

KNOWLEDGE ORGANISER YEAR 8 2023/2024

Name:

Student Number:

C3



Every day all students at DAA are expected to be the best they can be.

All students are expected to achieve their mission as detailed below and strive for this every day by giving 100% at all times.

“At DAA, I developed good moral principles and achieved exceptional outcomes that enabled me to have ambitious life choices”

During their time with us they will achieve this through their industry by showing hard work and resilience in all that they do every day.

Our core values are:

Happiness

The joy of life and learning. In the context of your emotional state, including positive and pleasant emotions ranging from contentment to intense joy. It is important you to have a grasp on your own happiness and well-being and your capacity to influence other people's happiness and well being

Industry

(Hard work & resilience) – This is how hard you work and how you overcome the challenges you face in your learning and life; if you can rise to the challenge when it matters you will be successful.

Responsibility

This is being accountable for the choices that you make and making the right choices to be organised, behave properly and achieve as much as you can. Taking responsibility for your learning will help you to be successful at DAA.

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CYCLE 3 SPELLINGS

WEEK 2	
1. Foreshadow	When a writer hints at what is to come.
2. juxtaposition	Two ideas close together to highlight differences .
3. montage	A series of images or very short scenes.
4. patriarchal	Ruled or controlled by men .
5. migrant	A person who has moved from one place to another to live.
6. omnipotence	All-powerful .
7. hypothesis	A prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. polytheist	Believing in many Gods .
10. pollination	The transfer of pollen.

WEEK 4	
1. protagonist	The main character in a play
2. emigration	When someone leaves a country or location.
3. climate	Average weather conditions over a period of time .
4. architecture	The design and construction of buildings .
5. covenant	A serious promise .
6. oviducts	Carry egg cells away from the ovary.
7. accent	The way of pronouncing words associated with an area or place .
8. melodrama	Exaggerated emotional plays.
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 3	
1. chorus	Actors performing as a group .
2. dialect	Vocabulary specific to a particular group or area .
3. immigration	When someone moves into a country or location.
4. conquest	Taking over land in an area usually by force .
5. proportion	The size, shape or level of something.
6. segregation	Separating people based on race, class and social factors.
7. omniscience	All-knowing .
8. monotheism	Belief in one God.
9. Monarchy	Country where the Head of State is King or Queen .
10. germination	When a seed starts to grow .

WEEK 5	
1. motif	An idea or theme that is frequently repeated
2. refugee	A person who has been forced to migrate .
3. stakeholder	A person or organisation with an interest in something.
4. composition	The way elements of artwork are arranged or combined .
5. stewardship	To look after the world and each other.
6. faith	Having trust in someone.
7. prejudice	A preconceived opinion not based on reason or experience.
8. corrosive	Destroys living tissue such as skin and eyes.
9. culture	Ideas, customs and social behaviour of a group of people.
10. ensemble	A musical group e.g. orchestra, brass band, choir.

WEEK 6	
1. Tragedy	A play where main characters experience reversal of fortune
2. conquer	To overcome and take control of a place or people by force .
3. legacy	The long-lasting impact of particular events, actions or people.
4. tableux	A frozen picture that tells a story.
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. factors	The numbers that can be divided into that number.
8. gesture	An expression or movement of the body.
9. interpretation	A way someone has understood and explained the past .
10. fetus	Name given to an unborn baby .

WEEK 7	
1. soliloquy	When a character speaks directly to the audience .
2. Kingdom	An area ruled by a monarch (King or Queen).
3. tribe	Group of people who live and work together in a shared area .
4. uterus	Where a baby grows for 9 months.
5. systemic	Implies problems are rooted in the way systems are set up.
6. evaluation	Making a judgement about something.
7. migration	Moving from one place to another to live
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. texture	The feel, appearance, or consistency of a surface.

WEEK 8	
1. Foreshadow	When a writer hints at what is to come.
2. juxtaposition	Two ideas close together to highlight differences .
3. montage	A series of images or very short scenes.
4. patriarchal	Ruled or controlled by men .
5. migrant	A person who has moved from one place to another to live.
6. omnipotence	All-powerful .
7. hypothesis	A prediction about what you think will happen.
8. exodus	A journey .
9. polytheist	Believing in many Gods .
10. pollination	The transfer of pollen.

WEEK 9	
1. chorus	Actors performing as a group .
2. dialect	Vocabulary specific to a particular group or area .
3. immigration	When someone moves into a country or location.
4. conquest	Taking over land in an area usually by force .
5. proportion	The size, shape or level of something.
6. segregation	Separating people based on race, class and social factors.
7. omniscience	All-knowing .
8. monotheism	Belief in one God.
9. Monarchy	Country where the Head of State is King or Queen .
10. germination	When a seed starts to grow .

WEEK 10	
1. motifs	A recurring subject, image, theme or idea within a text.
2. distillation	Selective boiling and condensation of a component in a liquid.
3. chlorine	Used to purify water.
4. crucifixion	The killing of Jesus / suffering on a cross .
5. motif	A theme or idea that is frequently repeated .
6. grenades	Explosives thrown by hand.
7. foreshadow	When a writer hints at what is to come.
8. estimate	Rough calculation of the value, number or quantity of something.
9. gradient	How steep a line is (divide distance up by distance across.)
10. criticism	The expression of disapproval of someone or something.

WEEK 12	
1. agility	Ability to move quickly and easily.
2. element	A substance made up of one type of atom.
3. erosion	The wearing away and removal of material.
4. ammunition	Projectiles fired from weapons.
5. salvation	To save the soul from sin .
6. communism	State control of goods and services.
7. deportation	Forcing someone to leave a country.
8. legislation	The process of making or enacting laws .
9. equilateral	Having all its sides the same length .
10. illusion	A deceptive appearance or impression.

WEEK 11	
1. hamartia	The flaw of a hero which leads to their tragic downfall .
2. chromatography	Separates a mixture of coloured liquids.
3. weathering	Natural process causing the breakdown of rocks.
4. stewardship	Humans are carers of the Earth .
5. collectivisation	The state merges several independent businesses into one.
6. morale	Feeling of goodwill or hope .
7. stalemate	Complete inability to move or gain land.
8. foreign	External to one's own country or nation.
9. feasible	Possible to do easily or conveniently.
10. parapet	Position where soldiers can fire from trenches.

WEEK 13	
1. abrasion	The wearing away of cliffs.
2. compound	A substance made of 2+ types of atom and chemically joined .
3. attrition	Erosion caused when rocks are broken into smaller pieces.
4. trinity	God is the father, holy spirit and son.
5. resurrection	Jesus raised from the dead .
6. liberty	Freedom from oppression.
7. abdication	The act of the monarch leaving the throne.
8. deterrent	Something that discourages someone from doing something.
9. denominator	The bottom part of a fraction .
10. artillery	Larger guns.

WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.

WEEK 12	WEEK 13	NOTES
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	

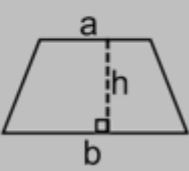
Poetic language	Meaning	Poetic structures and forms	Meaning
SECTION 1: Simile	A comparison between two ideas or objects made using the words “like” or “as.”	SECTION 4: Couplet	A pair of rhyming lines which follow on from one another.
Metaphor	A comparison – made directly or indirectly. These comparisons are not meant literally and are examples of imagery.	Rhyme	The repetition of syllable sounds – usually at the ends of lines, but sometimes in the middle of a line (called internal rhyme).
Personification	Giving human characteristics to something which is not human.	Stanza	A group of lines separated from others in a poem.
Sibilance	Repeated “S” sounds – most often caused by “s” “ss” and “c.” These can be harsh, smooth or sickly.	Enjambment	The running over of a sentence from one line to the next without a piece of punctuation at the end of the line.
Alliteration	A repetition of consonant sounds.	Caesura	A stop or a pause in a line of poetry – usually caused by punctuation.
Plosive	“b,” “p,” “t” and “d” sounds – which can be harsh, aggressive or shocking.	Blank verse	Poetry written in non-rhyming, ten syllable lines.
Onomatopoeia	Words which attempt to imitate sounds.		
SECTION 2: Assonance	A repetition of vowel sounds.	SECTION FIVE: Elegy	A form of poetry which is about the death of its subject.
Anaphora	A repetition of words, phrases or clauses.	Dramatic monologue	A poem in which an imagined speaker address the reader.
Juxtaposition	Two things being placed close together for contrasting effect.	End stopped	A line of poetry ending in a piece of punctuation which results in a pause.
Oxymoron	A figure of speech in which two contradictory things are placed together in a way which makes peculiar sense. For example, “friendly fire.”	Epigraph	A quotation from another text, included in a poem.
Semantic field	A set of words relating to the same topic. “Foul” and “Shot” would appear in the semantic field of sports.	Lyric	An emotional, rhyming poem, most often describing the emotions caused by a specific event.
Antithesis	Placing contrasting ideas together.	Ode	A formal poem which is written to celebrate a person, place, object or idea.
Ambiguity	A word, phrase or situation where there are two or more possible meanings and it is unclear which is the correct one.	Parody	A comic imitation of another writer’s work.
Anachronism	A person or object placed in an inappropriate time.	Quatrain	A four line stanza.
SECTION 3: Cliché	An overused phrase or saying	SECTION SIX: Sestet	A six line stanza.
Hyperbole	Exaggeration.	Sonnet	A fourteen line poem, with variable rhyme scheme, usually on the topic of love for a person, object or situation.
Irony	A use of words to mean something very different from what they appear to mean.	Free verse	Non-rhyming, non-rhythmical poetry which follows the rhythms of natural speech.
Litotes	Deliberate understatement for effect – the opposite of hyperbole.	Volta	A turning point in the line of thought or argument in poem.
Metonymy	A related item or attribute is use to replace the word normally used. For example, “suit” used to replace businessman.	<h1>CELEBRATION AND DIFFERENCE</h1>	
Pathetic fallacy	When a character’s feelings, thoughts or emotions are displayed through the environment around them. For example, when a character is depressed and it is raining.		
Persona/Narrative voice	The voice/speaker of the poem who is different from the writer.		
Protagonist	The main character in a poem.		

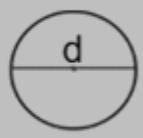
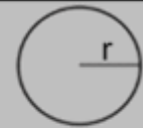
Poetic Movements	Features and poets	Thoughts/feelings which could be conveyed	Key poets
SECTION 1: Heroes and Legends 7 th /8 th C BC > 14 th C	From the days of Ancient Greece, Rome and then The Middle Ages, oracles told stories that centred around mythological creatures and characters. Often these characters were already well known and famous from Greek myths. These characters often went on long journeys and the poems reflected this narrative and were called the Epics. Within these stories, the protagonist is a hero who goes through an immense struggle and overcomes battles with their bravery.	Being inspired Commemorating something	Homer
SECTION 2: Renaissance 14 th > 17 th C	The Renaissance period began in Italy around the 14 th century and lasted up until the 17 th century. During the Renaissance Era the goal of the poet was to capture the essence of beauty in the modern world. There was a focus in art and literature on beauty, aesthetics and wit. Many poems took influence from the Italian sonnets (love poems).	Celebrating something	Shakespeare Marlowe
SECTION 3: Enlightenment 18 th C	The Enlightenment – the great 'Age of Reason' – is defined as the period of rigorous scientific, political and philosophical discourse that characterised European society during the 'long' 18th century. It is characterised by scepticism and emphasises education; it also includes works of satire. It was during this era advances in printing and literacy rates led to the rise of the novel.	Melancholy	Milton Swift
SECTION 4: Romantics 19 th C	The Romantic poets stressed on imagination, passion, emotion, nature and lives of common men which became the features of Romantic poetry. This is quite different from the stories of mythological creatures, heroes and kings that came before! Oftentimes, it is thought that the Romantic age stemmed from thinkers abandoning or reacting to the period of education and realism. Instead, there was greater appreciation of emotion and the natural world.	Awe Being overwhelmed	Coleridge Shelley Blake Wordsworth
SECTION 5: War, Post-War and Modernism 20 th > 21 st C	The period at the turn of the 20 th century changed the way we live our lives forever. Increased technology meant that the World Wars were the most disastrous and deadly ever seen. Millions of men died and because of this, the lives of women and child left at home changed dramatically. With War poetry there is a loss of hope and an acceptance of death. Many poets wrote from within the trenches where they were experiencing a feeling of extreme pain and loneliness. Post-War poetry expressed a sense of abandonment and loss –many felt that the world would never be the same again and there was death on such a mass scale that people even began to question what it meant to be human. Especially after the Second World War where crimes against humanity from the Nazi party were televised and publicised in Europe.	Desperation and outrage Nihilism (Nihilism is the belief that nothing can be known or communicated . It is often associated with extreme pessimism. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy)	Owen Sassoon
SECTION 6: Contemporaries	Contemporary poetry suggests ideas rather than overtly stating ideas. Contemporary poetry is brief in comparison to traditional poetry. Contemporary poetry is grounded in the image. Contemporary poetry invites the reader to complete statements, offer conclusions, and extract meaning By definition, contemporary poetry is “a style of poetry that follows a specific series of traits and literary tools: inconsistent meter, variations upon standard rhyme.” Poets writing in this style allow their ink to place a unique sense of self upon the words, making every poet's story special.	Freedom Celebration	Chinua Achebe Atwood Salman Rushdie Dharker

