviour of settlers to natives
Patriarchal Society 	Society throughout the Middle Age and at Shakespeare's time was patriarchal – women were often considered inferior to men. Many women were seen as possession, belonging to their fathers (or brothers if their fathers had died) and then their husbands. These ideas can be seen in the way Prospero treats Miranda at points in the play.
Drama of Renaissance England 	The Renaissance (French meaning re-birth) 14th – 17th century was the period that came directly after the Middle Ages. It was a period of art and culture- characterised by a pursuit knowledge, scholarship and wisdom ; traditional values; discovery and invention; art and literature The drama of Renaissance England was truly remarkable and not just because William Shakespeare wrote during that era. Among his colleagues as dramatists were Christopher Marlowe, Thomas Kyd, Ben Jonson, Thomas Middleton, and John Webster, all of whom wrote plays of lasting greatness. English Renaissance drama grew out of the established Medieval tradition of the mystery and morality plays. Writers were also developing English tragedies for the first time, influenced by Greek and Latin writers.

Shakespeare's use of Dramatic and Linguistic Devices	
Motif	Water and nature are two key motifs in the Tempest. a dominant or recurring idea in an artistic work. "superstition is a recurring motif in the many of Shakespeare's plays".
Imagery	Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. One example of imagery in the play is when Prospero is telling Miranda about how they came to inhabit the island and he says 'To cry, to th'sea, that roared to us; to sigh/To th'winds, whose pity sighing back again/Did us loving wrong.' (Act 1, Scene 2)
Personification	Personification involves giving inanimate items human feeling or attributes. Prospero often uses personification, for example: 'Fortune' (Act 2, Scene 1), Destiny, Time, Mercy, and Patience and the capitalisation of these words suggests their importance and makes them appear human
Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Aside	A remark or passage in a play that is intended to be heard by the audience but unheard by the other

Transferable Knowledge	
Sonnet form	a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.

Romantic Era - Language and form	
<p>Popular in the late 18th and early 19th centuries, Romanticism was a literary movement that emphasized nature and the importance of emotion and artistic freedom. In many ways, writers of this era were rebelling against the attempt to explain the world and human nature through science and the lens of the Industrial Revolution. In Romanticism, emotion is much more powerful than rational thought.</p>	
Pathetic Fallacy and Natural imagery	Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. Natural imagery focuses on anything linked to the natural world (animals, plants etc.). Pathetic fallacy is a literary device that attributes human qualities and emotions to inanimate objects of nature. The word pathetic in the term is not used in the derogatory sense of being miserable; rather, it stands for "imparting emotions to something else."
Emotive Language	Emotive language is word choice that is used to evoke emotion.
synaesthesia	Synesthesia is the term used in literature when one sense is used to describe another.

The Tempest – Unit 1- Year 8

Context	
The Supernatural 	<p>Watch the following video clips and create a page of Cornell Notes based on the information within the clip: https://www.youtube.com/watch?v=TKR8Jr5KMiw&t=113s</p> <p>https://www.youtube.com/watch?v=mx0SfypgPjQ</p>
Shakespeare and The Tempest 	<p>https://www.rsc.org.uk/the-tempest/about-the-play/dates-and-sources Read through the above link and create a fact file outlining key information about The Tempest.</p> <p>https://alexandrasorewa.wordpress.com/2015/08/07/influences-on-and-reasons-why-william-shakespeare-wrote-the-tempest/ Read through the above and answer the following question: Why did Shakespeare write the Tempest?</p>
Colonisation 	<p>Produce a flow chart in your reflection log explaining colonisation. You should record key dates in order. Use this to support you: https://kids.kiddle.co/Colonialism</p> <p>How does colonization link to the Tempest? Answer the question in your reflection log. Use this link to support you: https://www.litcharts.com/lit/the-tempest/themes/colonization</p>
Patriarchal Society 	<p>https://shakespearecomesalivefall2016.wordpress.com/gender/ Follow the above link and make a page of Cornell notes based on what you read.</p> <p>Answer the following question in your reflection log: How does Shakespeare present female characters in the Tempest?</p>
Drama of Renaissance England 	<p>Watch the following link and produce a spider diagram exploring key facts about Literature and drama in Renaissance England: https://www.youtube.com/watch?v=snJpYLV7bYA</p>

Shakespeare's use of Dramatic and Linguistic Devices

Look, cover, re-write and check the definitions below.

Motif	Water and nature are two key motifs in the Tempest. a dominant or recurring idea in an artistic work. "superstition is a recurring motif in the many of Shakespeare's plays".
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Soliloquy	An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Aside	A remark or passage in a play that is intended to be heard by the audience but unheard by the other

Transferable Knowledge

Sonnet form

Print off a sonnet by one of the following: Persey Shelley, John Donne, Christina Rossettz. Stick this in your reflection log and annotate/analyse. Ask your teacher for a copy if you are unable to print.

Romantic Era - Language and form

Research the following romantic writers and create a profile for each (these should be produced on separate occasions):

Mary Shelley
John Keats
Lord Byron
Emily Dickinson

Where are the songs of spring? Ay, Where are they?

Think not of them, thou hast thy music too, —

While barred clouds bloom the soft-dying day,

And touch the stubble-plains with rosy hue;

Then in a wailful choir the small gnats mourn

Among the river shallows, borne aloft

Or sinking as the light wind lives or dies;

And full-grown lambs loud bleat from hilly bourn;

Hedge-crickets sing; and now with treble soft

The red-breast whistles from a garden-croft;

And gathering swallows twitter in the skies.

Analyse the above poem by John Keats and annotate how Keats uses nature.

Science Knowledge Organiser

Year 8: Keeping Healthy Part 1

KEY VOCAB

Gas exchange – Oxygen entering the blood and CO₂ being removed (occurs in the Alveoli)

Reactant – starting materials in a reaction

Product – materials formed from a reactant

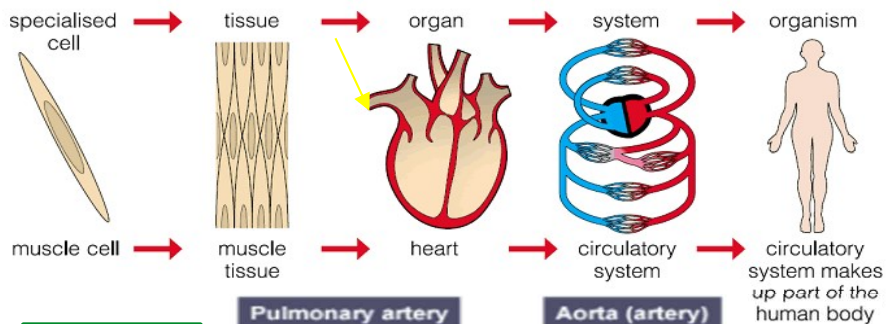
Exothermic – energy **exits**, surroundings heat up (e.g. Respiration)

Aerobic – with oxygen

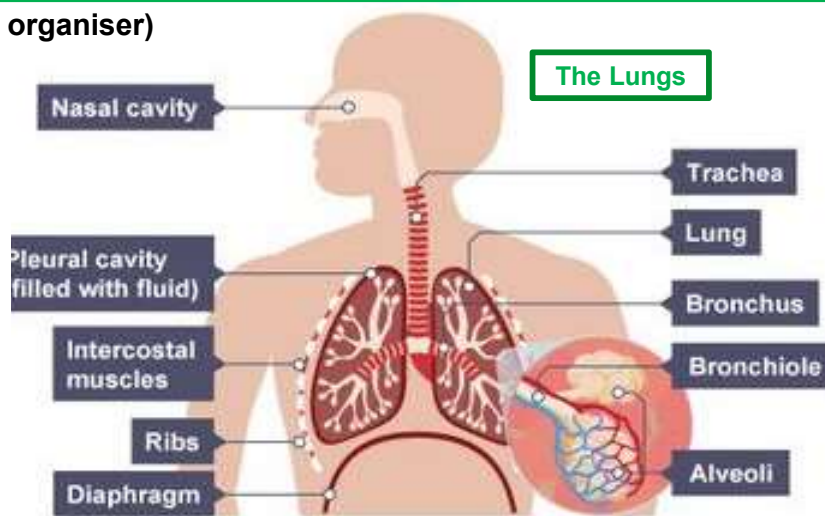
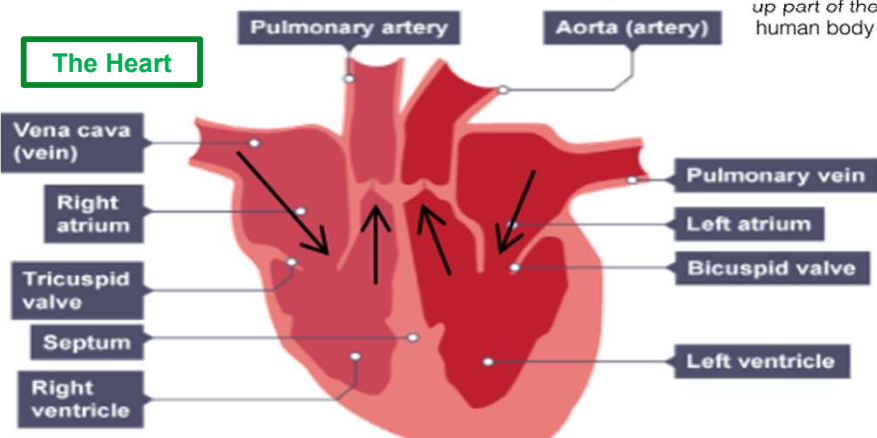
Anaerobic – without oxygen

Lactic acid - builds up in the muscles during anaerobic respiration. Causes cramp.