Section 1 – Unit conversions

UNITS							
unit	a standard amount used to measure something						
metric units	an international system of units based on 10s, 100s and 1000s						
metric length/area conversions	<table border="1"> <tr> <td>1cm = 10mm</td> <td>1cm² = 100mm²</td> </tr> <tr> <td>1m = 100cm</td> <td>1m² = 100,00cm²</td> </tr> <tr> <td>1km = 1000m</td> <td>1km² = 1,000,000m²</td> </tr> </table>	1cm = 10mm	1cm ² = 100mm ²	1m = 100cm	1m ² = 100,00cm ²	1km = 1000m	1km ² = 1,000,000m ²
1cm = 10mm	1cm ² = 100mm ²						
1m = 100cm	1m ² = 100,00cm ²						
1km = 1000m	1km ² = 1,000,000m ²						
metric capacity conversions	1 litre = 1000ml						
metric mass conversions	1kg = 1000g 1 tonne = 1000kg						

Section 2 – Area & perimeter

AREA	
area of a trapezium	$A = \frac{1}{2}(a + b)h$ <p>area = half the sum of the parallel sides, multiplied by the distance between them</p> 

CIRCLE CALCULATIONS	
circumference of a circle	circumference = pi x diameter $C = \pi d$ OR $C = 2\pi r$ 
circle area	$\text{area} = \pi \times \text{radius}^2$ $A = \pi r^2$ 
Semi-circle area and perimeter	$\text{area} = \frac{\pi \times \text{radius}^2}{2}$ $\text{perimeter} = \frac{\pi \times \text{diameter}}{2} + \text{diameter}$

Section 3 – Percentage of amounts / FDP

COMMON PERCENTAGES	
percentage	parts per 100, symbol %
find 10%	divide by 10 (because $100\% \div 10 = 10\%$)
find 1%	divide by 100 (because $100\% \div 100 = 1\%$)
find 50%	divide by 2 (because $100\% \div 2 = 50\%$)
find 25%	divide by 4 (because $100\% \div 4 = 25\%$)
find 75%	add together 50% and 25%

COMMON FDP CONVERSIONS		
fraction	decimal	percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

Section 5 – Units of time

STANDARD UNITS: TIME	
time	how to quantify the passing of events
time conversions	1 minute = 60 seconds 1 hour = 60 minutes
hours to minutes	half an hour = 0.5 hours = 30mins quarter of an hour = 0.25 hours = 15mins

Section 4 – Percentage calculations

PERCENTAGE CALCULATIONS	
multiplier	a percentage written as a decimal you can then use multiplication to find the percentage
percentage increase	adding a percentage to the original amount, multiplier method: use 1.___ and multiply by original
percentage decrease	subtracting a percentage from the original amount, multiplier method: do 100 - % to give 0.___ and multiply by original
percentage change	the change between the old value and the new value as a percentage, put change in amount over original amount and multiply by 100 to give a percentage change
reverse percentage	working backwards to find 100% use the box method
simple interest	the same amount is added each year, find the percentage, x by years and add on
compound interest	exponential growth, accumulated interest paid on the original amount, each year a larger amount of interest is paid. final total = principal x multiplier ⁿ principal = original / starting amount multiplier = % increase / decrease n = number of time periods (per annum = per year)

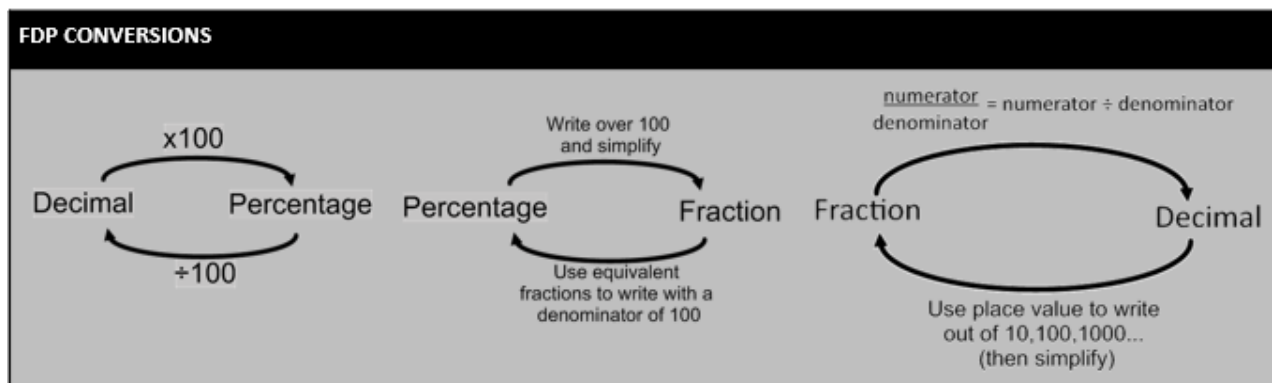
Section 6 – Speed, distance, time

compound units	a measure made up of two other units e.g. miles per hour includes miles and hours	
speed	how fast something is moving , the amount of time taken to travel a distance	
distance	a measurement of how far from one point to another	
time	how to quantify the passing of events	
speed formula	$speed = distance \div time$ $distance = speed \times time$ $time = distance \div speed$	

Section 7 – Mass, density, volume

density	how tightly matter is packed together	
mass	the amount of matter in an object	
volume	the amount of space an object takes up	
density formula	$density = mass \div volume$ $mass = density \times volume$ $volume = mass \div density$	

Section 8 – Conversion between FDP



Section 9 – Ratio

RATIO	
ratio	compares the size of one part to another part
ratio notation	the ratio of A to B is written as A:B
part (share)	a proportion of the original amount
whole	the total amount
proportion	proportion compares the size of one part to the size of the whole
sharing ratios	use a bar model to represent the number of parts , find the value of one part by division , multiply up to find the value of each side of the ratio
given a part, find the whole	use a bar model to represent the number of parts , find the value of one part from one side of the ratio by division , multiply up to find the total value of all parts
bar model example	sharing £20 in a ratio 3:2

Section 10 – Constructions

CONSTRUCTING TRIANGLES		
there are three ways to be able to construct a triangle		
side, angle, side	use a ruler and protractor , draw one side , then measure the angle and mark it , measure second side and join them	
angle, side, angle	use a ruler and protractor , draw one side , the measure both angles from each end and mark them , draw lines through the marks until they meet	
side, side, side	use a ruler and compass , draw one side , open compass to length of the second side and draw an arc , open compass to length of third side and draw an arc , join where they meet	
angle bisector	cut an angle exactly in half	
perpendicular bisector of a line segment	cut a line exactly in half , making a right angle	

1 – Fuels & Combustion

Fuel	Substance that can be burnt to transfer energy by heating. <u>E.g. fossil fuels, wood, hydrogen.</u>
Combustion	Burning. Requires fuel , heat and oxygen . Releases energy – exothermic reaction. Oxidation reaction.
Complete Combustion	Occurs when plenty of oxygen available. Produces carbon dioxide and water only. fuel + oxygen -> carbon dioxide + water
Incomplete Combustion	Occurs when not enough oxygen available. Produces carbon dioxide , water , carbon monoxide and carbon particles (soot).
Carbon Dioxide	Causes global warming . Turns limewater cloudy .
Carbon Monoxide	Toxic gas which reduces the amount of oxygen that red blood cells can carry.
Carbon Particles (Soot)	Cause breathing difficulties and global dimming .

2 - Global Warming

Greenhouse Effect	Greenhouse gases (carbon dioxide , methane and water vapour) trap heat in Earth's atmosphere.
Increase in Greenhouse Gases	Carbon dioxide – burning fossil fuels and deforestation . Methane – cows and paddy fields .
Global Warming	Greenhouse gas layer getting thicker . More heat trapped . Increases Earth's temperature . Causes climate change .
Effects	Polar ice caps melt -> loss of habitats and sea levels rise which causes flooding . Storms and droughts .
Prevention	Burn fewer fossil fuels – use alternatives. Less deforestation . Plant more trees .

3 – Acid Rain

Acid Rain	More acidic than normal rain. Caused by sulphur dioxide and nitrogen oxides released when burning fossil fuels .
Sulphur Dioxide	Sulphur impurities in fossil fuels react with oxygen to make sulphur dioxide .
Nitrogen Oxides	Heat from combustion causes nitrogen in air to react with oxygen to form nitrogen oxides .
Clouds	Gases react with water vapour in clouds . Sulphur dioxide forms sulphuric acid . Nitrogen oxides form nitric acid .
Effects	Kills trees , makes lakes acidic , weathers stone buildings , breathing problems, corrosion/rusting of metal.
Prevention	Burn fewer fossil fuels . Use technology to clean polluting gases.
Mitigation	Add alkali to lakes to neutralise the water.

4 – Earth's Atmosphere & Carbon Cycle

Composition	78% nitrogen , 21% oxygen , 1% other gases (argon and carbon dioxide).
Volcanoes	Volcanoes erupt and release carbon dioxide .
Oceans	Carbon dioxide dissolves in the oceans .
Photosynthesis	Plants take in carbon dioxide and release oxygen .
Respiration	All living organisms take in oxygen and release carbon dioxide .
Decomposers	Micro-organisms break down dead organisms. Releases carbon dioxide .
Burning fossil fuels	Releases carbon dioxide .

3.1 – Pressure on Solid Surfaces

Pressure	Force per unit area.
Equation	Pressure = Force / Area
Units	N/m ² or N/cm ²
Factors affecting pressure	A larger force or a smaller area would give a higher pressure .
High pressure examples	Drawing pins and knives.
Low pressure examples	Camels' feet on sand and polar bears' feet on snow.

3.2 – Pressure in Liquids

Liquid Pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .
Compressibility	Liquid particles cannot be compressed as the particles are already close together .
Hydraulic systems	Liquids transfer pressure from a small area piston to a large area piston to create a larger force .
Relationship with depth	As you go deeper , pressure increases -> caused by the increase in the weight of the column of liquid above.
Water dams	Thicker at the bottom to withstand higher pressure .

3.3 – Pressure in Gases

Gas particle motion	Particles move randomly in all directions in straight lines at a range of speeds .
Gas pressure	Particles collide with the walls of the container and exert a force . Acts in all directions .
Temperature and pressure	Temperature of gas increases -> particles have more K.E. -> move faster -> more frequent collisions with walls -> and larger force exerted -> pressure increases .
High pressure danger	May cause container to break , burst or explode .

3.4 - Moments

Moment	Turning effect of a force about a pivot.
Equation	Moment = Force x Distance
Units	Nm or <u>Ncm</u>
Lever	Device which increases the distance between the force and the pivot to give a larger moment .
Balanced moments	Clockwise moments = anticlockwise moments

3.5 - Density

Definition	Mass per unit volume (a measure of how heavy compared to size).
Particles	Tightly packed particles -> high density.
States of matter	Solids have high densities. Gases have low densities.
Equation	density = mass / volume
Units	kg/m ³ or g/cm ³
Density of regular solid (e.g. cuboid)	1. Measure length , <u>width</u> and height with a ruler. 2. Calculate volume : length x width x height. 3. Measure mass with a mass balance . 4. Use density equation .
Density of irregular solid (e.g. a stone)	1. Fill eureka can with water and insert object. 2. Collect displaced water in a measuring cylinder to measure volume . 3. Measure mass with a mass balance . 4. Use density equation .

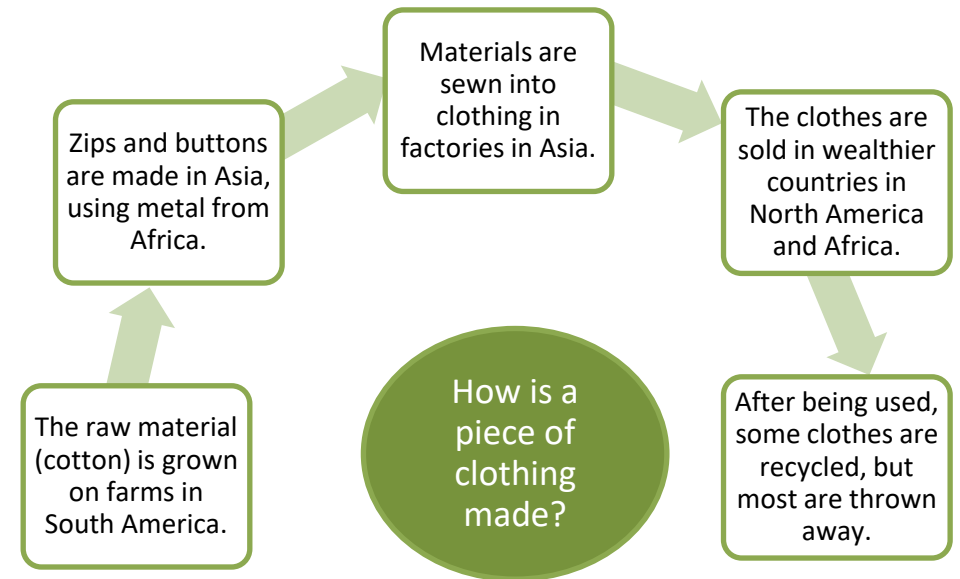
1. Key terms

Manufacture	Making a product, such as clothing.
Industry	Activities involving companies making raw materials into products (e.g. making clothes).
Fast fashion	Making clothing as quickly as possible: as soon as a trend appears, it may just take a matter of weeks to be made.
Supply chain	The process of making an item of clothing, often involving many different steps around the world.
Globalisation	The process of the world becoming more connected, both through trade and cultural swaps.
Producer	The company making the clothes.
Consumer	The person who buys the clothes.
Consumerism	A culture where buying things is valued and considered important.
Garment worker	A person who works in a clothing factory.
Sustainable	Acting in a way that won't have a negative impact on the planet or people in the future.

3. Impacts of the clothing industry

Social	Environmental
Pay: Garment workers who make clothes in factories are often paid very small amounts. In Bangladesh the minimum wage is \$0.32 an hour.	Water: Many fabrics require a lot of water to be made. For example, a single pair of jeans needs 9,500 litres of water.
Child labour: In countries where the laws are less strict, children can be employed to work in factories.	Fossil fuels: 90% of clothes contain materials that come from oil. Making these clothes releases CO ₂ into the atmosphere, contributing to climate change.
Working conditions: Garment workers often work 10 – 12 hours a day in poor conditions. Many workers are treated badly.	Waste: Fast fashion means many clothes are only worn a few times then thrown away. Clothes that are thrown away are left in landfills.

2. The clothing supply chain



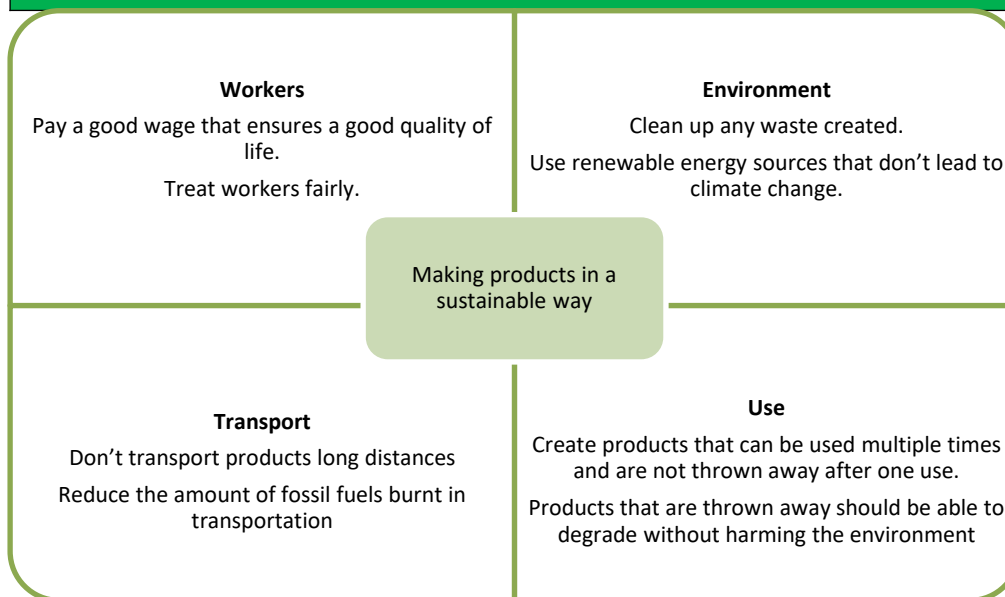
4. How can we improve?

Individual	Global
<ul style="list-style-type: none"> • Keep clothes for longer without throwing them away. • Buy less, but buy better quality. • Swap clothing with friends and family. • Research the best brands to buy from. 	<ul style="list-style-type: none"> • Countries: Governments can make laws to ensure companies treat people and the environment fairly. • Companies: Clothing producers can use more sustainable ways to make clothes, and encourage people to recycle.

5. Key terms

Sustainability	Meeting the needs of today without having a negative impact on the future.
Resources	A natural material that holds value to people, e.g. food, water, energy.
Renewable	A resource that does not run out.
Food miles	The distance food has travelled from where it was grown to where you eat it.
Production	The process of turning a raw material into a product for sale.
Conserve	Look after or protect something
Quality of life	A person's general sense of well being or happiness.
Development	The process of a country or region improving, both in terms of income and quality of life.
International agreement	An agreement or decision between multiple countries, generally on a global issue such as climate change.
United Nations	A group of most of the countries in the world that meet together to make decisions.

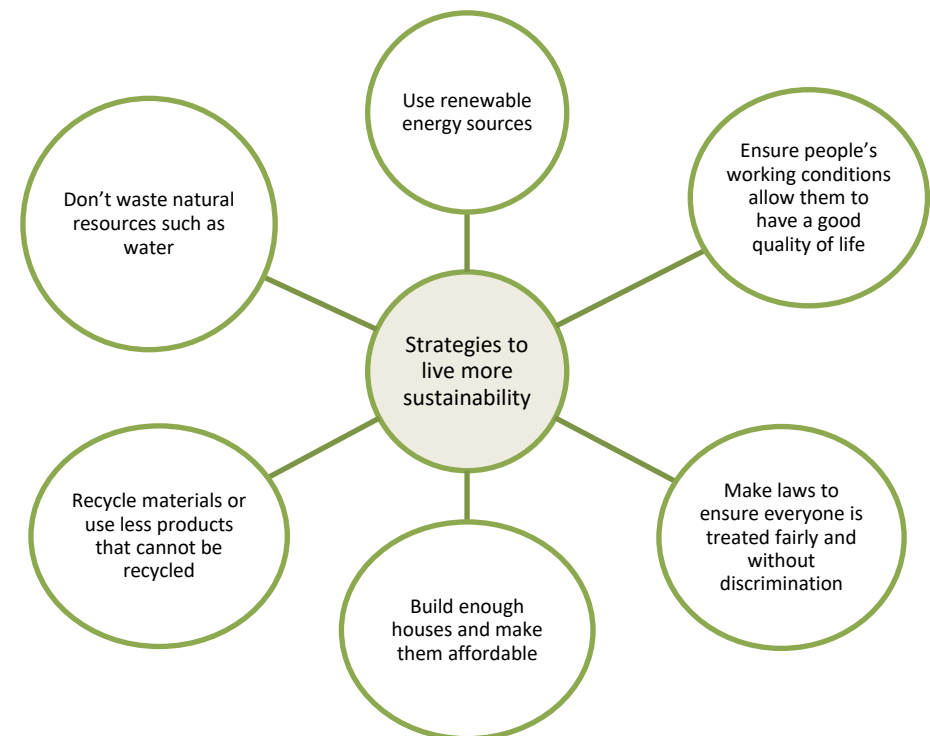
7. Sustainable production



6. Aspects of sustainability

Social	Ensuring people are treated fairly , regardless of characteristics like race, religion, gender or sexuality.
	Providing adequate services such as education, healthcare and housing to ensure a good quality of life.
Economic	Creating good quality jobs that pay enough for people to have a comfortable life.
	Ensuring economic development can last for a long period of time.
Environmental	Protecting unique plants, animals and habitats for future generations, e.g. by not polluting the environment
	Reducing the impacts of climate change on the natural world

8. How can countries become more sustainable?



1. Who was threatened by Communism?		2. Bolshevik Revolution 1917	
Communist Manifesto	Written by Karl Marx and Friedrich Engels in 1848	Bolsheviks	Russian Party who argued revolution should happen in 1917 so Russia could become Communist
Capitalism	Capitalism is a system where companies are privately owned and compete with each other to make profits	Lenin	Communist leader of the Bolsheviks who seized power in Russia in October 1917
Communism	Communism is a system where land, factories and machinery are owned by the people, everyone has an equal responsibility to work and wealth is shared.	The Cheka	Secret police in Russia who forced peasants to hand over grain to feed the Russian Army
Means of production	The things which are needed to produce goods such as land, factories, machinery and the energy to power them.	Soviet Union	The name for the Russian empire after the Bolsheviks won the civil war and took control in 1921
3. Life in the Soviet Union under Stalin		4. Communism in the wider world after WWII	
Josef Stalin	Leader of the Soviet Union from 1924 who aimed for rapid industrialisation	Communist Revolution	When groups within a country rise up to overthrow the old political system and replace it with a communist system Eg Cuba 1958
Collectivisation	The Communist policy of making peasants give up their small farms and instead join large collective (shared) farms.	Occupation	When an invading country maintains a military presence to ensure control eg East Germany 1945
5 year plans	A series of plans made by Stalin which set targets for the development of industries like coal, iron, steel, oil and electricity	Cuban revolution	Uprising led by Fidel Castro against the Cuban dictator Battista. In 1958, Battista fled the country and Castro became the Communist leader.
The Great Purge	The name given to Stalin targeting civilians with the secret police. Certain ethnic groups like the Volga Germans were forcibly deported.	Hungarian uprising	Protests in 1956 which spread across Hungary after Stalin died to challenge the Communist government in Hungary. The uprising was crushed by the Soviet Union's Red Army.
5. USA response to Communism		6. Communism by 1989	
Containment	The US policy of trying to contain the spread of Communism. They sent money and military support to the enemies of Communism eg Vietnam	Mikhail Gorbachev	Leader of the Soviet Union from 1985-1991 who tried to introduce reforms. He was the last leader of the Soviet Union.
NATO	North Atlantic Treaty Organisation. A treaty between 31 countries who all agreed to defend each other from the threat of Communism in 1949	Collapse of the Soviet Union	The Soviet Union became 15 independent countries in 1991 and Communism was ended in Russia.
Senator McCarthy	American politician who spread fear and led investigations into suspected communists in the USA. He accused army and government officials.	Berlin Wall	Wall which separated Communist East Berlin and Capitalist West Berlin. In 1989, protestors in East Berlin were finally allowed to cross the wall
Claudia Jones	Communist, feminist and civil rights activist who was forcibly deported from the USA after she was found guilty of being a communist.	People's Republic of China	Communist country from 1949- present. China is the largest country in the world to have a communist government today.
7. Life in 1950s Britain		8. Bristol Bus Boycott	
Windrush migrants	Nickname given to people who migrated to Britain from the Caribbean after World War II as there were many jobs available	Bristol Bus Company	Company which refused to hire Black and Asian people to work on their buses in the 1960s
United Nations	Organisation set up after World War II to settle international disagreements. The UN wrote the Declaration of Human Rights which many countries signed up to in 1953	Paul Stephenson	Leader of the West Indian Development Council. They campaigned against racism in Britain and planned the campaign in Bristol.
Welfare State	In 1945, a Labour government was elected in Britain. They promised to create a welfare state providing free healthcare, benefits and housing	Guy Bailey	The man who applied for a job with the Bristol Bus Company but was refused an interview because he was black