Organisation – (Cell structure is on your cell biology knowledge organiser)



The Heart

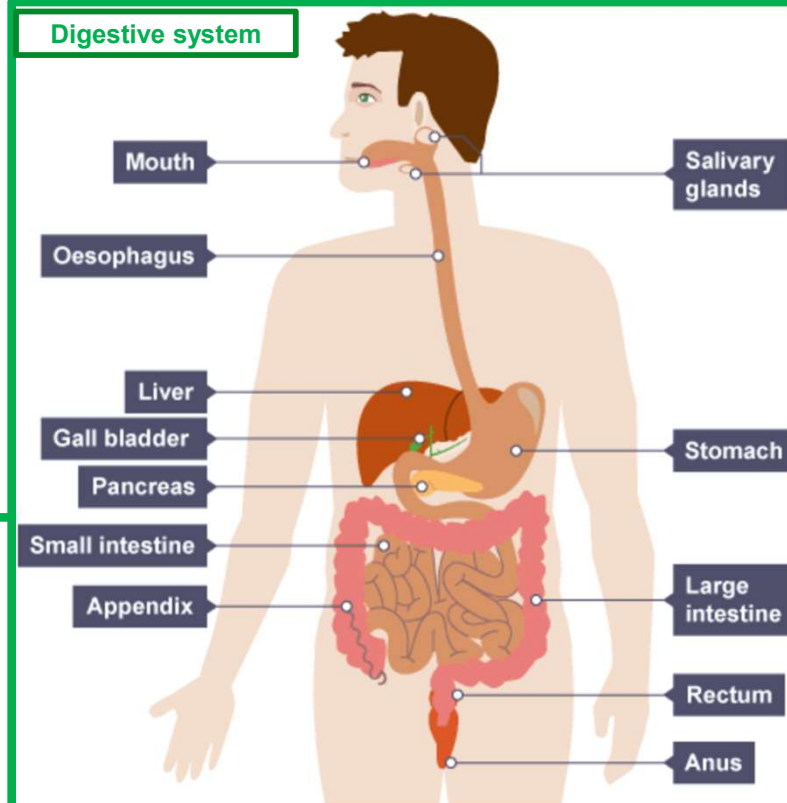


The blood

- **Red blood cells** – Carry oxygen
- **White blood cells** – fight infection
- **Platelets** – Clot the blood
- **Plasma** – contains water and carries nutrients and CO₂

Artery	Vein	Capillary
<u>A</u> way from the heart	<u>I</u> N to the heart	<u>C</u> onnects arteries and veins
Thick muscular walls, small lumen, carry blood under high pressure, carry oxygenated blood (except for the pulmonary artery).	Thin walls, large lumen, low pressure, have valves to stop flow in the wrong direction, carry deoxygenated blood (except for the pulmonary vein).	One cell thick to allow diffusion, Carry blood under very low pressure.

Digestive system



RESPIRATION

Aerobic Respiration



Mitochondria

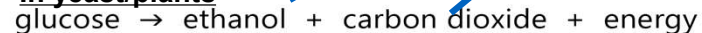
GO → COW

Anaerobic Respiration

In animals



In yeast/plants



Key Vocabulary

1. What is a reactant and a product?
2. Describe the difference between aerobic and anaerobic respiration.
3. Where does gas exchange take place?
4. What causes muscle cramp?

Organisation

5. Give an example of an organ system
6. Which chamber in the heart does the blood enter first?
7. Which side of the heart is thicker? CHALLENGE: Why?
8. Through which blood vessel does blood leave the heart?
9. What is the scientific name for the wind pipe?
10. Which structure protects the lungs?
11. Which type of blood vessel goes in to the heart?
12. Which type of blood vessel usually carries oxygenated blood?

Respiration

13. Write a word for aerobic respiration
14. Write a word equation for anaerobic respiration in animal muscle cells
15. Write a word equation for anaerobic respiration in plant and yeast cells
16. What is anaerobic respiration in yeast cells also known as? What is it used for?
17. Compare aerobic respiration and anaerobic respiration.
18. Describe two changes that occur in the body when we exercise. Explain why these changes take place?

Further Opportunities

1. Describe the journey of a red blood cell around the body, including the heart and lungs.
2. Describe how your favourite food is digested as it travels from your mouth and finally excreted.
3. Look for and describe links between this topics and previous topics.
4. Describe the link between the function of the circulatory system and respiration

Science Knowledge Organiser

Year 8: Keeping Healthy Part 2

Key words

Pathogen – A microorganism that causes disease.

Bacteria – A microorganism that can be good or pathogenic, e.g. Salmonella which release toxins

Virus – Pathogenic microorganism that reproduce inside living cells causing them to burst e.g. flu, covid.

Fungi – An organism that can be large or microscopic, it can also be good or pathogenic e/g/ Athletes foot.

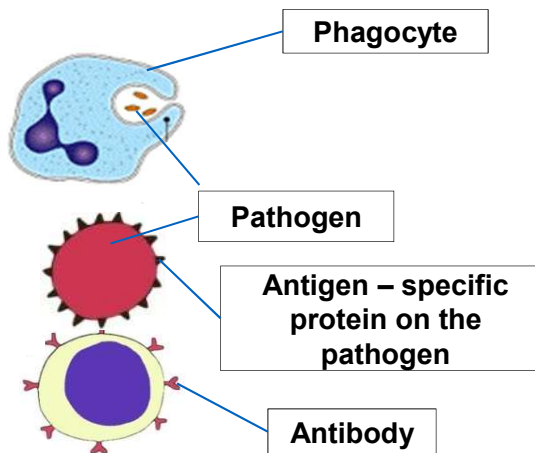
Symptom – a change in body condition.

Transmission- how the pathogen is spread from one organism to another

Eradicate – To remove all of the pathogen from an area.

HUMAN DEFENCE SYSTEMS

NON-SPECIFIC DEFENCES	
Nose	Nasal hairs, sticky mucus and cilia prevent pathogens entering through the nostrils.
Trachea and bronchus	Lined with mucus to trap pathogens. Cilia move the mucus upwards to be swallowed.
Stomach acid	Stomach acid (pH1) kills most ingested pathogens in contaminated food.
Skin	Waterproof barrier. Glands secrete oil which kill microbes



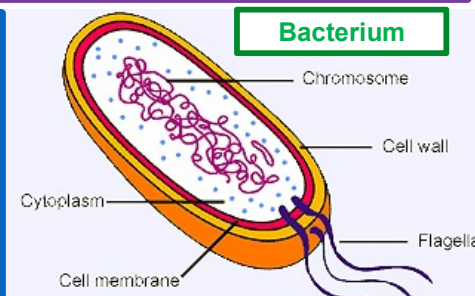
WHITE BLOOD CELLS
Phagocytosis Phagocytes engulf the pathogens
Antibodies Specific proteins that attach to the antigens of pathogens.
Antitoxins Neutralises the toxins produced by bacteria.

DRUGS

Antibiotics e.g. Penicillin	Kill infective bacteria inside the body
Painkillers e.g. Paracetamol	Treat the symptoms of a disease only.

Vaccination	Small amount of inactive pathogen injected	1 st infection by pathogen	White blood cells detect pathogens in the vaccine. Antibodies are released into the blood and a memory is created.
		Re-infection by the same pathogen	Antibodies are made much faster so symptoms don't appear

Edward Jenner – cowpox vaccine



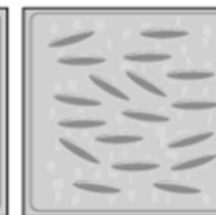
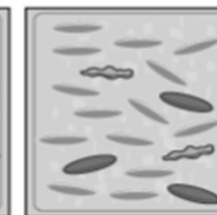
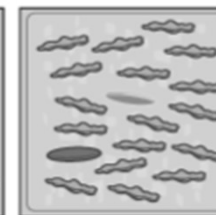
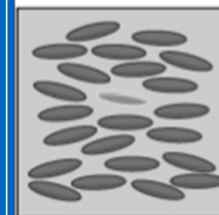
Antibiotic Resistant Bacteria

A bunch of bacteria, including a resistant variety...

...get bathed in antibiotics. Most of the normal bacteria die.

The resistant bacteria multiply and become more common.

Eventually, the entire infection evolves into a resistant strain.



● normal bacterium ● dead bacterium
● resistant bacterium

Pathogens

1. What is a pathogen?
2. What type of pathogen causes salmonella?
3. How do bacteria make you feel ill?
4. How do viruses make you feel ill?
5. Give an example of a disease caused by a virus.
6. What is a symptom?

Human Defenses

7. Describe how the skin stops pathogens entering the body.
8. Which type of non-specific defense kills pathogens in contaminated food?
9. What do you have in your airways to prevent pathogens entering your lungs?
10. What 3 ways do white blood cells defend against pathogens?
11. What is phagocytosis?
12. How do antibodies defend against pathogens?
13. How are bacterial toxins neutralised?

Drugs

15. What type of drug treats a bacterial infection?
16. What is a painkiller, give an example.
18. What is antibiotic resistance?
19. What is a vaccine?
20. Who was the first person to develop a vaccine?

Further Opportunities

1. Describe fully how your body protects you from pathogens. Include both non-specific and specific defences.
2. Describe how bacteria become resistant to antibiotics. Research how this can be prevented.
3. Explain how Edward Jenner discovered the vaccine that eradicated smallpox.

YEAR 8 - PROPORTIONAL REASONING...

Ratio and Scale

@whisto_maths



What do I need to be able to do?

By the end of this unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

Keywords

Ratio: a statement of how two numbers compare

Equal Parts: all parts in the same proportion, or a whole shared equally

Proportion: a statement that links two ratios

Order: to place a number in a determined sequence

Part: a section of a whole

Equivalent: of equal value

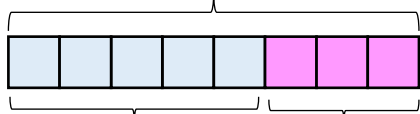
Factors: integers that multiply together to get the original value

Scale: the comparison of something drawn to its actual size.

Representing a ratio

"For every 5 boys there are 3 girls"

This is the "whole" - boys and girls together



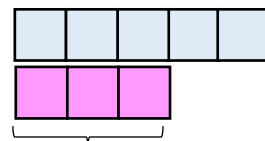
This represents the 5 boys

This represents the 3 girls

5:3

This represents the 5 boys

Double Number Line



This is the "whole" - boys and girls together

This represents the 3 girls

Order is Important

"For every dog there are 2 cats"



Dogs: Cats
1:2

The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat ✗

Simplifying a ratio

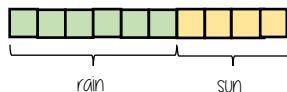
Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

+ by 2 ↓

3:2



Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 the biggest factor (number that multiplies into them is 2)

"For every 3 days of rain there are 2 days of sun" - when this happens twice the ratio becomes 6:4.