Alan Turing	WWII codebreaker, mathematician and developer of the computer who was convicted of 'homosexual acts' who later committed suicide.	Bristol Bus Boycott	Hundreds of people joined the <u>protest against</u> the Bristol Bus company from April-August 1963. It was ended when the bus company agreed to end their racist hiring policy.
9. Mangrove 9		10. Women's Liberation Movement	
British Black Panthers	A Black Power <u>organisation</u> who helped to <u>organise the protests against</u> police harassment of the Mangrove restaurant in 1970	The personal is political	Slogan used by the women's liberation movement in the 1960s and 1970s. They argued that personal things like access to contraception and women's clothing affected their political power
Mangrove Restaurant	A restaurant in London owned by Frank Critchlow from Trinidad. The restaurant was raided 12 times from January 1969- July 1970	1967	The year that the contraceptive pill became freely available to women and abortion became legal in certain situations in Britain
Mangrove 9	9 of the people who protested about police raids at the Mangrove restaurant were put on trial, accused of inciting a riot	Women's Liberation conferences	Meetings of women from 1970-1979 where the aims of the women's liberation movement were agreed. They made a list of 7 demands including things like equal pay and freedom from violence
Old Bailey	The court in London where the trial of the Mangrove 9 took place. The judge ruled that they were not guilty and that there was evidence of racial hatred from the police.	Women's Aid	Organisation set up in 1974 which offered support for women and their children when they were trying to escape domestic violence and abuse
11. Ford Machinists Strike		12. LGBTQ Campaigns	
unskilled work	Machinists working at the Ford factory in Dagenham were classed as unskilled workers and paid less than unskilled male workers	Decriminalisation	Homosexual relationships between men had been classed as a crime. It was decriminalised in the 1967 Sexual Offences Act
<u>Machinists strike</u>	The machinists went on strike in 1968, refusing to work until they were paid fairly. They went back to work in 1969 after they were offered the same pay as unskilled male workers	Gay Liberation Front	A group set up in 1969 to campaign for LGBTQ rights. They made a list of demands including an end to discrimination and <u>he</u> right to hold hands in public
1969 Equal Pay protest	The Dagenham machinists inspired 1000 people to protest for equal pay in Trafalgar Square in 1969. They were supported by MP Barbara Castle.	Section 28	A law introduced in 1988 which said that it was illegal for schools to teach about homosexual families. This law was repealed in 2003.
Equal Pay Act	In 1970, Parliament passed the Equal Pay Act which said that it was illegal for someone to be given lower wages because of their gender.	Gay Marriage	The right for homosexual couples to marry on the same terms as heterosexual couples became legal in 2013
13. Overview			
Soviet Union	Communist countries which were governed by the leader of the Soviet Union in Russia. The Soviet Union was led by Josef Stalin from 1924-1953 and began to collapse in the 1980s.		
Communism	A system where land, factories and machinery are owned by the people, everyone has an equal responsibility to <u>work</u> and wealth is shared. Examples countries which have had a communist government include the Soviet Union, Cuba, <u>China</u> and Vietnam		
UN declaration of human rights	A list of 30 rights which all humans should be given which was written by the United Nations. Many countries signed up to this in 1953. Behaviours which treat somebody badly or unfair because of their race, <u>sex</u> or sexuality, go against the UN declaration of human rights.		
Campaigns	A planned set of activities that people carry out over a <u>period of time</u> in order to achieve something such as social or political change. The Bristol Bus Boycott (1963) Dagenham machinists strike (1968), The women's liberation movement (1960s and 1970s) and the LGBTQ movement are all examples of campaigns for equality.		

1 & 2

Atheism	The belief that there is no God	Faith	Having trust in someone
Science	Collection of knowledge through observations & tests	Omnipotence	All-powerful
Immanence	God acts within the world	Omnibenevolence	All-loving
Design Argument	God designed the world so He exists	Omniscience	All-knowing
Impersonal	God beyond understanding	Transcendent	God is beyond space & time
		Miracles	Impossible events coming true
The Quran & Bible teaches believers to lead a good life & take care of others based on God's teachings.			

3 The Creation Story (in the Bible, Genesis)	4 This encourages responsibility by:	
<ul style="list-style-type: none"> This is how the world began. God created: Day 1- Light Day 2- <i>'God made the heavens & earth'</i> Day 3- Land & Sea Day 4- Sun, Moon & Stars Day 5- Fish & birds Day 6- Other animals, man & woman Day 7- God finished & rested 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as the designer of the world (Design argument) Treat others kindly Trust in God's plans 	<ul style="list-style-type: none"> Atheism: If God designed a beautiful world, how come there is evil & suffering? Why can't God stop people dying?

5 The Design Argument	<i>The Quran teaches...</i>	<i>Atheists may argue...</i>
<ul style="list-style-type: none"> God designed the universe Christians & Muslims believe God as the designer We have a responsibility to look after the world 	<ul style="list-style-type: none"> <i>'Contemplate the wonders of creation'</i> <i>'Do not be the aggressors'</i> 	<ul style="list-style-type: none"> People can still show irresponsibility; lying, killing, ignorance, backbiting... Some believe Big Bang Theory instead of design

6 Miracle Argument	<i>The Bible teaches...</i>	<i>Atheists may argue...</i>
<ul style="list-style-type: none"> Miracles break nature's laws The Bible; Jesus' resurrection The Quran; Moses parts sea Cured from incurable illness 	<ul style="list-style-type: none"> <i>'I am the LORD who heals you'</i> <i>'Jesus had risen'</i> 	<ul style="list-style-type: none"> Science can explain miracles 'Fake' miracles shown by people wanting fame, money, attention

7 The Quran's influence	<i>The Quran teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> Book of authority in Islam Guides diet/prayer/behavior Looking after the poor/weak Live like the Prophets 	<ul style="list-style-type: none"> <i>'Obey God & His Messenger'</i> <i>'God keeps an account of all actions'</i> 	<ul style="list-style-type: none"> We can still be responsible without holy books The Quran is not the only source of guidance in Islam

8 The Prophet's influence	<i>The Quran teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> Spread God's message Be truthful & patient Share with & care for others Do what is right even if it's hard 	<ul style="list-style-type: none"> <i>'The prophet is an excellent model'</i> <i>'He does not speak with his own desire'</i> 	<ul style="list-style-type: none"> We can be responsible by learning from other role models

9 The Bible's influence	<i>The Bible teaches...</i>	<i>Some may argue...</i>
<ul style="list-style-type: none"> The Bible is inspired by God It teaches to do good deeds 10 commandments, The Good Samaritan, Exodus, Creation Story... 	<ul style="list-style-type: none"> <i>'Serve the garden'</i> <i>'Love thy neighbour as yourself'</i> <i>'God loves a cheerful giver'</i> 	<ul style="list-style-type: none"> Responsibility is taught by family members, teachers & others We are stronger together We must be kind

10 Jesus' influence	<i>The Bible teaches...</i>	<i>Many agree...</i>
<ul style="list-style-type: none"> Jesus taught to love enemies Care for others – he healed the sick He gave himself up to clean humanity's sins through crucifixion (atonement) 	<ul style="list-style-type: none"> <i>Jesus taught the Parable of the Sheep & Goat; Jesus will divide the good & take them to heaven & the bad will go hell for being irresponsible.</i> 	<ul style="list-style-type: none"> Looking after the world – stewardship (care) Believe God as Jesus did Treat others kindly Trust in God's plans - there's a bigger picture

<i>Always unpack quotes</i>	Where is it from? <i>The Bible / Quran teaches,</i>	What does it mean? <i>This could mean, This influences,</i>	Why is it important? <i>This signifies / highlights, This supports / challenges,</i>
11			

1 & 2

Biodiversity	The variety of plant & animal life	Stewardship	Look after the world & others
Wealth	A person's money/possessions	Climate Change	Changes in temperatures
Pollution	Adding something toxic to the environment	Sustainability	Causing little or no damage to the environment
Global warming	Release of greenhouse gases like CO2 heating the world	Compassion	Treat others like you want to be treated: Golden Rule
Sustainability is about meeting the needs of the future without damaging or compromising the future. For example, if we need more energy or fuel is chopping down trees the only answer? Some become vegetarian as it's good for the environment e.g., more water is used to prepare meat.			3

4	Reasons to be sustainable	Scripture teaches...	Some may argue...
	<ul style="list-style-type: none"> Slows climate change Reduces global warming & pollution & protects biodiversity Save resources for future generations 	<ul style="list-style-type: none"> '<i>Serve the garden</i>' (Bible) '<i>Do not cause corruption on earth</i>' (Quran) 	<ul style="list-style-type: none"> We need to do more to protect our biodiversity & climate e.g., planting, use renewable energy...

5	Christianity & Sustainability	The Bible teaches...	Some may argue...
	<ul style="list-style-type: none"> Must be good stewards God created the world & provides all (Creation Story) The world benefits us all; food, resources, animals We must give back too 	<ul style="list-style-type: none"> '<i>Love thy neighbour as yourself</i>' '<i>God loves a cheerful giver</i>' '<i>Jesus feeds 5000 (5 loafs & 2 fish)</i>' 	<ul style="list-style-type: none"> We are stronger together Jesus' taught to live simple lives – reduce excess

6	Islam & Sustainability	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Duty to respect biodiversity To pollute is to be reckless To care for the world is to set aside your ego & greed Respect natural world to survive 	<ul style="list-style-type: none"> '<i>Enjoin good & forbid evil</i>' '<i>Do no cause corruption on earth</i>' '<i>Don't walk arrogantly on earth</i>' 	<ul style="list-style-type: none"> The Prophet taught to live simple lives – reduce excess

Vegetarianism	7 & 8	Scripture teaches...	9	Some may argue...
<ul style="list-style-type: none"> Good for the environment as meat waste can pollute waters & damage biodiversity God hasn't made animal sacrifice compulsory (Islam) Muslims eat anything halal (permitted) so they can be vegetarians too Some Christians are as they believe all of creation must be saved. 		<ul style="list-style-type: none"> '<i>Thou shall not kill</i>' (Bible) '<i>Do not destroy the work of God</i>' (Bible) '<i>Don't let your stomachs become graveyards</i>' (Hadith) '<i>God taught the honey bee... their drink heals men</i>' (Quran) '<i>Contemplate the wonders of creation</i>' (Quran) 		<ul style="list-style-type: none"> Being vegetarian is a way of respecting biodiversity. Religion can inspire us to act in good, healthy ways Bees pollinate & support biodiversity

Is <i>only</i> sustainability important?	The Quran teaches...	10	Some may argue...
<ul style="list-style-type: none"> Religions inspire us to solve other issues in the world Poverty, poor health, oppression, no education. Use wealth sensibly; no waste 	<ul style="list-style-type: none"> '<i>Hold the rope of God together</i>' '<i>Humanity is one community</i>' 		<ul style="list-style-type: none"> Sustainability is not the most important issue today due to poverty, wars & oppression. We must show compassion

11	Solutions to global warming	The Quran teaches...	Some may argue...
	<ul style="list-style-type: none"> Use clean energy; no coal/oil/gas Use wind, solar & water energy as they're sustainable (don't run out) Protect natural habitats with laws Protect oceans against plastics / chemicals 	<ul style="list-style-type: none"> '<i>Do not exceed limits</i>' '<i>Establish prayer & zakat</i>' 	<ul style="list-style-type: none"> Religious or non-religious people alone cannot bring change, we must work together

12	Always unpack quotes	Where is it from? The Bible / Quran teaches,	What does it mean? This could mean, This influences,	Why is it important? This signifies / highlights, This supports / challenges,



1 & 2


Diplomacy	Manage relations peacefully	Greed	Unreasonable hunger
Just	Fair	Atheism	Belief in no God
Tolerance	Accepting differences	Retaliation	Revenge using violence
Psychology of Religion	The study of the human mind & behaviour based on religion	Reconciliation	Making amends after a fight / argument
Compassion	Treat others like you want to be treated: Golden Rule	Human Rights	Entitled to food, trial, education, speech...
Being peaceful can help protect the human rights , show compassion , stewardship (Christianity) & diplomacy in life. Being nonpeaceful can mean human rights are taken away (oppression), there is no tolerance & a failure of diplomacy.			

4 Ethics: Being peaceful	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> Jesus taught to pray for your enemies & to God Humans are stewards of the earth The Prophet taught to be diplomatic Be tolerant & just 	<ul style="list-style-type: none"> <i>Love thy neighbour as yourself (Bible)</i> <i>Humanity is one community (Quran)</i> <i>Do not be the aggressors (Q)</i> 	<ul style="list-style-type: none"> Religion cannot always be peaceful – you can be religious & still fight / be nonpeaceful

5 Causes of War	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> You are attacked first If someone takes away human rights If diplomacy fails Exceed limits / greedy Oppressing others 	<ul style="list-style-type: none"> <i>'Do not resist an evil doer' (Bible)</i> <i>'Don't exceed limits' (Quran)</i> <i>'Don't resist an evil doer' (B)</i> 	<ul style="list-style-type: none"> War is a 'lesser evil' which means war may bring peace as it protects others.

6 Diplomacy	Scripture teaches...	Some may argue,
<ul style="list-style-type: none"> Peace is better The Quran teaches to be just & diplomatic Jesus taught to pray for your enemies 	<ul style="list-style-type: none"> <i>'Blessed are the peacemakers' (Bible)</i> <i>'Hold the rope of God together' (Quran)</i> 	<ul style="list-style-type: none"> Diplomacy does not always work, people may not listen; war is the only option.

7 Victims of War	Scripture teaches...	Charities
<ul style="list-style-type: none"> War causes innocent deaths Injured soldiers, orphans, refugees The Quran teaches if you save one it is like saving all of mankind Jesus taught the Parable of the Good Samaritan 	<ul style="list-style-type: none"> <i>'God loves a cheerful giver' (B)</i> <i>'Serve the garden' (Bible)</i> <i>'Every atoms weight shall be rewarded or punished' (Quran)</i> 	<ul style="list-style-type: none"> Provide aid: food parcels, water, medicine, advice during war.  

8 Atheism: Psychology of Religion	Freud argues,	Theists argue,
<ul style="list-style-type: none"> Atheists like Freud argue, humans can never be peaceful with religion / God God does not exist & religion is untrue Religion stops human freedoms – humans feel guilty if they do something wrong as they think God will punish them Religion causes you to question yourself, your behaviour/freedom is controlled 	 <ul style="list-style-type: none"> <i>Religion limits choices</i> <i>Religion is only comfort</i> <i>'Religion is an illusion'</i> 	<ul style="list-style-type: none"> In Christianity, in the creation story, God creates humans in His image (Day 6). Christians disagree with Freud as humans are connected to a perfect being like God.

9 Religion & Violence	Scripture teaches,	Atheists argue,
<ul style="list-style-type: none"> Religion can teach non peaceful methods as sometimes war is unavoidable Jesus taught to sell your cloak for a sword Prophet Muhammad taught to fight injustices e.g. oppression, slavery... The Quran urges diplomacy before violent methods 	<ul style="list-style-type: none"> <i>'There is a time to love & a time to hate' (Bible)</i> <i>'Fight the oppressors' (Q)</i> <i>'Fight but do not exceed limits' (Q)</i> 	<ul style="list-style-type: none"> Freud argues religion can never make humans peaceful Religion does not always support diplomacy

10	<i>Always unpack quotes</i>	Where is it from? The Bible / Quran teaches,	What does it mean? This could mean, This influences,	Why is it important? This signifies / highlights, This supports / challenges,
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1. What do you do with your mobile?

Chateo con mis amigos	I chat with my friends
Comparto mis vídeos favoritos	I share my favourite videos
Descargo melodías o aplicaciones	I download ringtones or apps
Hablo por Skype	I talk on Skype
Juego	I play
Leo mis SMS	I read my texts
Mando SMS	I send texts
Saco fotos	I take photos
Veo vídeos o películas	I watch videos of films
Escucho música	I listen to music
Uso Snapchat	I use Snapchat

2. How often?

Todos los días / Cada día	Everyday
Dos o tres veces a la semana	Twice or three times a week
Todos los meses / Cada mes	Every month
A menudo	Often
A veces	Sometimes
De vez en cuando	From time to time
Casi nunca	Almost never
Nunca	Never
Siempre	Always

3. What type of music do you listen to?

¿Qué tipo de música escuchas?	What type of music do you listen to?
Escucho <u>rap</u>	I listen to rap
Escucho la música de....	I listen to’s music
Escucho de todo	I listen to everything
El rap	Rap
El R’n’B	R’n’B
El rock	Rock
La música clásica	Classical music
La música electrónica	Electronic music

4. Opinions

Me encanta <u>escuchar</u>	I love to listen to
Me chifla <u>escuchar</u>	I am crazy about listening to
Prefiero ... más que...	I prefer ... more than...
Prefiero ... menos que...	I prefer ... less than...
Me encanta escuchar	I love to listen to
Me gusta (mucho)	I like...(very much)
No me gusta	I don't like
Odio / detesto	I hate
Me gusta la música de	I like ...’s music
Mi canción favorita	My favourite song
Mi cantante favorito / a	My favourite singer
Mi grupo favorito	My favourite group
La letra	The lyrics
La melodía	The tune
El ritmo	The rhythm
porque / ya que	Because
Es guay	It is cool
Es triste	It is sad
Es horrible	It is horrible
Me hace sonreír	It makes me smile
Me hace feliz	It makes me happy
Me hace reír	It makes me laugh

5. TV shows

Un programa de deportes	Sports programme
Un concurso	A game show
Un documental	A documentary
Un reality	A reality show
Una comedia	A comedy
Una serie policíaca	A police series
Una telenovela	A soap opera
Las noticias	The news
El telediario	The news

6. Adjectives

Divertido / a	Fun
Aburrido / a	Boring
Guay	Cool
Genial	Great
Interesante	Interesting
Informativo / a	Informative
Emocionante	Exciting
Lento / a	Slow
Distinto / a	Different
Extraño / a	Strange
Serio / a	Serious
Gracioso / a	Funny
Pesado / a	Dull
Realista	Realistic

7. What did you do?

Bailé en mi cuarto	I danced in my room
Fui al cine	I went to the cinema
Fui a la bolera	I went to the bowling alley
Fuimos al parque	We went to the park
Hablé por Skype	I talked on Skype
Usé Snapchat / Tiktok	I used Snapchat / TikTok
Hice gimnasia	I did gymnastics
Hice kárate	I did karate
Jugué en línea con mis amigos / amigas	I played online with my friends
Monté en bici	I rode my bike
Visité mis abuelos	I visited my grandparents
Vi una película	I watched a film
Salí con mis amigos / amigas	I went out with my friends
Jugué al fútbol	I played football
Nadé	I swam
Leí	I read
Escuché	I listened
Mandé mensajes	I sent texts
Saqué fotos	I took photos

8. Sequencing an event in the past

Ayer	Yesterday
Hace...semanasweeks ago
Hace....mesesmonths ago
Luego	Then / later
Después	After
Antes	Before
Y / e	And
Además	In addition / furthermore

9. Opinions in the past

Me encantó...	I loved...
Me chifló...	I liked
Me gustó (mucho)	I liked...(very much)
No me gustó	I didn't like
Odié / detesté	I hated
porque / ya que	Because
Fue guay	It was cool
Fue triste	It was sad
Fue horrible	It was horrible

10. What time is it?

A la una	At one o'clock
A las dos	At two o'clock
Es la una y cinco	At five past one
A las dos y diez	At ten past two
A las tres y cuarto	At quarter past three
A las cuatro y veinte	At twenty past four
A las cinco y veinticinco	At twenty-five past five
A las seis y media	At half past six
A las siete menos veinticinco	At twenty-five to seven
A las ocho menos veinte	At twenty to eight
A las nueve menos cuarto	At quarter to nine
A las diez menos diez	At ten to ten
A las once menos cinco	At five to eleven
¿A qué hora?	At what time?

11. Where I live

¿Dónde vives ?	Where do you live?
Vivo en...	I live in...
...una casa	A house
...un piso	A flat
...la montaña	The mountains
...el desierto	The desert
...la costa	The coast
...una ciudad	A city
...un pueblo	A town
...el campo	The countryside
¿Qué hay en tu casa?	What is in your house?
En mi casa hay...	In my house there is...
...un salón	A living room
...una cocina	A kitchen
...un cuarto de baño	A bathroom
...un dormitorio	A bedroom
...un despacho	An office
...un sótano	A basement
...un aseo	A toilet
...un garaje	A garage
...un jardín	A garden

12. How do I get to...?

¿Dónde está el / la...?	Where is the...?
Sigue todo recto	Go straight on
Gira a la derecha / izquierda	Turn right / left
Toma la primera / la segunda / la tercera calle a la derecha / izquierda...	Take the first / second / third street on you right / left
Cruza la plaza	Cross the square
Coge el autobús número...	Take the number...bus

13. What is in your town?

Se puede...	You can..
...ir de paseo en bicicleta	...go on a bike ride
...ir de paseo	...go for a stroll
...ir al restaurante	...go to the restaurant
...ir a la playa	...go to the beach
...ir a la bolera	...go to the bowling alley
...ver la catedral	...see the cathedral
...ver conciertos	...watch concerts
...hacer senderismo	...go hiking
...ir de marcha	...go clubbing
...ir de compras	...go shopping
...visitar el castillo	...visit the castle
...jugar al golf play golf
...hacer actividades náuticas	...do water sports

14. How do I get to...?

Está... ↓	It is... ↓
en la esquina	on the corner
al final de la calle	at the end of the street
al lado de...	next to...
enfrente de...	opposite...

8.1 Going shopping – khreedaari karna		
Urdu	Roman Urdu (pronunciation)	English
رعایت	riaayat	sale
خریداری کرنا	khreedaaree karnaa	to shop
کپڑے پہن کر دیکھنا	kapRay pehn kar daykhnaa	to try on clothes
خریداری کی ٹوکری	khreedaari kee Tokri	shopping basket
زیورات	zaywraat	jewellery
قیمت	qeemat	price
قطار	qitaar	queue
8.2 Pocket money - jayb kharch		
میں خرچ کرتا/تی ہوں۔	mai __ kharch karrrtaa/ee hoon.	I spend __.
پانچ پونڈ	paanch pound	five pounds
میں پیسے بچاتا/تی ہوں۔	mai paisay bachata/ee hoo	I save money
آپ کو کتنے پیسے ملتے ہیں؟	aap ko kitnay paisay milltay hain?	How much money do you get?
مجھے ملتا ہے۔	mujhay __ milltay hain.	I get __.
میں خریدتا/تی ہوں۔	mai khreedtaa/ee hoon	I buy __.

Year 8 Urdu: Cycle 3		
8.3 Technology & Mobile Phones		
ٹیکنالوجی	teknaalaji	technology
موبائل فون	mobile phone	mobile phone
لیپ ٹاپ	laip Taap	laptop
آئی پیڈ	I-pad	I-pad
ٹیبلٹ	Tablet	Tablet
میڈیا	media	media
گھنٹی کی آواز	ghanTee ki aawaaz	ringtone
پیغام	paighaam	message
معلومات	maaloomaat	information
حفاظت	hifaazat	protection
احتیاط	ihtiyaat	precaution
Pronouns		
Urdu does not have different pronouns (he, she, they etc.) for masculine/feminine or singular/plural. All you need to look at is if someone/thing is here or there. If it is here, we use <i>yay</i> . If it is there, we use <i>wo</i> . So, the word <i>wo</i> is used for that and also, he, she, they and it . Similarly, <i>yay</i> is used for this and also for he, she, they and it .		

8.4 Using Technology		
پرنٹ کرنا	print karna	to print
فون کرنا	phone karna	to call
استعمال کرنا	isstimaal karna	to use
وصول کرنا	wsool karna	to receive
بھیجنا	bhayjna	to send
اپ لوڈ کرنا	upload karna	to upload
مٹانا	miTaana	to delete
ڈھونڈنا	DhoonDh-na	to search
ڈاؤن لوڈ کرنا	Download karna	to download
آگے بھیجنا	aagay bhayjna	to forward
شیئر کرنا	share karna	to share
8.5 Going to the cinema		
سینما	sainmaa	cinema
کوک	coke	coke
پاپکارن	paapkaarn	popcorn
وقت طے کرنا	waqt tay karna	to fix a time
ہم کہاں ملیں؟	ham kahaa milay?	Where should we meet?
آپ دیکھنا چاہتے ہیں؟	aap __ daykhnaa chaahay hai?	Would you like to watch __.

8.6 Types of movies		
مزاحیہ فلم	mazaahiya film	Comedy film
جاسوسی فلم	jaasoosi film	Spy film
کارٹون فلم	cartoon film	Cartoon film
ڈراؤنی فلم	Drowni film	Horror film
ایکشن فلم	action film	Action film
رومانوی فلم	romaanwi film	Romantic film
مہماتی فلم	adventure film	Adventure film
جنگ والی فلم	jang waali film	War film
تاریخی فلم	taareeki film	Historical film
سائنس فکشن فلم	Sci-Fi film	Science fiction film
دستاویزی فلم	documentary film	Documentary film
بالی وڈ فلم	Bollywood film	Bollywood film
Masculine and Feminine		
In many languages, including Urdu, most nouns are considered to be either masculine or feminine. e.g. The Urdu word for chair (<i>kurrsee</i>) is considered to be a feminine word whereas the Urdu word for door (<i>darrwaaza</i>) is considered to be masculine. Adjectives used to describe nouns will <i>agree</i> with them e.g. peele ee kurrse ee (yellow chair) and peela a darrwaaza a (yellow door).		