Ratio In (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that this part has to be 1 unit. Therefore Divide by 4

4 : 20
1 : 5

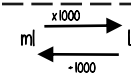
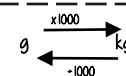
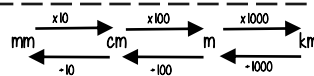
This side has to be divided by 4 too - to keep in proportion

**The n part does not have to be an integer for this type of question

Units are important:

When using a ratio - all parts should be in the same units

Useful Conversions



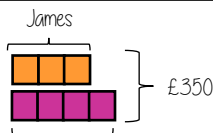
Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4. Work out how much each person earns

Model the Question

James: Lucy

3 : 4



Lucy

£350 ÷ 7 = £50

□ = one part = £50

Find the value of one part

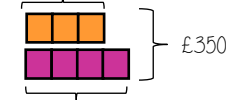
Whole: £350
7 parts to share between (3 James, 4 Lucy)

Put back into the question

James: Lucy

James = 3 x £50 = £150

(x 50) 3 : 4 (x 50)
£150 : £200



Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

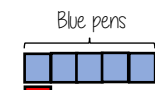
Inside a box are blue and red pens in the ratio 5:1. If there are 10 red pens how many blue pens are there?

Model the Question

Blue: Red

5 : 1

□ = one part = 10 pens

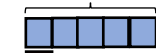


One unit = 10 pens

Put back into the question

Blue pens = 5 x 10 = 50 pens

Blue: Red
(x 10) 5 : 1 (x 10)
50 : 10



Red pens = 1 x 10 = 10 pens

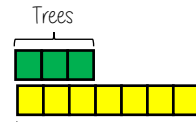
There are 50 Blue Pens

Ratio as a fraction



Trees: Flowers

3 : 7



There are 3 parts for trees

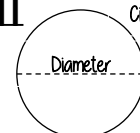
Fraction of trees

Number of parts in group
Total number of parts

3
10

Trees parts 3 + Flower parts 7 = 10

π



Circumference

The ratio of a circles circumference to its diameter

YEAR 8 - PROPORTIONAL REASONING...

Ratio and Scale

@whisto_maths

Representing a Ratio

For every 7 blue beads there are 4 reds.
Represent this as a bar model.

Simplifying a Ratio

Give the following ratios in their simplest form:

20:5

27:36

24: 18: 12

Ratio 1:n (or n:1)

Express the following in the form 1:n

8:24

2:1

5:3

Ratio as a Fraction

Annie and Lily share some money in the ratio 4:3.
What fraction of the money does Lily receive?

Ali, Ben and Cathy share some money in the ratio
6: 9: 10. What fraction of the money does Ben
get?

Sharing a Whole into a Given Ratio

Share £35 in the ratio 2:5.

Share £80 in the ratio 1:3:4

YEAR 8 - PROPORTIONAL REASONING...

Multiplicative Change

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions
- Understand and use scale factors for length

Keywords

Proportion: a statement that links two ratios

Variable: a part that the value can be changed

Axes: horizontal and vertical lines that a graph is plotted around

Approximation: an estimate for a value

Scale Factor: the multiple that increases/ decreases a shape in size

Currency: the system of money used in a particular country

Conversion: the process of changing one variable to another

Scale: the comparison of something drawn to its actual size.

Direct Proportion

As one variable changes the other changes at the same rate.



4 cans of pop = £2.40

4 cans of pop = £2.40
 $\times 0.5$
 2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

This is a multiplicative change

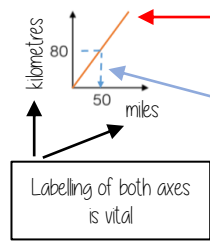
4 cans of pop = £2.40

12 cans of pop = £7.20

Sometimes this is easiest if you work out how much one unit is worth first
 e.g. 1 can of pop = £0.60

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare - then find the associated point by using your graph. Using a ruler helps for accuracy. Showing your conversion lines help as a "check" for solutions

Conversion between currencies

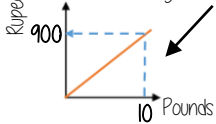


£1 = 90 Rupees

Currency is directly proportional

For every £1 I have 90 Rupees

Currency can be converted using a conversion graph



Convert 630 Rupees into Pounds

£1 = 90 Rupees
 $\times 7$
 £7 = 630 Rupees

Ratio between similar shapes



Angles in similar shapes do not change. e.g. if a triangle gets bigger the angles can not go above 180°

The two rectangles are similar.



Corresponding sides

3m : 4.5m
 1m : 1.5m

8m : 12m
 1m : 1.5m

Note: Simplify to the same ratio

Understand Scale Factor

The two rectangles are similar.



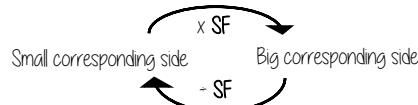
$$3 \times 15 = 45$$

This is a multiplicative change.

Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by:

Bigger corresponding side
Smaller corresponding side



Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm

Image : Real life
 1cm : 30cm
 $\times 10$
 10cm : 300cm

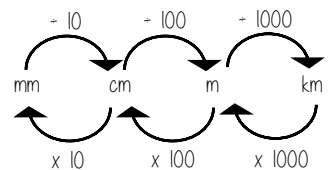


The car in real life is 210cm

Image : Real life
 1cm : 30cm
 $\times 7$
 7cm : 210cm



Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m

1 cm : 25000cm

$$250 \times 100 = 25000$$

For every 1cm on my map is 25000cm in real life



YEAR 8 - PROPORTIONAL REASONING...

@whisto_maths

Multiplicative Change

Direct Proportion

5 pens cost £3.20. What would 1 pen cost?

3 cans of pop cost £2.70. What would 9 cans cost?

2.5kg of apples cost £3.60. What would 3.5kg cost?

Conversion Between Currencies

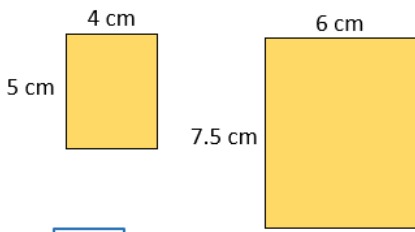
£1 = \$1.20

What would £20 equal in dollars?

What would \$48 equal in pounds?

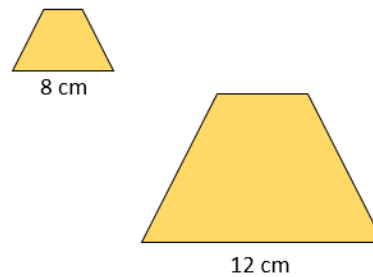
Ratio Between Similar Shapes

Express side lengths as ratios to check whether this pairs of shapes are similar.



Understand Scale Factor

What is the scale factor of enlargement?



Draw and Interpret Scale Diagrams

The scale on a diagram is such that 4 cm represents 1m.

- What does 8 cm represent?
- What does 12 cm represent?
- What does 1 cm represent?
- What does 6.6 cm represent?

Interpret Maps with Scale Factors

Write the ratio in the same unit:

1cm:1m

1cm:4m

1cm:2km

YEAR 8 - PROPORTIONAL REASONING...

Multiplying and Dividing Fractions

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What do I need to be able to do?

By the end of this unit you should be able to:

- Carry out any multiplication or division using fractions and integers.
- Solutions can be modelled, described and reasoned.

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken.

Denominator: the number below the line on a fraction. The number represent the total number of parts.

Whole: a positive number including zero without any decimal or fractional parts.

Commutative: an operation is commutative if changing the order does not change the result.

Unit Fraction: a fraction where the numerator is one and denominator a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Dividend: the amount you want to divide up.

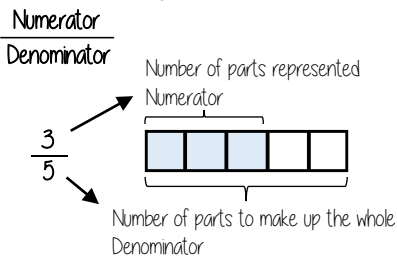
Divisor: the number that divides another number.

Quotient: the answer after we divide one number by another. e.g. dividend ÷ divisor = quotient

Reciprocal: a pair of numbers that multiply together to give 1

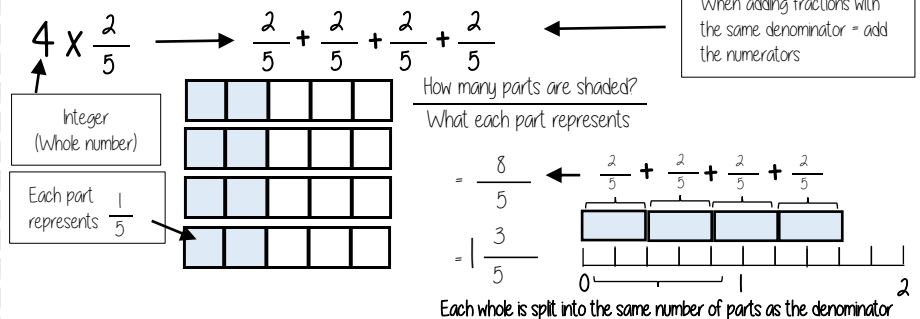


Representing a fraction



ALL PARTS of a fraction are of equal size

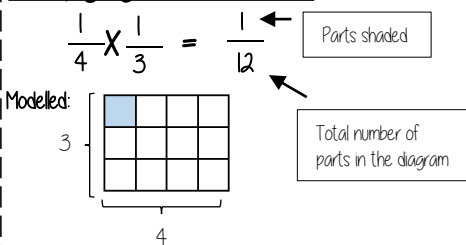
Repeated addition = multiplication by an integer