8.7 & 8.8 Hobbies			8.9 Likes & Dislikes – pasand & naapasand		
مشغلہ	mashgalah	hobby	مجھے ___ پسند ہے۔	mujhay ___ pasand hai	I like ___ .
کہانی پڑھنا	kahaani paRnaa	to read a story	مجھے ___ ناپسند ہے۔	mujhay ___ naapasand hai	I dislike ___ .
مچھلیاں پکڑنا	machhliyaa pakRnaa	fishing	مجھے ___ اتنا پسند نہیں ہے۔	mujhay ___ itnaa pasand nehi	I don't like ___ that much
سینا	seena	to sew	مجھے ___ بہت پسند ہے۔	mujhay ___ bahut pasand hai	I like ___ a lot
موسیقی سننا	moseeqee sun-naa	to listen to music	مجھے ___ سے نفرت ہے۔	mujhay ___ say naffrat hai	I hate ___ .
باغبانی کرنا	baaghbaanee karrnaa	gardening	میں ___ برداشت نہیں کر سکتا/سکتی۔	mai ___ barrdaasht nehi karsaktaa/ee	I can't stand ___ .
فون پر کھیلنا	phone par khaylnaa	to play on your phone	مجھے ___ دلچسپ لگتا ہے۔	mujhay ___ dillchasp lagtaa hai.	I find ___ interesting.
ویڈیوز دیکھنا	videos daykhnaa	to watch videos	مجھے ___ کا شوق ہے۔	mujhay ___ kaa shawq hai.	I am interested in ___ .
خبریں دیکھنا	khabay daykhnaa	to watch the news			
گانا	gaanaa	to sing			
کشتی لڑنا	kushtee laRnaa	to wrestle			
شطرنج	shatranj	chess			
تاش	taash	(playing) cards			
گھڑ سواری کرنا	ghuR swaari karrnaa	horse-riding			
دوستوں سے ملنا	dosto say millnaa	to meet friends			
پیدل چلنا	paidal chalnaa	to walk			

Notes

n – an underlined n is pronounced with a very soft *n* sound from the nose. It sounds like the letter *n* in the word uncle or long.

CaPiTaL LeTtErS – any Roman Urdu words with capital letters will be pronounced with a hard sound. e.g. *D* will be pronounced like a normal *D* in English. However, a *d* will be pronounced very softly with your tongue touching your front teeth. This is the same with *T* and *t*.

Urdu Letters

Urdu Letters		ا alif a, e, i, o, u	آ alif madd aa	اردو حروف		
ش say s	ٹ Tay T	ت tay t	پ pay p	ب bay b		
خ khay kh	ح hay h		چ chay ch	ج jeem j		
↓ These letters (and also waw, alif and alif madd) do not join to the letters in front of them on the left.						
ژ zhay vision	ز zay z	ر Ray R	ر ray r	ذ zaal z	ڈ Daal D	د daal d
	ض zuaad z	ص suaad s		ش sheen sh	س seen s	
	غ gain g	ع ain a, e, i, o, u		ظ zoay z	ط toay t	
ن noon n	م meem m	ل laam l	گ Gaaf G	ک kaaf k	ق qaaf q	ف fay f
	ے baRee yay y	ی chhoTee yay y	ء hamza a,e,i,o,u	ہ hay h	و waw w	

Section 1 Barbara Hepworth

Barbara Hepworth is an Artist and Sculptor from Wakefield, Yorkshire. Her artwork is abstract and is often inspired by the human figure and the landscape, colour and texture. Hepworth used a variety of materials and methods throughout her career. Carving directly into wood and stone was what she enjoyed most, although it is often by her large-scale, outdoor work in bronze that she is best known.

Her drawings are simplistic and quickly made but not without thought. They show a range of ideas and understanding of the 3-Dimensional elements.



Section 2 Claes Oldenburg

Claes Oldenburg is a Swedish-born American sculptor, best known for his public art installations typically featuring large replicas of everyday objects. Another theme in his work is soft sculpture versions of everyday objects. Whereas Pop artists had imitated the flat language of billboards, magazines, television, etc., working in two-dimensional mediums, Oldenburg's three-dimensional papier maches, plaster models, and soft fabric forms brought Pop art into the realm of sculpture, a key innovation at the time.



Section 3 Key Vocabulary:

Design (noun) is a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

Form (noun) objects that have three dimensions. 3-D shape E.g. sphere or Head

Line (noun) Type of mark that contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand..

Proportion (plural) the size, shape, or level of something.

Texture (noun) the feel, appearance, or consistency of a surface or a substance. "Fur texture and tone".

Line (noun) Type of mark contains both a direction and a length. curved, bent, thick, wide, broken, vertical, horizontal, blurred or freehand.

Shape (noun) A 2D area that is enclosed by a line. E.g. square, circle, rectangle.

Tone (verb) The lightness or darkness of something – how dark or light a colour appears.

Composition (noun) the way that people or things are arranged in a painting or photograph.

Space refers to the distances or areas around, between, and within components of a piece

3-Dimensional (adjective) object is solid rather than flat, because it can be measured in three different directions, usually the height, length, and width.

Sculpture is a type of the visual arts that operates in three dimensions.

Collage is a technique of art creation, by which art results from an assemblage of different forms,

Section 4 Megan Coyle

Megan Coyle is an artist and illustrator who resides in New York City. She takes common, everyday magazines and turns them into works of art. She creates collages of a variety of things such as animals, portraiture, landscapes but more importantly cakes, sweets and desserts. She uses found magazines that often show bright colours and cuts them out into strips, shapes and focuses on angular blocks of colour that make the image even more interesting.



Section 5 Stages of Clay

7 Stages Of Clay

Dry Stage Slip Stage Plastic Workable Stage Leather Hard Stage

Bone dry Stage Bisqueware Stage Glaze Firing

Stages of Clay

Wet Clay
Soft, workable clay that can be easily molded and formed

Leatherhard
Clay that has hardened slightly and can still be carved

Bone Dry
Clay that is completely dried and ready to be fired (It's Very Fragile)

Bisqueware
Clay that has been fired once and is ready to be glazed, stained or painted

Glazeware
Clay that has been painted with glaze and fired a 2nd time

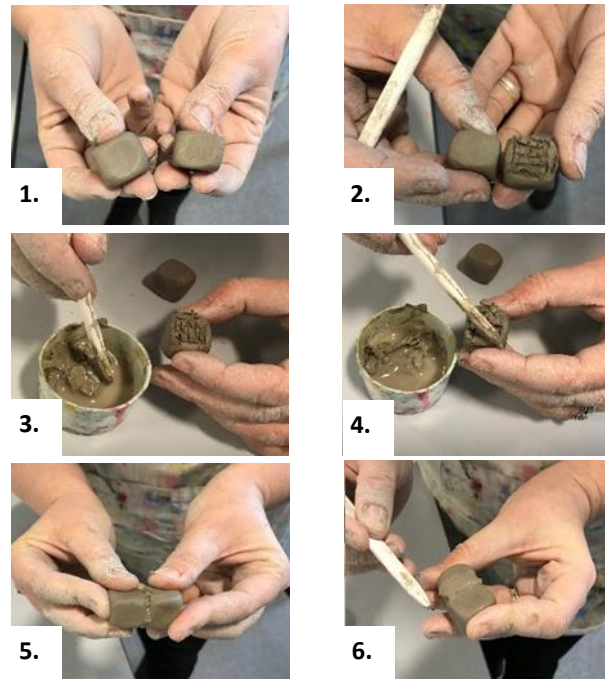
Non-Recyclable

Section 6 Fineliner Techniques

Section 7 Joining Clay

Score
Joining wet clay is done by **scoring** or roughly scratching and adding liquid clay called slip. This seals the pieces together

Slip
Water + Clay = Glue



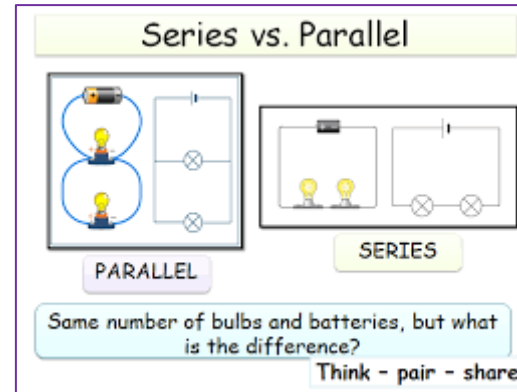
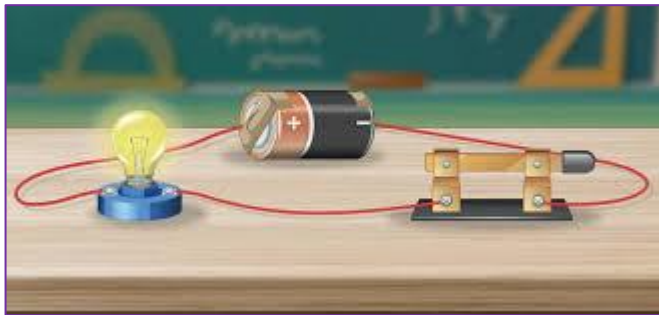
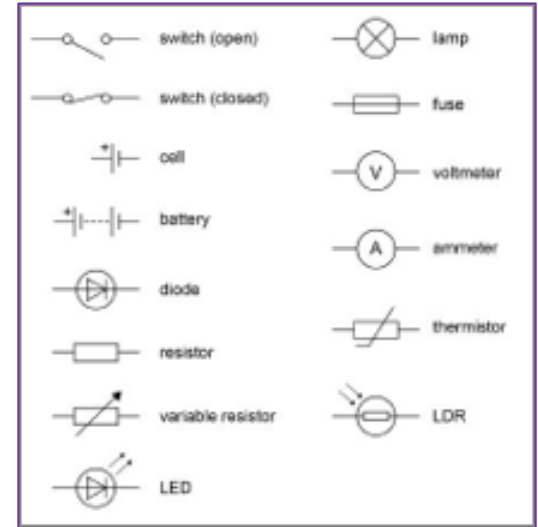
Circuit information sheet

1. An **LED lamp** or **LED light** is an electric light that produces light using **Light Emitting Diodes (LEDs)**. LED lamps are significantly more energy efficient than equivalent incandescent lamps and fluorescent lamps.

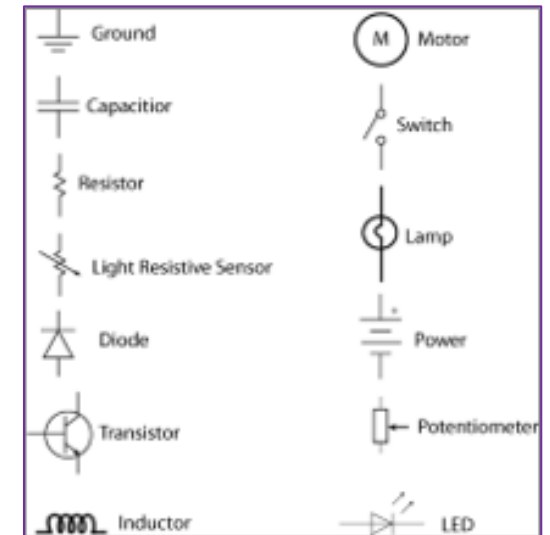
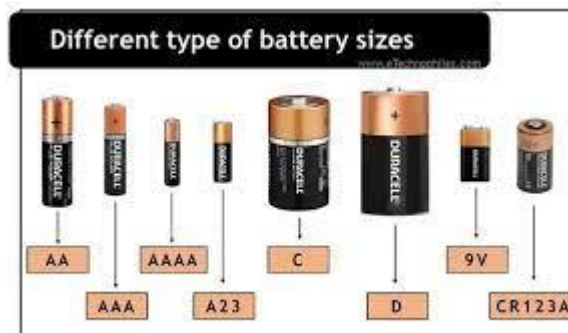
2. **Printed circuit board (PCB)**
A printed circuit board (PCB) is the board base for physically supporting and wiring the surface-mounted and socketed components in most electronics.

3. A **Universal Serial Bus (USB)** is an industry standard that establishes specifications for cables, Communication and power supply to computers and other peripheral .

4. A **wire** is a single usually cylindrical, flexible strand or rod of metal. Wires are used to bear mechanical loads or electricity and telecommunications signals.



5. There are three different types of batteries that are commonly used - **Alkaline, Nickel Metal Hydride NiMH), and Lithium Ion**. The use of different metals and electrolytes in these batteries gives them different properties which means they are suited to different contexts.



During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods. In the projects you will work out your ideas with some precision, taking into account how food products will be made, stored and eaten and who will use them. You will apply your understanding of healthy food balance by using the eat well guide. Designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy. The main aim of these projects is, food waste, seasonal food and food miles.



Environmental impacts of food production and transportation
Section 1

Growers of food have a responsibility to make sure that our food is safe but also that the environment is not damaged so plants and wildlife can continue to grow. The use of fertilizers and pesticides mean that farmers can grow lots of crops and sell them for more money than if the crops are let to grow naturally (organic farming).

Processing and transporting our food by planes, cars, trains and boats uses fuel which is expensive and pollutes the air (CO2) this is creating global warming and leading to ice caps melting and lots of animals not surviving.

By buying locally sourced products reduces the amount of time and travel (fuel) that food spends from the grower to the buyer. The advantage of this is that the food is fresh and you are supporting the local growers. Buying seasonal food for example strawberries in Summer also reduces food miles as less food has to be imported from abroad.

Each year millions of pounds of food is wasted in transportation, production and households throwing away surplus food. We are being encouraged to buy only what we need and recycle food and packaging where possible.

Key Vocabulary Section 2

Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.

Rural (adjective) - means relating to farming or country life
Industry (noun) any large-scale business activity or a type of productive manufacture or trade.

Agriculture (noun) - is the science, art and business of farming

Vitamins (noun) Are found in food and only needed in small amounts.

Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.

Function of ingredients (noun) The job that the ingredient does in cooking.

Millilitres (noun) A small amount of liquid: one thousandth of a litre

Grammes (noun) a unit of measurement which is one thousandth of a kilogram.

Protein (noun) Part of all living organisms skin, muscle and hair.

Carbohydrate (noun) including sugars, starch, and cellulose. They can be broken down to release energy in the animal body.

Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.

Modifications (noun) changes to make something better.

Evaluation (noun) making a judgement about something.

Seasonal foods Section 3

	Fruit	Veg
January February	Apples, Pears	Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash
March April	Rhubarb	Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli, Radishes, Sorrel, Spring Greens, Spring Onions, Watercress
May June	Rhubarb, Strawberries, Blackcurrants, Cherries, Gooseberries, Raspberries, Redcurrants, Rhubarb, Strawberries, Tayberries	Asparagus, Aubergine, Beetroot, Broad Beans, Broccoli, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Elderflowers, Lettuce, Marrow, New Potatoes, Peas, Peppers, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Turnips, Watercress
July August September	Blackberries, Blackcurrants, Blueberries, Cherries, Gooseberries, Greengages, Loganberries, Raspberries, Redcurrants, Rhubarb, Strawberries	Aubergine, Beetroot, Broad Beans, Broccoli, Carrots, Cauliflower, Chicory, Chillies, Courgettes, Cucumber, Fennel, French Beans, Garlic, Kohlrabi, New Potatoes, Onions, Peas, Potatoes, Radishes, Rocket, Runner Beans, Samphire, Sorrel, Spring Greens, Spring Onions, Summer Squash, Swiss Chard, Tomatoes, Turnips, Watercress, Summer Squash, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms
October November December	Apples, Blackberries, Elderberries, Pears, Cranberries	Aubergine, Beetroot, Broccoli, Brussels Sprouts, Butternut Squash, Carrots, Cauliflower, Celeriac, Celery, Chestnuts, Chicory, Chillies, Courgette, Cucumber, Kale, Leeks, Lettuce, Marrow, Onions, Parsnips, Peas, Potatoes, Pumpkin, Radishes, Rocket, Runner Beans, Spinach, Spring Greens, Spring Onions, Summer Squash, Swede, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms, Winter Squash

This cycle we are going to be creating a cushion made from recycled fabrics and turning them into a patchwork design.

Section 1

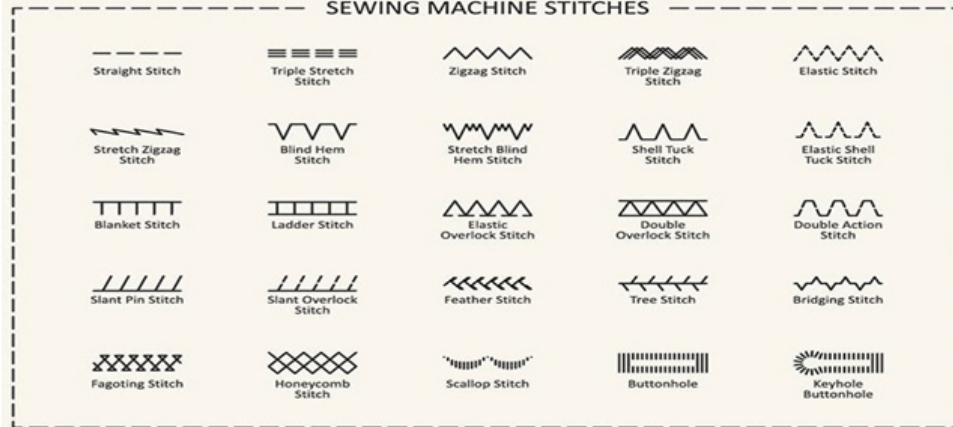
Health and Safety rules when using a sewing machine:

- ◊ Long hair must be tied back.
- ◊ Bags and equipment should be put away.
- ◊ Always sit down when using a sewing machine.
- ◊ 1 scholar per machine at all times.
- ◊ Keep your fingers away from the needle.
- ◊ Use the foot pedal slowly.
- ◊ Put the machines back exactly as you found them.



Section 2

SEWING MACHINE STITCHES



Key Equipment and it's use:

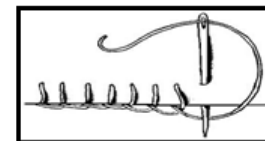
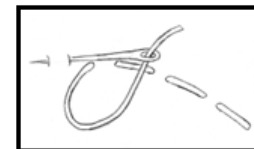
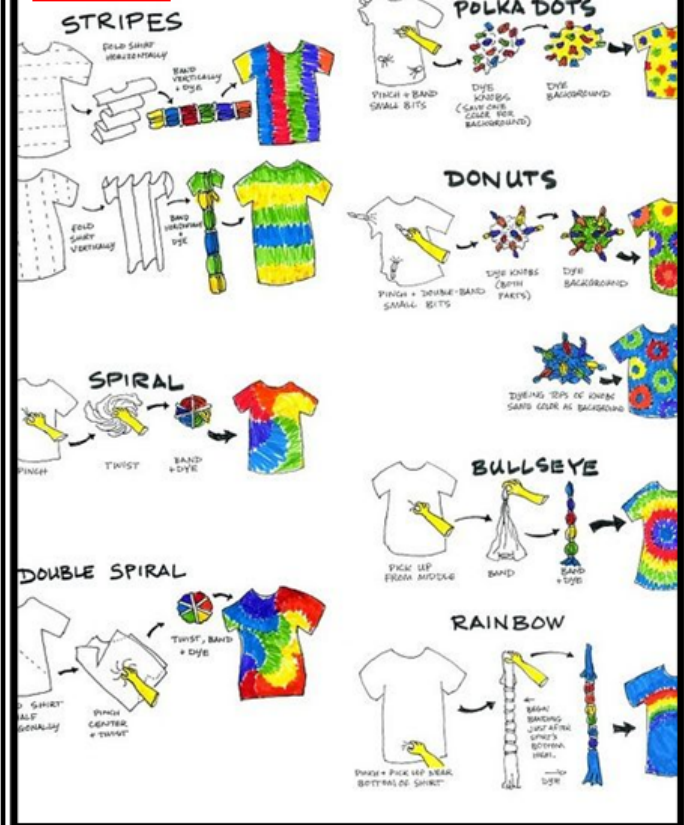
- Sewing Machine:** This is used to stitch fabric together faster and neater.
- Needle:** This is used to stitch by hand using thread.
- Cotton Thread:** This is used with a needle to stitch.
- Pins:** These are used to hold fabric in place.
- Stitch Ripper:** This is used to remove incorrect stitches.
- Velcro:** This is used to hold 2 edges of fabric together.
- Embroidery:** This is the process of decorating fabric using thread to create a pattern.

Section 3

TIE DYE

Tie-dyeing is a method by hand in which coloured patterns are produced in the fabric by gathering together many small portions of material and tying them tightly with string or elastic bands before dipping or covering the fabric in dye. The string or elastic bands resist the dye therefore creating a pattern.

Section 4



Hand Stitches:

Section 5

Running Stitch: a simple needle stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.

Blanket Stitch: a buttonhole stitch used on the edges of a blanket or other material.

PERFORMANCE SKILLS

How designers collaborate during a production

- All designers should read the script before they begin designing. This is because it allows them to understand the story and any demands of the text such as period/genre/location/theme and atmosphere
- All designers should discuss ideas with the director in order to achieve a cohesive artistic intention
- Designs should be relevant to the scene/characters
- Designs should be creative and help an audience identify characters/location/time and atmosphere

EVALUATION SKILLS

- I think this group used the 'Drama Skill' of ... well because...
- I think this group used the 'Performance Skill' of ... well because...
- If they were to create their mask again they need to add/change... to create the effect of...
- If they were to create...again they would need to add/change...to create the effect of...

DO's ✓	DON'Ts ✗
DO follow instructions carefully	DON'T Ignore the instructions
DO be sensible with the equipment	DON'T mess around by the equipment
DO help to tidy away	DON'T leave your space in a mess
DO use pictures to help up	DON'T let everyone else tidy up, you must help
DO be creative with your designs	DON'T destroy the equipment

Roles and Responsibilities of the Theatre

Theatre in general is a collaborative art. It isn't about the actor – it's about the team. While the actors bring to life the playwright's words, behind the scenes is a team of people who have created synergy to make the production itself happen. They see the role of the actor, but aren't necessarily aware of the many other important people who drive the success of a show. There are key production team members such as director, stage manager, technician and the different designers

PERFORMANCE SKILLS

How do we create a character for T.I.E?

- Facial Expressions – matches the character's feelings/emotions
- Body Language – over exaggerated to create identifiable characters to a young audience
- Gestures – Exaggerated hand movements
- Levels – Status, power, relationships
- Voice – clear use of voice using relevant vocabulary to emphasise T.I.E topic

EVALUATION SKILLS

- I think this group used the 'Drama Skill' of ... well because...
- I think this group used the 'Performance Skill' of ... well because...
- If they were to perform this again, they could change/add ... to teach an audience...
- A performance skill used effectively to teach an audience was ... because ...

DO's ✓	DON'Ts ✗
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO Exaggerate characteristics	DON'T Speak quietly or mumble
DO Face the audience	DON'T Laugh on stage
DO use different performance techniques	DON'T Look at the floor
DO create a piece which is well structured	DON'T Rush through your lines

Facts about Theatre in Education

Theatre in education originated in Britain in 1965 and has continued to present day. Monica Prendergast and Juliana Saxton cited TIE as "one of the two historic roots of applied theatre practice". TIE typically includes a theatre company performing in an educational setting for youth, including interactive and performative moments.

PERFORMANCE SKILLS

How do we create a character?

- Facial Expressions – Happy, sad, scared, excited
- Body Language – Body propping, exaggerated movement and shapes
- Gestures – Exaggerated hand movements
- Levels – high, medium, low
- Voice – tone, volume, sound collage

EVALUATION SKILLS

- I think this group used the 'Performance Skill' of ... well because...
- I think this group used the 'Performance Technique' of ... well because...
- If they were to include body propping again they would need to....

DO's ✓	DON'Ts ✗
DO Speak loudly and clearly	DON'T Turn your back on the audience
DO Exaggerate characteristics	DON'T Speak quietly or mumble
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!

Aims of Physical Theatre

Physical theatre shows that you don't have to use words to express ideas. It uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues.



Performance Techniques:

Body Propping: Where you use your body as a prop.



Mime: When all of the action is shown just through physical skills, and no sound.

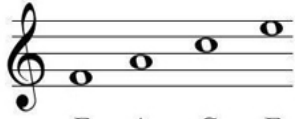
Sound Collage: A combination of sounds used to create an atmosphere or to enhance important moments of a scene.

Stimulus: A starting point for a performance.

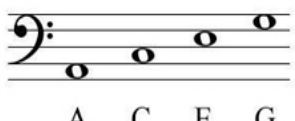
Musical Elements 1	
Pitch	Pitches is how high or low a piece of music, or a particular note, is.
Rhythm/ Duration	Duration/rhythm means how long or short a note is.
Dynamics	Dynamics are how loud or quiet the music is played.
Tempo	Tempo is how fast or slow a piece of music is played.
Texture	Texture describes how melodies, rhythms and harmonies are layered in a piece of music.
Timbre/ Sonority	Timbre (or sonority) describes the particular sound quality of an instrument or voice.
Structure	Structure (or form) is the overall plan of a piece of music.

Hooks & Riffs 3	
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. Riffs can be rhythmic, melodic or lyrical, short and repeated.
Ostinato	A repeated musical pattern. The same meaning as the word riff , but used when describing repeated musical patterns in <i>Classical</i> and some <i>World music</i> .
Bassline	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. Riffs are often used in basslines .
Melody	The main "tune" of a song or piece of music, played higher in pitch than the bassline and it may also contain riffs or hooks . In Classical Music , the melody line is often performed with an ostinato pattern below.