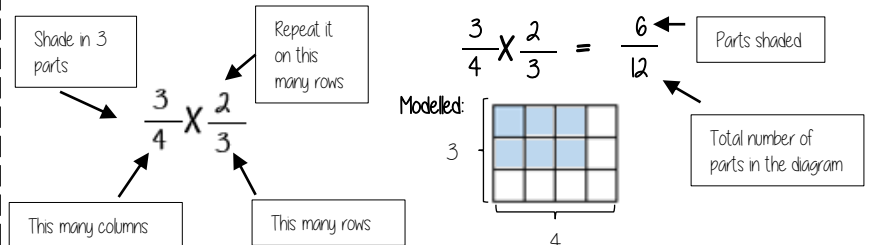
Revisit

When adding fractions with the same denominator = add the numerators

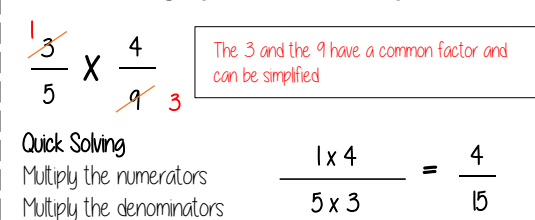
Multiplying unit fractions



Multiplying non-unit fractions

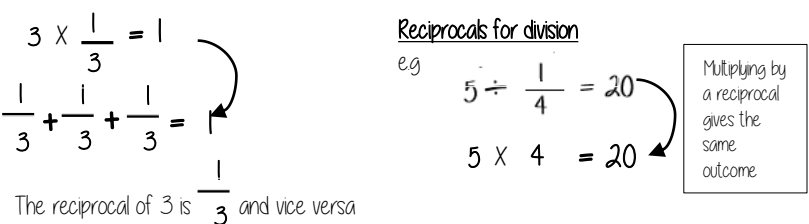


Quick Multiplying and Cancelling down

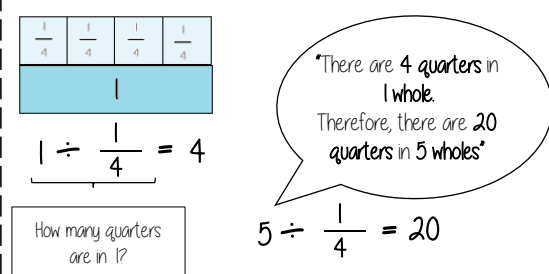


The reciprocal

When you multiply a number by its reciprocal the answer is always 1

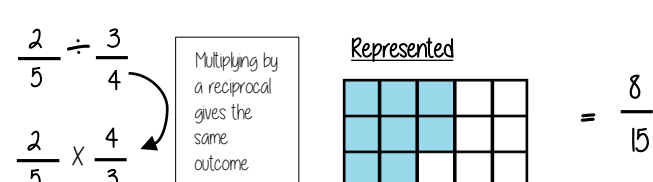


Dividing an integer by an unit fraction



Dividing any fractions

Remember to use reciprocals



YEAR 8 - PROPORTIONAL REASONING...

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Multiplying and Dividing Fractions

Repeated Addition - Multiplication by an Integer

$$5 \times \frac{2}{3}$$

$$3 \times \frac{4}{5}$$

Multiplying Unit Fractions

Calculate:

$$\frac{1}{4} \times \frac{1}{5}$$

$$\frac{1}{7} \times \frac{1}{9}$$

Multiplying Non-Unit Fractions

Calculate:

$$\frac{3}{4} \times \frac{2}{5}$$

$$\frac{5}{7} \times \frac{2}{9}$$

The Reciprocal

What is the reciprocal of 5?

What is the reciprocal of $\frac{2}{3}$?

Dividing an Integer by a Unit Fraction

$$1 \div \frac{1}{7}$$

$$6 \div \frac{1}{5}$$

$$5 \div \frac{1}{8}$$

Dividing Any Fractions

$$\frac{2}{3} \div \frac{1}{6}$$

$$\frac{3}{4} \div \frac{3}{5}$$

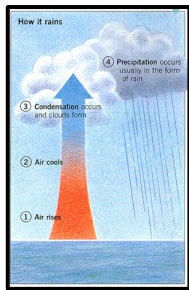
EBACC

1 – Types of rain

For it to rain moist air has to rise and cool to form clouds.

In all cases:

warm, rising air cools so the water vapour condenses. Clouds form and eventually it rains.



Convictional rainfall

Heat radiating from the Earth warms the air making it **less dense so it rises.**

Relief rainfall

Air moving in from the sea is forced to **rise over hills or mountains.**

Frontal rainfall

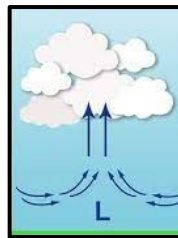
When two air masses meet the air doesn't mix. The warmer, less dense air **rises over the denser, colder air.**

2 – Air pressure

High and low pressure bring different types of weather.

Low pressure weather

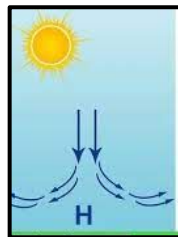
Clouds, rain, strong winds and sometimes thunderstorms and hail.



Clouds form as the air is rising. Winds result from air moving in to fill the gap.

High pressure weather

Clear skies, no rain and no wind. Mornings may have mist, fog, dew or frost.



There are no clouds and no wind because the air is sinking. The air cools overnight so water vapour condenses near the ground creating mist, fog, dew and frost.

3 – Air masses

The source of an air mass affects the weather it brings to the UK.

Over the seas and oceans:

Clouds and rain.

Because the air collects lots of water vapour.

Over continents:

Clear skies and no rain.

Because very little water vapour is collected.

From the north:

Colder temperatures.

Because it travels from the Arctic which is very cold.

From the south:

Warmer temperatures.

Because it travels from northern Africa which is warmer.

Note: From the east is warm in summer but cold in winter.

4 – Beast from the East

This was classed as an extreme weather as it was very different from the usual weather pattern.

Where and when: 1st March 2018, eastern parts of UK, spreading to the west.

Cause: A Polar Continental air mass travelled across the North Sea. It was very cold and picked up lots of water vapour which caused snow.

Impacts: 8000 road accidents in three days, 9 deaths, roads blocked, empty shelves in shops.

Responses: 'Red' weather warning, trains cancelled, airports closed, roads cleared by highways agency, 4X4s took nurses to work, locals brought food and blankets to those trapped in cars.

5- Key terms

Condensing Turning from a gas into a liquid usually due to cooling.

Relief The shape and height of the land.

Evaporating Turning from a liquid into a gas usually due to heating.

Temperature Measurement of heat in the atmosphere.

Air mass A large volume of air, uniform in temperature, moisture and pressure.

Water vapour Water in the form of a gas.

Precipitation Water falling from the sky as rain, hail, sleet or snow.

Dew water drops which condensed on cold surfaces.





1 - Types of rain

1. How many types of rain are there?
2. What has to happen for it to rain?
3. Draw a diagram to show what has to happen for it to rain.
4. Name the three types of rain.
5. With convectional rainfall, why does the air rise?
6. With relief rainfall, why does the air rise?
7. With frontal rainfall, why does the air rise?
8. Use an annotated diagram to describe each type of rainfall. Add these labels to each diagram:
 - Warm air rises
 - Rising air cools
 - Water vapour condenses to form clouds
 - Eventually it rains

2 - Air pressure

1. What impact does air pressure have on the UK?
2. What type of weather does low pressure weather bring?
3. What type of weather does high pressure weather bring?
4. Why does low pressure weather result in cloudy skies?
5. Why does low pressure weather result in strong winds?
6. Why does high pressure weather result in clear skies?
7. Why does high pressure weather bring calm weather (no wind)?
8. Why does high pressure weather result in dew?

3 - Air masses

1. What affects the type of weather an air mass moving over the UK brings?
2. What type of weather do air masses which travel over seas and oceans bring? Why?
3. What type of weather do air masses which travel over continents bring? Why?
4. What type of weather do air masses which travel to the UK from the north bring? Why?
5. What type of weather do air masses which travel to the UK from the south bring? Why?
6. What type of weather do air masses which travel to Britain from the east bring?
7. Draw a sketch map to illustrate how air masses affect the UK.

4 - Beast from the East

1. Why is the Beast from the East described as an extreme weather event?
2. When did the Beast from the East strike?
3. What parts of the UK were affected?
4. What caused the Beast from the East?
5. What impacts did the Beast from the East have?
6. How did people respond to cope with this extreme weather event?
7. Extension questions:
8. Why do you think the impacts were so great?
9. Why might extreme weather events like this become more common in the future?

5 - Key terms

- | | | | |
|------------------------|-------------------------|--------------------------|---------------------------|
| 1. What is condensing? | 3. What is evaporating? | 5. What is an air mass? | 7. What is precipitation? |
| 2. What is relief? | 4. What is temperature? | 6. What is water vapour? | 8. What is dew? |

1 – Types of data

Fieldwork involves the collection of information or data.

Quantitative data

Factual information that can be counted and used in fieldwork. Example: Number of pet owners in each class.

Qualitative data

Opinion-based, but is still useful for geographical investigations. Example: Personal judgement of environmental quality.

Primary data

Information that you collect yourself. Example: measurements of temperatures around the school grounds.

Secondary data

Information that someone else has previously collected and made available. Example: Information from a UK Census on employment in Blackpool.

2 – Enquiry sequence

Fieldwork enquiries in geography have a specific structure

1: Introduction and planning

A question to be answered

Description of methods

Selection of suitable location

Completion of risk assessment

2: Fieldwork

Completion of primary data collection

Secondary research

3: Data presentation

Data collation

Data presentation

4: Data Analysis

Description and explanation of patterns found

5: Conclusions

Reach a conclusion which answers the question

6: Evaluation

Evaluation of the methods, data and conclusions

3 – Sampling techniques

Any good enquiry will require a good quantity and quality of data.

Good quality data will be accurate and avoid bias.

Bias

Holding an opinion which unfairly supports one opinion or idea over another.

Sampling techniques help to avoid bias:

Random sampling

Selecting a person to interview or site to measure, at random. Random sampling is unbiased as particular people or places are not specifically selected.

Systematic sampling

Collecting data in an ordered or regular way, eg every 5 metres or every fifth person.

Stratified sampling

Dividing sampling into groups, eg three sites from each section of coastline, or five people from each age range.

4 – Fieldwork methods

Questionnaires

This is when people are asked what they think. Questionnaires are good at finding out opinions, but they may be less accurate when looking for facts.

Field sketches and photographs

This is when a snapshot of a landscape is taken, either with a camera or by drawing. These provide a good reminder of what a place is like.

Maps

These can be either hand-drawn or information can be added to a basemap. These give spatial information about places from which patterns can be seen. Satellite images and GIS maps are types of map that can be used for fieldwork

Data tables

Taking measurements, counts or making judgements and recording data in a table. The quantity of data affects the quality of the conclusions reached.





1 - Types of data

1. What does fieldwork involve?
2. Name the four types of data
3. What is QUantitative data?
4. What is qualitative data?
5. What is primary data?
6. What is secondary data?
7. Give an example of quantitative data
8. Give an example of qualitative data
9. Give an example of primary data
10. Give an example of secondary data.
11. How are quantitative and qualitative data different?
12. How are primary and secondary data different?.

2 - Enquiry sequence

1. What do fieldwork enquiries have?
2. How many stages are there?
3. What is the first stage? What is done at this stage?
4. What is the second stage? What is done at this stage?
5. What is the third stage? What is done at this stage?
6. What is the fourth stage? What is done at this stage?
7. What is the fifth stage? What is done at this stage?
8. What is the sixth stage? What is done at this stage?
9. Why is it important to carry out a risk assessment?

3 - Sampling techniques

1. What does a good enquiry require?
2. What does good data look like?
3. What is bias?
4. What are the three sampling techniques?
5. What is random sampling?
6. What is systematic sampling?
7. What is stratified sampling?
8. Give an example of random sampling.
9. Give an example of systematic sampling.
10. Give an example of stratified sampling.

4 - Fieldwork methods

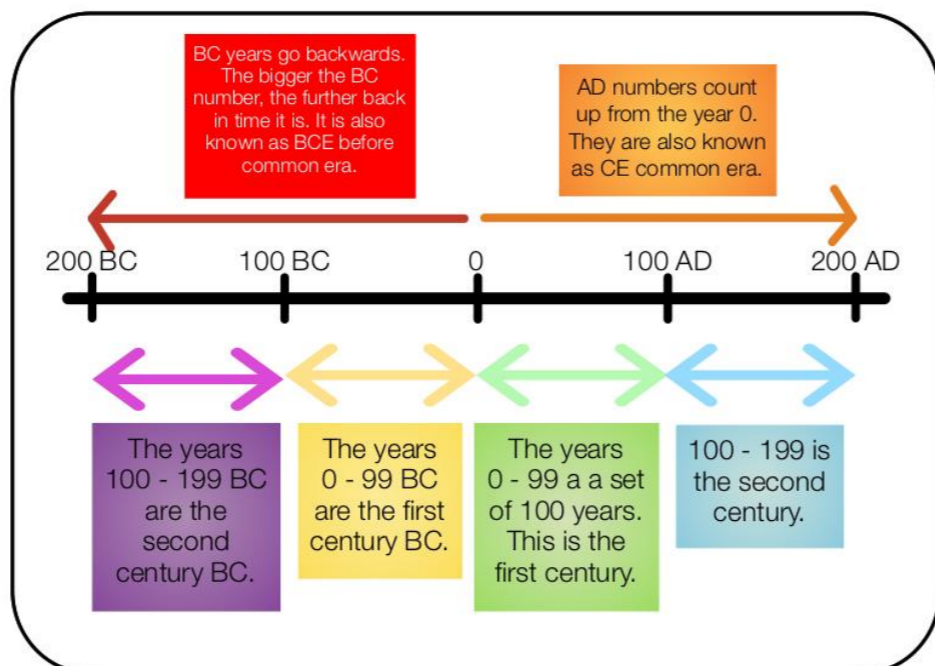
1. How many fieldwork methods are named?
2. What is a questionnaire?
3. What are questionnaires good for?
4. What is the problem with questionnaires?
5. What do field sketches and photographs provide?
6. What do photographs and field sketches help us do?
7. In what two ways can maps be used?
8. What do maps allow us to see?
9. Name two types of maps which can be used for fieldwork.
10. What information can be recorded in data tables?
11. Why is important to collect a good quantity of data in a table?

History Knowledge Organiser

Core skills

Timelines

- When we use timelines we always put dates in chronological order. This is the order they happened in history.
- Some events happened before Jesus was born and we call these BC (Before Christ). More recently they have been called BCE, before common era.
- BC dates come before the year 0. For example, the Roman period started in 753 BC. Seven hundred and fifty three years before Jesus.
- Events that happened after the year 0 we call AD (Anno domini, after Jesus died). More recently they have been called CE - Common Era.
- AD dates do not always have AD written after them but BC dates must have the letters BC after them.



- 1602 - the name 'Blackpoole' first appears on a baptismal register.
- 1767 - the land along the coast was enclosed and plots of land given out.
- 1819 - Henry Banks the 'Father of Blackpool' built the first holiday cottages.
- 29th April 1846 - Talbot Road station brought the railway straight to Blackpool.
- 1860's - Uncle Tom's Cabin was offering refreshments, music and dancing.
- 1863 - North Pier was built. Blackpool Central Railway Station opened.
- 30th May 1868 - Central Pier opened.
- 11th July 1878 - The Winter Gardens opened.
- 1879 - Blackpool illuminations first switched on.
- 29th September 1885 - The first permanent electric street tramway opened.
- 1893 - Victoria Pier (now South Pier) opened.
- 1894 - Blackpool Tower opened. The Grand Theatre opened.
- 1896 - Blackpool Pleasure Beach opened.
- 1932 - Warbreck Water Tower was built.

KEY VOCABULARY/ TERMS

AD / CE, BC / BCE, bias, chronology, timeline, anachronism, evidence, sources, fact, opinion, interpretation, chronological order, buildings, coins, bones, artefacts, oral, pictures, paintings, photographs, diaries, newspapers, letters, decade, century, millennium.

Centuries - top tip

An easy way to remember how to work out centuries is :-

Cover up the last two numbers and add one.

$$1547 \text{ is } 15 \blacksquare + 1 = 16\text{th century}$$

To work out what year is in a century subtract one and then add any number between 00 and 99.

$$20\text{th century is } 20 - 1 = 19$$

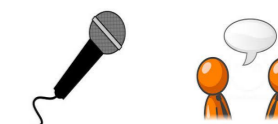
$$1900 - 1999$$

Source Skills - Types of sources

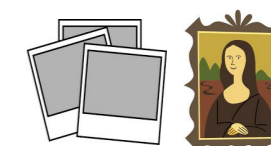
Artefact - objects e.g. bones, buildings and coins.



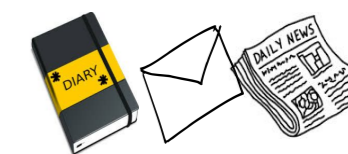
Oral - spoken history e.g. interviews, TV.



Pictures - can include photographs and paintings.



Written - including diaries, letters and newspapers.



History Knowledge Organiser

Core skills

Quiz questions

1	Put these dates in order 2000, 1969, 1974, 250 AD, 505 AD, 1986, 1920, 40 BCE, 2018.	
2	Put these dates in order 1BC, 2011, 2011 BCE, 3, 2BC, 2018 AD, 2018 BCE	
3	Put these dates in order 25BC, 1160, 1520 960 BCE, 1348 AD, 2020 BCF, 1066, 1642	
4	What century is 99 in?	
5	What century is 1973 in?	
6	What century is 2023 in?	
7	What century is 50 in?	
8	What century is 250 BCE in?	
9	What century is 1665 in?	
10	Give a date in the 1st century	
11	Give a date in the 20th century	
12	Give a date in the 43rd century	
13	Give a date in the 2nd century BCE	
14	Give a date in the 10th century BCE	
15	Which came first 1 BCE or 1AD?	
16	Which came first 2015 BCE or 2014 BCE?	
17	Which came first 1666 AD or 1849?	
18	Which came first 0 or 3 BCE?	

RE Knowledge Organiser

Judaism

Key figures

Judaism traces its origins to one man named Abraham, who lived approximately 2000 BC. Jewish people refer to him as Avraham Avinu, meaning 'Our Father', because they think of him as the earliest ancestor of the Jewish people and the founder of the Jewish religion.

The Torah says that God appeared to Abraham and told him he should leave his home and travel to the land of Canaan, which God would give him and his descendants. Abraham was 75 at the time and travelled with his wife Sarai, his nephew Lot and a large group of people who also followed. When he arrived, Abraham honoured God, and God promised Abraham he would have a son to be his heir. Abraham eventually had his heir Isaac, but when he was a teenager God tested Abraham's faith and asked him to sacrifice him. Just as he was about to do this God stopped Abraham, as he had shown unquestioning loyalty.

Around 500 years after Abraham died, his descendants - who called themselves Israelites - had settled in Egypt to escape a drought in Canaan. However, the Pharaoh of Egypt began to feel threatened by them and forced them into slavery. To reduce the population, the Pharaoh ordered that male babies should be killed. In an effort to save her infant son, one Israelite mother hid him among the reeds in a river where he was found by an Egyptian princess. She rescued him and brought him up as her own child, and named him Moses.

Moses is a significant figure in Judaism due to the Exodus of Egypt and also for the events in the aftermath of the Exodus. Moses was the prophet that received the Ten Commandments from God that are still so significant to the Jewish people to this day. When Moses finally led the Israelites to the land God had promised them it was 40 years after they had left Egypt. This was supposedly Canaan, on the bank of the river Jordan. Moses then climbed to a point he could see over the Promised Land and there he died. He was supposedly 120 years old.

The Ten Commandments

The Ten Commandments, of Ten Sayings, are part of the mitzvot. However, these commandments have special significance to the Jewish people. The Ten Commandments were given to the prophet Moses on Mount Saini. They include:

1. You shall have no other Gods before Me.
2. You shall not make idols.
3. You shall not take the Lord's name in vain.
4. Remember the Sabbath day and keep it holy.
5. Honour your Father and your Mother.
6. You shall not murder.
7. You shall not commit adultery.
8. You shall not steal.
9. You shall not witness bear false witness against your neighbor.
10. You shall not covet.

Holy scripture

The Jewish Bible is a collection of 24 separate books. It is called the Tenakh. The Tenakh is divided into the Torah, Nevi'im and Ketuvim.

The Torah means 'law' and consists of five books. It is the most important part of the Tenakh because it contains God's laws and commandments. There are 613 commandments, known as mitzvot. The Torah is so important that Jewish people sometimes refer to the whole of the Tenakh as Torah.

Nevi'im means 'prophet'. This section contains the writings of those people who believed that God had given them messages for the Jewish people.

Ketuvim means 'writings'. The Ketuvim are books of poetry, wise sayings and stories.