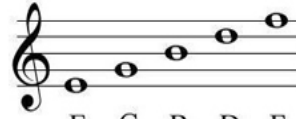
The Blues 2	
Blues	The Blues is a genre of music originated by African Americans in the Deep South of the United States around the end of the 19 th century. The genre has its roots in African musical traditions, and African-American work songs. 
Bassline	The musical part which sits at the bottom of the texture. In the Blues, it follows a conventional pattern: 1, 3, 5, 6, b7, 6, 5, 3
Chord	Two or more notes played simultaneously on a piano or guitar. There are three chords needed for the standard 12-bar blues:
12 Bar Blues	A form commonly used in Blues music which is made up of 12 bar cycles. The chords appear in the following order: <div style="display: flex; justify-content: space-around; text-align: center;"> <div>G C D7</div> <div>G C D7</div> <div>G G G</div> <div>G7 G G</div> </div> <p>Triads are 3 notes played together: G = GBD, C = CEG, D = DF#A </p>



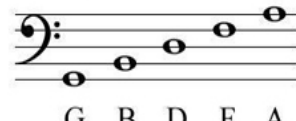
F A C E




A C E G




E G B D F



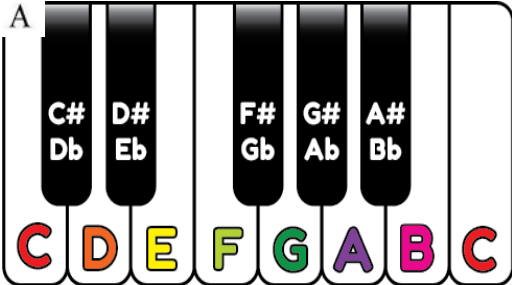
G B D F A



Ray Charles





Etta James



Programming Keywords:

Input Devices	Algorithm	Syntax	Programming	Boolean
Output Devices	Integer	Commands	Objects	Condition
Flowchart	Sequence	Selection	Iteration	Code
Symbols	Software	Scratch	Float	Python

Section 1

Programming	A programming language is any set of rules that converts strings, or visual programming languages to various kinds of machine code output.
Give examples of programming languages	<ul style="list-style-type: none"> • Python • HTML • Java • SQL • C++ 
Programming Software used in school	<ul style="list-style-type: none"> • Kodu • Scratch • Python 
Kodu and Scratch	Block based programs.
Python	A programming language used to write programs. Python>English Examples <code>print("hello!")</code> prints a value on screen (in this case, hello!) <code>Input("")</code> inputs a value into the computer

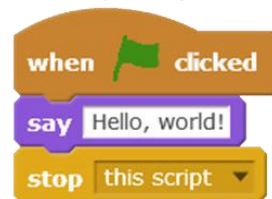
Section 2

Input Devices	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.

Section 3

Sequence	Parts of the code that run-in order and the pathway of the program reads and runs every line in order.
Selection	A selection gives a character a choice of things it can do for example, the character can collect the coins before the apples if he wants.
Objects	Different objects can be inserted onto a program. For example, you can place in a world using Kodu e.g., fishes, robots, trees, apples and coins.

Block Programming in Scratch

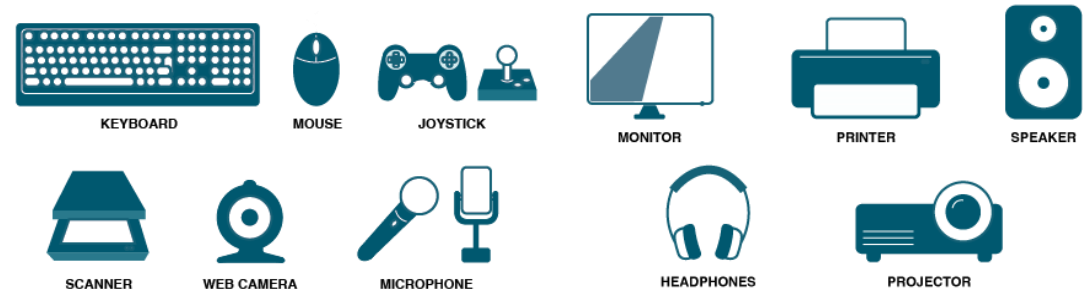


ComputerHope.com



INPUT DEVICES

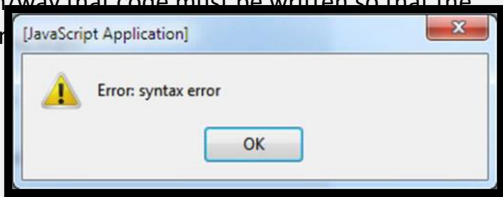
OUTPUT DEVICES



Programming Keywords:

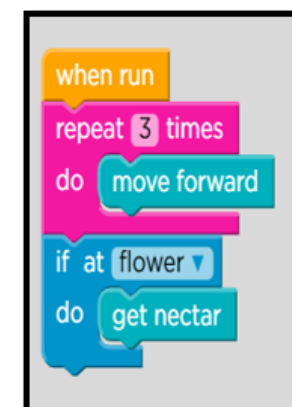
Input Devices	Algorithm	Syntax	Programming	Boolean
Output Devices	Integer	Commands	Objects	Condition
Flowchart	Sequence	Selection	Iteration	Code
Symbols	Software	Scratch	Float	Python

Section 4

String	A collection of letters, numbers or characters. (e.g., Hello, WR10 1XA).
Data Type	This indicates how the data will be stored The most common data types are integer, string, and float.
Syntax	The punctuation/way that code must be written so that the computer can understand its own syntax. 
Algorithm	Developing instructions to solve a problem. The steps or rules to complete a task.
Float	A list of characters in order (any letter, number or symbol you can type on your keyboard).
Integer	Is a whole number.
Boolean	Only has one answer out of the options TRUE or FALSE.

Section 5

Variable	A value that will change whilst the program is executed. (e.g., temperature, speed).
Condition	Also known as IF-THEN. For example, IF the dragon sprite touches the key sprite, THEN add 1 point to the score.
Debug	Finding and fixing problems in your algorithm or program.
Event	An instruction that repeats until a specified condition is reached.
Loop	An instruction that repeats until a specified condition is reached.
Iteration	The process of repeating steps. For example, a very simple algorithm for eating breakfast cereal might consist of these steps: put cereal in bowl. add milk to cereal.



Cyber Security Keywords:

Virus	Hacking	Shouldering	Blagging	Encryption
Decryption	Plaintext	Cypher text	Ransomware	Malware
Spyware	Virus	Worm	Trojan	Bot
Firewall	Ani Malware	GDPR	Computer Misuse	Phishing

Section 6

Data	Data is raw facts and figures.
Information	Information is created when that data has been processed and becomes meaningful.
Shouldering	An attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information, for example, over their shoulder.
Name generator attacks	Attacks in which the victim is asked in an app or a social media post to combine a few pieces of information or complete a short quiz to produce a name.
Phishing	An attack in which the victim receives an email disguised to look as if it has come from a reputable source, to trick them into giving up valuable data.
Pharming	Re-directs website traffic to a fake site to farm information from a user.
Hacking	Gaining unauthorised access to or control of a computer system.
Malware	Malware (malicious software) is software that is designed to gain access to your computer with malicious intent.
Virus	Viruses are a malicious form of self-replicating software. Once on a computer or network, a virus will replicate itself by maliciously modifying other computer programs and inserting code.
Encryption	Encryption is the process of encoding <i>data</i> or a message so that it cannot be understood by anyone other than its intended recipient.
Decryption	The opposite of encryption is decryption. The process of transforming data that has been rendered unreadable through encryption back to its unencrypted form.

Section 8

Ransomware	Ransomware locks a computer, encrypts files, and therefore prevents the user from being able to access the data.
Spyware	Malicious software that enters a user's computer, gathers data from the device and user, and sends it to third parties without their consent.
Firewall	Firewalls are designed to stop hackers from infiltrating the network remotely. They stop unauthorised access.
Anti-malware	Anti-malware is software that scans any file that can execute code. It rods a computer of malware.
GDPR 2018	<p>Stands for General Data Protection Regulations.</p> <ul style="list-style-type: none"> Data should only be held and used for the purpose it was collected and intended for It should not be shared without permission It should not be kept for longer than needed Update to the Data Protection Act 1998 Larger fines for companies, BUT individuals are responsible too. <p>Consequences are a maximum fine of £17.5 million or 4 per cent of annual global turnover, whichever is greater.</p>
Computer Misuse Act 1990	Is designed to protect computer users against wilful attacks and theft of information. Offences under the act include hacking, unauthorised access to computer systems and purposefully spreading malicious and damaging software (malware), such as viruses. Consequences are a caution, unlimited fine, imprisonment (up to life).

Stay safe,

tell someone...

All the staff are here to help and support you



Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Mr Douro (Vice Principal)

Safety and well-being...

If you are worried about your welfare or safety, or that of a friend you could access the NSPCC services. www.childline.org.uk

Free anonymous NHS online counselling for young people can be accessed via a platform called Kooth. www.Kooth.com

For support with mental health and staying happy and healthy visit the Mental Health Foundation. www.mentalhealth.org.uk

For non-emergency advice you can email scholarsupport@dixonsaa.com. Give your full name and Year group.



Physical activity...

It is recommended that young people should be physically active for at least 1 hour a day. This can be anything from organised sport to going on a bike ride with your friends. For more ideas visit; www.nhs.uk/change4life/activities



Online safety...

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.

Explore one of the six ThinkuKnow websites for advice about staying safe when you are using a phone, tablet or computer.

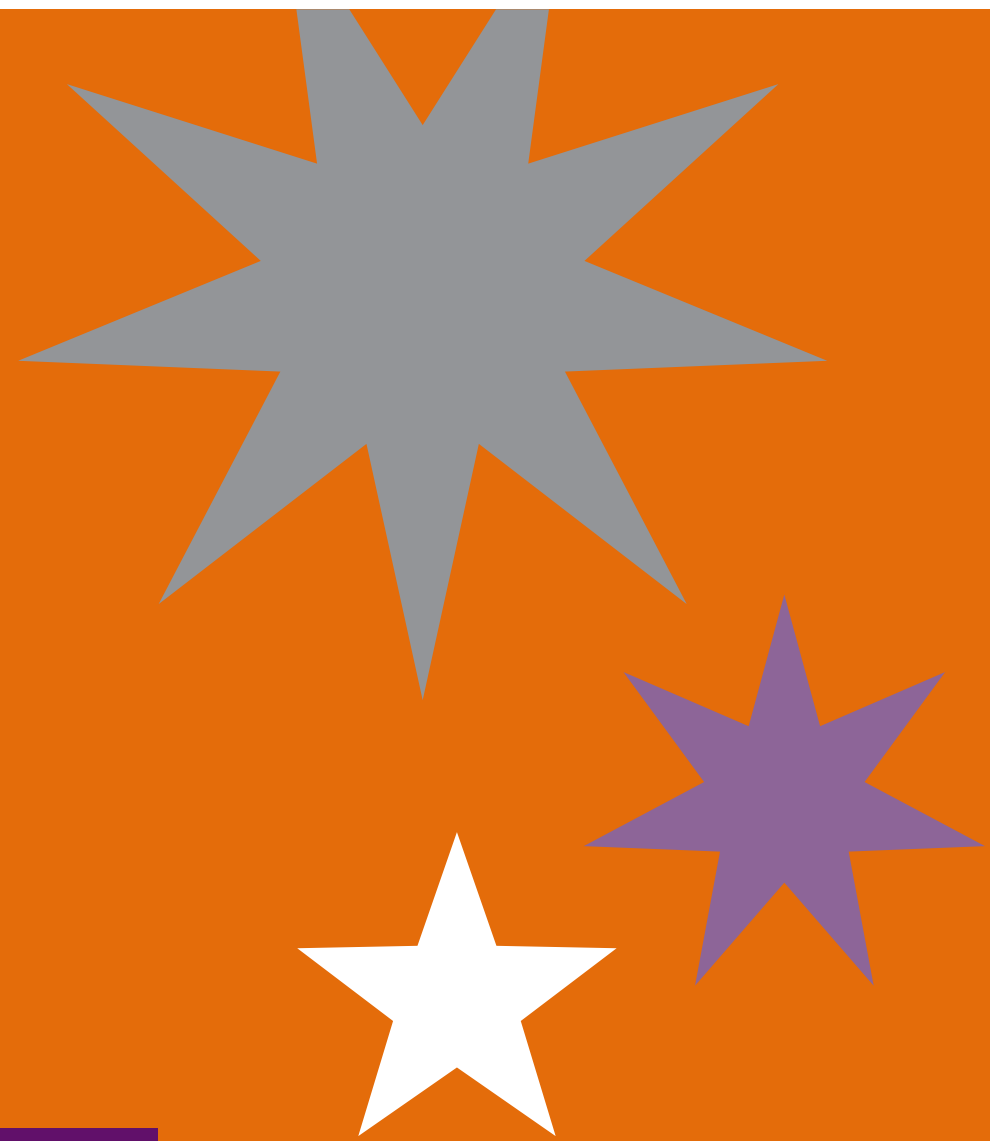


www.thinkuknow.co.uk

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Telephone: 01274 089 890 Email: admin@dixonsaa.com