Places of worship

The building in which Jewish people worship is called a Synagogue. Some Jewish people may call it a Shul. The word synagogue literally means 'assembly' or 'meeting together' and shul means 'school'. This gives a clue about the function of the synagogue. It is more than just a place of worship. Temples were the original place of worship for Jewish people, however, after the Jewish Temple in Jerusalem was destroyed in 70CE, the religious functions of the Temple were moved to the Synagogue. Some features of a Synagogue include the Bimah, Ner tamid and The Ark. The Bimah is a raised platform containing a table from which the Torah scroll is read. In Orthodox synagogues, it is in the middle of the sanctuary. The Ark is a cupboard where the Torah scrolls are kept and the Ner tamid is a light that burns constantly above the Ark.

The Exodus

The Exodus describes the journey the Israelites took out of Egypt and into Canaan, and literally means 'a journey out'. This is in reference to Moses and the story of him freeing the Israelites from slavery. The Pharaoh of Egypt refused to free the slaves. God, through Moses, punished the Egyptians by sending Ten Plagues, one after the other, until the Pharaoh finally released the Israelites. This was only after the final plague; death to the eldest offspring of every animal, including humans. God told Moses to let the Israelites know to smear lambs blood on their door as a sign for Death to pass over them. At midnight, God killed the firstborn Egyptians, including the Pharaoh's own son.

The story has been turned into many films, including the famous animated version *The Prince of Egypt*.

KEY VOCABULARY/TERMS

Abraham, Moses, Tenakh, Torah, Commandment, Mitzvot, Mount Saini, Prophet, Scripture, Exodus, Pharaoh, Canaan, Israelites, Plague, Ark, Synagogue, Shul, Temple, Sarai, Lot, Descendant, Bimah, Ner Tamid, Orthodox, Idols, Nevi'im, Ketuvim, Jerusalem, River Jordan, Avraham Avinu

Quiz questions

Where do Jewish people worship?

Who is often referred to as Avraham Avinu by the Jewish people?

What does Torah mean?

Which prophet let the Israelites in The Exodus?

What was the name of Abraham's wife and nephew?

What was the final plague God sent down on the Egyptians?

Where did God give Moses the Ten Commandments?

What are the three parts of the Tenakh?

Who rescued Moses when he was a baby?

What is another name a Synagogue might be called?

How many commandments are there in total?

Name a film that is based on the story of the Exodus

How many separate books are there in the Jewish Bible?

Where did God tell Abraham to travel to?

What is the Mitzvot?

How many plagues did God send down on the Egyptians?

Name three features of a Synagogue

Supposedly, how old was Moses when he died?

KS3 Computer Science Modelling Data

Spreadsheets are used for calculations, simple **databases** and **modelling**.

A spreadsheet is made up of rows, columns and cells. Columns are labelled alphabetically, starting at A, and rows are labelled numerically starting at 1. Each cell has a unique cell reference. The first cell in a spreadsheet is A1, A2 is below A1, and B1 is to the right of A1.

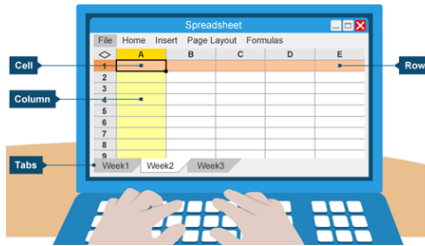
A cell can contain **data**, **labels** and **formulae**.



Google Sheets



MICROSOFT EXCEL



Spreadsheets are perfect for performing calculations with data. To do this you need to write a formula. All formulas start with an equals sign (=). e.g. You could use a **formula** to calculate a total. If one of the values that makes up the total changes, the total updates automatically.

=	used to start formulae/functions
+	addition
-	subtraction
/	division
*	multiplication

fx	=B9+C9		
	B	C	
	5	208	7
	6	69	33
	7	82	54
	8	105	10

More advanced formulas are called **functions**. These are complex formulas created for you. There are many to choose from and also specialist ones designed for particular jobs or areas of expertise.

SUM	adds values in selected cells	=sum()
MIN	finds the smallest value	=min()
MAX	finds the largest value	=max()
AVERAGE	finds the average value	=average()
COUNTA	counts all the cells that are NOT empty	=countA()
COUNTIF	adds up cells that meet a certain rule, e.g. count the number of students that achieved level 6.	=countif()
IF	changes the value of a cell if something is true, e.g. if a customer's total bill is over £100, deduct 10% from their bill.	=if()

Sort & Filter

Sorting data organises it in a specific way e.g. alphabetically



Sort A → Z
Sort Z → A

Filtering data makes it easy for us to find one specific piece of data without having to look through every piece of data

Data vs. Information

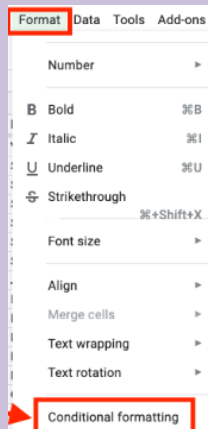
Data = raw facts and figures that make no sense or do not have meaning. Data is words, numbers, dates, images, sounds etc without context.

Information = Data that has been processed by a computer so that it makes sense. Information is a collection of words, numbers, dates, images, sounds etc put into context.

Primary vs Secondary Data Sources

Primary = Data that has been generated by the researcher himself/herself, surveys, interviews, experiments, specially designed for understanding and solving the research problem at hand.

Secondary = Using existing data generated by someone else i.e. from books, the internet, reports etc.



Formatting= Changing the way something looks.

Conditional formatting = where rules are applied to the spreadsheet which change the formatting of cells / data based on conditions. The formatting will change automatically depending on the value of the cell.



SCAN ME

KS3 Computer Science- Modelling Data

What I need to know:

Questions:

- What are spreadsheets used for?
- What 3 things are spreadsheets made up of?
- How are columns and rows labelled?
- What does each cell have to identify it?
- What can a cell contain?
- What do you write in spreadsheets to complete calculations?
- What must all formulae begin with?
- What are the signs for addition, subtraction, multiplication and division?
- What are functions?
- What does SUM do?
- What do MIN and MAX do?
- What does AVERAGE do?
- What does COUNTA do?
- What does COUNTIF do?
- What does IF do?
- What is sorting used for?
- What is filtering used for?
- What is the difference between data and information?
- What is the difference between primary and secondary sources of data?
- What is formatting? Give an example
- What is conditional formatting? Give an example.

Match the keyword to the definition

Formula		1. Facts and figures
Cell reference		2. A tool that fills the selected cells with repeating values or a pattern
Autofill		3. Data that you have collected and that you are using yourself
Data		4. Needed to do a calculation, must start with the = symbol
Information		5. Data that somebody else collected and that you are using
Primary source data		6. Facts and figures that have been organised so that they have meaning
Secondary source data		7. The location of a cell, made up of a column name and a row number

Complete the Bitesize Quiz



Watch a tutorial on how to use Google Sheets



Identify the formula needed

	A	B	C	D
1	14	x	7	= A1 * C1
2	179	+	56	
3	625	-	341	
4	8	x	77	
5	57	÷	6	

Key Words Per Lesson:

Lesson 1: Data, cell, cell reference, row, column, range, select	Lesson 2: Drag handle, autofill, formula, cell reference	Lesson 3: Formula, cell reference, autofill, data, information, source, primary source, secondary source
Lesson 4: Chart, pie chart, bar chart, series, axis/axes, labels, headers, function, maximum, minimum	Lesson 5: Header, filter, average, criterion/criteria, condition	Lesson 6: Conditional Formatting

Prior Knowledge

Avoir To have

J'ai	I have
Tu as	You have
Il a	He has
Elle a	She has
On a	We have
Nous avons	We have
Vous avez	You have
Ils ont	They have
Elles ont	They have

Être to be

Je suis	I am
Tu es	You are
Il est	He is
Elle est	She is
On est	We are
Nous sommes	We are
Vous êtes	You have
Ils sont	They are
Elles sont	They are
C'est	It is
Il y a	There is

Les opinions & raisons Opinions & reasons

J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
Je préfère	I prefer
Je voudrais	I would like
Parce que	because
Car	because
C'est	it is
Ils sont	the are

'er'verbs au présent

Je regarde	I watch
Tu regardes	You watch
Il regarde	He watches
Elle regarde	She watches
On regarde	We watch
Nous regardons	We watch
Vous regardez	You watch
Ils regardent	They watch
Elles regardent	They watch

Present tense 'er' verbs

I watch
You watch
He watches
She watches
We watch
We watch
You watch
They watch
They watch

Conjonctions Connectives

et	and
mais	but
parce que	because
car	because
aussi	also



Dans ma ville

Les opinions

Les verbes

Using 'there is/is not, there are/are not'

Il y a	There is /there are
Il n'y a pas de	There isn't /there aren't
e.g. Il y a un parc	There is a park
Il n'y a pas de parc	There isn't a park

Les opinions ambitieux

Je pense que	I think that
À mon avis	In my opinion
Dans mon opinion	In my opinion
Je veux	I want
Formidable	Amazing
Merveilleux	Marvellous
Chouette	Great
Joli	Pretty
Sympa	Nice
Tu es d'accord?	Do you agree?
Je suis d'accord	I agree

Aller

Je vais	I go
Tu vas	You go
Il/Elle/On va	He/She/We go
Nous allons	We go
Vous allez	You go
Ils/Elles vont	They go

to go

I go
You go
He/She/We go
We go
You go
They go

Pouvoir to be able to (can)

Je peux	I am able
Tu peux	You are able
Il/Elle/On peut	He/she/ we are able
Je peux faire	I am able to do
Je peux avoir	am able to have
Je peux aller	I am able to go

Vouloir

Je veux	I want
Tu veux	You want
Il/Elle/On veut	He/she/we want
Je veux faire	I want to do
Je veux gagner	I want to win
Je veux aller	I want to go
Je voudrais aller	I would like too

to wish/want

I want
You want
He/she/we want
I want to do
I want to win
I want to go
I would like too

Devoir

Je dois	I have to
Tu dois	You have to
Il/Elle/On doit	He/she/we have to
Je dois faire	I have to do
Je dois gagner	I have to win
Je dois aller	I have to go

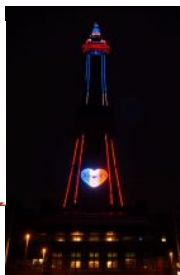
to have to

I have to
You have to
He/she/we have to
I have to do
I have to win
I have to go

Il y a combien de lions?



Il y a six lions



Write a short paragraph describing what there is and is not, in Blackpool.

Use your vocabulary booklet to help you.

Try to also include conjunctions, opinions and reasons.

e.g. Dans ma ville, il y a.....



Choose the correct verb, then translate the sentences into English.

Example: 1 Elle va à la piscine. – She goes/is going to the swimming pool.

- | | |
|---|--|
| 1 Elle vas/va à la piscine. | 6 Vous allez/allons au centre de loisirs? |
| 2 Six personnes va/vont au stade. | 7 Il va/vont au café avec son frère. |
| 3 Je vas/vais souvent au cinéma. | 8 On va/vais tous les weekends au parc. |
| 4 Tu vas/va à la patinoire. | 9 Nous allez/allons au chât |
| 5 Elles allons/vont tous les jours au centre commercial. | |



Translate the following sentences into French.

Example : I think that Blackpool is great!

Je pense que Blackpool est chouette!

- In my opinion, Blackpool is nice.
- In my opinion, Blackpool is rubbish.
- I think that Blackpool is marvellous.
- I think that Blackpool is pretty.
- In my opinion, Blackpool is amazing. Do you agree?
- I agree, I don't like Blackpool because it is rubbish.

Qu'est-ce qu'il y a dans la photo? Écris 4 phrases en français.
What is in the photograph? Write 4 sentences in French.



Read the text below and say whether the sentence in English are true (vrai) or false (faux).

Salut Nadia!

Je vais déménager demain! Je vais habiter maintenant dans une petite maison, dans une grande ville. C'est une maison de six pièces. Dans la ville il y a un grand parc, un stade de foot mais il n'y a pas de piscine.

J'aime ma nouvelle maison, mais je voudrais habiter dans un vieux château avec un très grand jardin où on peut jouer au tennis. Yasmine

- Yasmine is going to live in a small house in town.
- There are seven rooms in the house.
- In the town there is a swimming pool
- She would like to live in an old castle.
- She would like to have a garden where she can play tennis.



INNOVATION

KS3 | BADMINTON BASIC SKILLS



Big picture: To develop knowledge and understanding of the basic rules in badminton

Types of Shots

Low Forehand Serve

The low serve is an extremely effective way to start the game. It prevents the opponent from playing an attacking shot and forces him to hit upward. The forehand low serve is not used as often as the backhand low serve. The three key steps are the preparation, the shot and the recovery.

Serving and Returns

To execute this badminton serve return properly, you'll first need to hold your racket strings parallel to the net. Then, hit the shuttle towards the top of the net without letting it drop too low. When done correctly, this strategy will send the shuttle spiralling out of control after it rolls over the top of the net!

Underarm Clear (lob)

The underhand clear, also known as a lob, is an effective shot to drive the opponent into the rear court. It is played from the forecourt to the opponent's rear court. The underarm clear is a defensive shot and it is generally used to counter a drop shot.

Forehand Smash and Block

The smash shot is hit with power and speed downward into the opponent's court. The angle and the steepness of the shuttlecock's trajectory make it hard for the opponent to retrieve and return.

Forehand Drive

The forehand drive is an attacking shot that is usually played from the sides of the court when the shuttlecock has fallen too low for it to be returned with a smash.

Singles/Doubles

Singles vs Doubles play

There are many similarities and differences between singles and doubles.

Differences

Singles

- 2 players on the court
- Service (back lines)
- Open play (no side lines)

Doubles

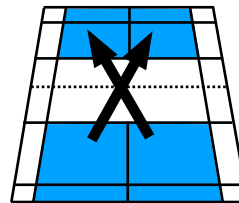
- 4 players on the court
- Service (back lines)
- Open play (all in)

Similarities

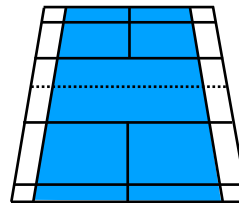
- Played to 21 points
- Equipment
- Behind the service line
- Hitting the shuttle once

Singles

During serve

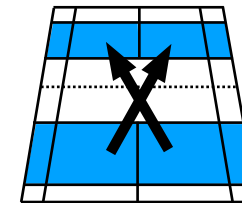


After serve

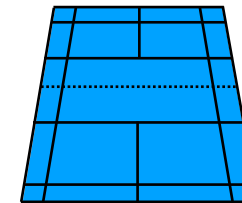


Doubles

During serve



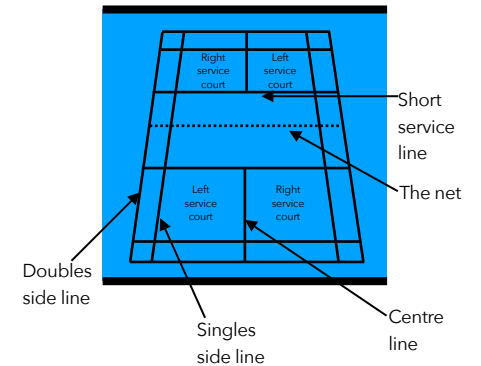
After serve



The court

The court markings

Here is a labelled image of the court markings:



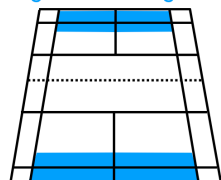
Shot Areas

The clear

1. Move into position and get behind the shuttle.
2. Raise your Racket Arm and Non-Racket Arm.
3. Your body should face sideways with your feet pointing slightly sideways.
4. Commence your Forehand Stroke.
5. Take the shuttle at the Highest Point possible.
6. Complete a Full Arm Swing.

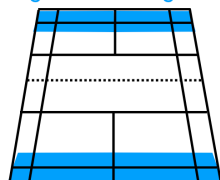
Singles

High Clear Landing Area



Doubles

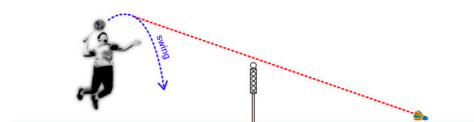
High Clear Landing Area



The Smash

1. Move into position and get behind the shuttle.
2. Raise your Racket Arm and Non-Racket Arm.
3. Your body should face sideways with your feet pointing slightly sideways.
4. Commence your Forehand Stroke.
5. Take the shuttle at the Highest Point possible.
6. Complete a Full Arm Swing with a downwards trajectory.

Smash



The Drive

1. Move into position and get behind the shuttle.
2. Raise your Racket Arm and Non-Racket Arm.
3. Your body should face sideways with your feet pointing slightly sideways.
4. Commence your Forehand Stroke.
5. Take the shuttle at the Highest Point possible.
6. Complete a Full Arm Swing with a flat trajectory.
7. The shuttle should be aimed at the opponents body.



HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/ home learning on this topic

Key Questions



1. What area of the court should the low forehand serve be aimed at?
2. What are the key teaching points for the low forehand serve?
3. What sort of the court should you look to return the shuttle too?
4. What area of the court should you aim for with the underarm clear?
5. Describe the key teaching points for the underarm clear.
6. What does trajectory mean?
7. What are the key teaching points for the smash shot?
8. Explain why the smash shot is an attacking shot.
9. What area of the court should the smash shot be aimed at?
10. Describe why the drive shot can be used as an attacking and defensive shot.
11. Describe how to perform the drive shot explaining the key teaching points.
12. What different ways can you perform the short serve?
13. Why is the short serve used more in doubles than singles?
14. What are the rules for serving (making contact with the shuttle)?
15. Why is a high clear effective?

Key Terms



Forehand - *noun*

a stroke played with the palm of the hand facing in the direction of the stroke.

Service - *noun*

the shot that starts a play or rally.

Smash shot - *noun*

offensive shot shot fired from a high point and travels down steeply towards your opponent.

Attacking shot - *noun*

Attacking shots or offensive shots take the game to the opponent and put them under pressure or win points.

Drive shot - *noun*

hit hard on a horizontal or slightly downward path, usually played down the sidelines of the court.

High clear - *noun*

a defensive shot, while the flatter attacking clear is used offensively.

Youtube Links



The Rules of Badminton - EXPLAINED! - [Ninh Ly](https://youtu.be/UyLi-TbcFc)
<https://youtu.be/UyLi-TbcFc>

Serving and returning -

<https://www.youtube.com/watch?v=n1oDoTLV3rY>

Low Forehand Serve-

<https://www.youtube.com/watch?v=oQuVFhnYHtl&t=15s>

Underarm Clear (lob)-

<https://www.youtube.com/watch?v=in24YZmG9ys>

The Smash Shot -

<https://www.youtube.com/watch?v=vfi4HlxgpQU>

Forehand Drive -

<https://www.youtube.com/watch?v=SoRlxfSVQpk>

Returning the Serve-

<https://www.youtube.com/watch?v=SHBT4C4bSng>

Returning the Serve-

<https://www.youtube.com/watch?v=SHBT4C4bSng>

KS3 | NETBALL RULES & SKILLS



Big picture: Demonstrate more complex movements with fluidity, timing and control

Recap Rules/Skills

Objective of Netball

The objective of a game of netball is to score more goals than the opposition. Goals are scored when the ball is passed to team members in the goal circle who then shoot the ball through the goal ring.

Netball ready

Balls of your feet light jumps preparing to excrete into different directions. Hands in a W shape ready to catch the ball

Distance

In netball it is important to stand 0.9 (1meter) away from the person holding the ball. Netball is a non contact game therefore this would be classed as a fault.

Pivot

The landing foot must remain where it first landed. You can move the second foot which you did not land on. The second foot is also known as the pivoting foot, you can rotate around in a circle using this foot to push off from.

Footwork

Both feet or one foot must be grounded when landing. If you landed on a single foot that must not move. If you land 2 feet you can decide which foot to move.

Passing

Chest Pass

- Hands in W shape behind the ball.
- Hold in front of the chest.
- Step in the direction of the pass.
- Flick wrists and extend your arms until they are fully extended

Bounce Pass

- Hands in W shape behind the ball.
- Hold in front of the chest.
- Step in the direction of the pass.
- Perform chest pass, aim the ball to bounce $\frac{3}{4}$ of the direction you are passing in

Overhead Pass

- Hold the ball above the forehead.
- Balanced stance, feet shoulder width apart.
- Extend arms towards the target and release the ball.

Change of direction

Passing and moving is an effective way of quickly moving the ball towards the goal third. To pass and move effectively it is important that

Repossession

When you accidentally or deliberately drop the ball and try to regain possession by picking the ball up. A free pass is awarded for this.

Attacking

The single dodge

When a player drops their shoulder one way and changes directly quickly to get in front of the defender.

The double dodge

When a player drops their shoulder one way then the opposite and changes direction quickly to get in front of the defender

Shooting

- Bend your knees
- Feet hip width apart
- Elbows at 90 degrees
- Strongest hand to hold the ball
- Weaker hand, supports the ball with fingertips
- Flick your wrists
- Follow through, extending arms above



Top tip: It helps to imagine a cone is on top of the net to give you a target to aim for.

Defending

Interception

Interception is when a defending play interrupts the play of the other team. They can do this by catching the ball or knocking the ball away/out of play.

This is used to stop the opposition from getting closer to the attacking third and scoring.

Marking the player

They haven't got the ball yet but you can still man-mark them

- Stand in front of the attacker and slightly to one side them, so you can see the rest of the court.
- On the balls of your side, moving side to side.
- Keep the ball in sight as well as the player

Marking the ball

Your player's received the ball and now you're up close to make life difficult for them



- One hand reaching towards the ball
- Lean forward
- Make sure you feet are at least 1m away

Marking the space

Anticipating the pass and preparing to drive in front to snatch it away

HOMework | SUPPORT | UNDERSTANDING

These questions, key terms and links can all be used for homework/home learning on this topic

Key Questions



1. Why are the basic rules in netball?
2. How is the game restarted if the footwork rule is broken?
3. What happens when the contact rule is broken?
4. What is the difference between contact and obstruction?
5. What does a stable body position (netball ready) look like?
6. What shape should your hands make on the ball?
7. Explain how you distribute your weight when passing the ball?
8. What happens when the ball is bounced on the floor?
9. When should you move into a space?
10. What does the word rebound mean in shooting?

Key Terms



Pivot - *noun*

Turning around whilst keeping one foot planted.

Repossession- *noun*

the action of retaking possession of something

Footwork - *noun*

the manner in which one moves one's feet.

Marking - *noun*

The act of sticking with a player to avoid opposition from gaining any advantage

Shooting - *noun*

An act of scoring or attempting to score .

Interception - *noun*

The action or fact of preventing someone or something from continuing to a destination.

Dodge– *verb*

avoid (someone or something) by a sudden quick movement.

Youtube Links



The Dodge - [LINK](#)

Shooting [LINK](#)

Marking [LINK](#)

Court [LINK](#)

Over a third [LINK](#)

Passing [LINK](#)

Rules Overview [LINK](#)

Interception [LINK](#)

What are Nutrients?

Nutrients are the building blocks that make up food and have specific and important roles to play in the body. Some nutrients provide energy while others are essential for growth and maintenance of the body.

Macro Nutrient	Role in the body	Food Example
Carbohydrate	The main source of energy for the body.	Bread, rice, pasta, potatoes
Protein	Provides the body with growth and repair.	Meat, poultry, beans, eggs, lentils, tofu, fish
Fat	Provides the body with insulation and a small amount protects vital organs. Provides essential fatty acids for the body.	Butter, oil, cheese, cream, nuts, oily fish, crisps

Wider thinking / further reading:

www.foodafactoflife.org.uk www.grainchain.com

Vitamin	Role in the body	Food examples
A	Helps to keep the eyes healthy and strengthen the immune system.	Dark green leafy vegetables, carrots, liver
B	Helps to release the energy from the food we eat.	Bread, milk, cereals, fish, meat
C	Help with skin healing and healthy skin. Help with the absorption of Iron.	Fresh fruit, broccoli, tomatoes
D	Important for absorbing calcium and help with healthy bone structure.	Oily fish, eggs, butter, Action of sunlight on the skin. (Sunshine)

Vitamins -Help to keep our immune system up and help our body to stay healthy – they are important for body maintenance.

Mineral	Role in the body	Food Examples
Calcium	Important for strong teeth and bones. It also helps with blood clotting.	Milk, yoghurt, soya, dark green leafy vegetables
Iron	Needed for red blood cells which help to transport oxygen around the body.	Nuts, whole grains, dark green leafy vegetables, meat, liver

Minerals- Help to keep our immune system high and help our body to stay healthy. Vitamins and minerals are Micronutrients.

Use the information to answer the questions in your reflection log.
Use full sentences.

1. What are nutrients?
2. What is the role of carbohydrate in the body?
3. What food provide the body with carbohydrate?
4. What is the role of protein in the diet?
5. What foods provide protein?
6. What nutrient provides essential fatty acids to the body?
7. What nutrient is provided by butter, oil, cheese, cream, nuts, oily fish and crisps?
8. Which mineral is needed for red blood cells and helps transport oxygen around the body.
9. Which vitamin can the body get from the action of sunlight on the skin?
10. What foods need to be eaten to get vitamin C?

Wider thinking / further reading:

www.foodafactoflife.org.uk

www.grainchain.com



KEY VOCABULARY/ TERMS

Learn the spelling of each word and look up any you do not know.

Nutrient	Micronutrient	Macronutrient	Vitamin
Mineral	Protein	Carbohydrate	Fat
Calcium	Iron	Energy	Obesity



Inspirational theme: Mexican Day of the Dead

The Day of the Dead is not Halloween. The Day of the Dead and Halloween are celebrated at the same time of year, but they are very different.

The Day of the Dead is celebrated on November 1st and 2nd.

The Day of the Dead is not a sad tradition. It is a festive time to remember and honour family and friends who have died.

The Day of the Dead is a Mexican celebration. The Day of the Dead originated in Mexico. It is also celebrated in parts of Latin America and the United States.

As a part of the Day of the Dead celebration, families build altars in their homes for loved ones who have died.

Day of the Dead altars have many traditional elements. A few the essential elements are candles, marigolds, a photo, sugar skulls, water, food and cut paper decorations.

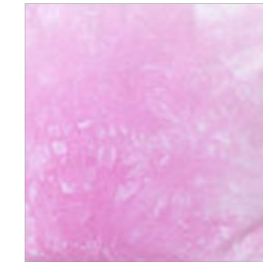
Brightly coloured skulls are used to decorate Day of the Dead altars. They are made of sugar or pottery.

The Day of the Dead is sometimes celebrated in graveyards. In some areas, families decorate the graves of their loved ones. They stay up all night celebrating and telling stories about the people who have died.



Tie Dye

Resist patterns



Random



Circles



Tied in objects



Lines

KEY VOCABULARY/ TERMS

Learn the spelling of each word and look up any you do not know.

Transfer paint – a special paint that is used to paint a design onto paper and then transferred onto fabric using the heat press.

Tie dye – fabric is tied up using elastic bands and then placed in a bucket of dye. When untied it will have produced a pattern.

Cotton – a natural fibre grown on a cotton plant is woven to produce cotton fabric. It absorbs dye very well.

Resist pattern – patterns that are created using a barrier such as elastic bands or wax to form a shield from the dye.

Heat press – used instead of an iron to transfer the design from paper to fabric.

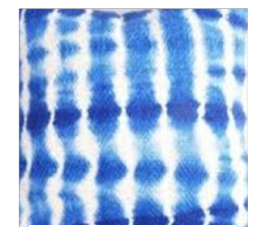
Polyester – a synthetic (manmade) fabric that is used for transfer printing. Produces bright colours when used for transfer printing.

List some interesting facts about the Mexican Day of the Dead Festival.



Name the four patterns of tie dye

Resist patterns



KEY VOCABULARY/ TERMS Explain the definition.

Learn the spelling of each word and look up any you do not know.

Transfer paint

Tie dye




Cotton

Resist pattern

Heat press

Polyester

PORTRAIT ARTISTS

	<p>Hans Holbein A German artist and printmaker who worked in a Northern Renaissance style. He is best known as one of the greatest portraitists of the 16th century. By 1535, he was King's Painter to King Henry VIII, for whom he painted many portraits.</p>	<p>Amedeo Modigliani Amedeo Modigliani was an Italian painter and sculptor who worked mainly in France. He died at age 35 in Paris of tubercular meningitis, exacerbated by poverty, overwork and addiction to alcohol and narcotics.</p>	<p>Friedensreich Hundertwasser An Austrian artist, born in Vienna. He became one of the best known contemporary Austrian artists through his original and unruly artistic visions.</p>
	<p>He produced not only portraits and festive decorations, but designs for jewellery, plate, and other precious objects. His portraits of the royal family and nobles are a record of the court in the years when Henry VIII was asserting his supremacy over the English church. He quickly gained a reputation as having the ability to produce very accurate likenesses of people and including great detail in his images.</p>	<p>He became famous for his unique style of portraiture. He produced paintings and sculptures in a modern style, characterized by simplified mask-like faces with stretched features. The detail in his portraits was simplified, but they were still recognisable as people.</p>	<p>At first look, his work looks very childlike. On closer inspection it can be seen that his images are built up from complicated, brightly coloured patterns. He was able to express himself in pictorial art, environmentalism, philosophy, building designs, postage stamps, flags, and clothing (among other areas). The common themes in his work utilised bright colours, organic forms, combinations of humans with nature and a strong individualism, rejecting straight lines.</p>
	<p>1497 – 1543</p>	<p>1884 – 1920</p>	<p>1928 – 2000</p>

KEY VOCABULARY

Portrait – A picture of a person or somebody's face.
 Realistic – Something that looks correct.
 Simplified – To make something less complicated.
 Imaginative – The ability to create something original.

ASSESSMENT CRITERIA

Creativity - How you use and experiment with a range of materials to produce images.
 Critical Understanding - How you have used the ideas of artists to develop your own work.

Write 3 relevant facts about each artist

Holbein:

Modigliani:

Hundertwasser:

Write the definitions for these words

- Portrait –
- Realistic –
- Simplified –
- Imaginative –

Write about your likes/dislikes of the different artist's work



Holbein:



Modigliani:



Hundertwasser:

