

KNOWLEDGE ORGANISER & HOMEWORK YEAR 8 2025/2026

Name: _____

Student Number: _____

C1



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.

Knowledge Contents

Spellings	54 - 56
English	58
Maths	60
Science	62
Geography	66
History	70
RE	72
Spanish	73
Urdu	78
Art	80
Design Technology	82
Hospitality & Catering	84
Textiles/photography	85
Music	86
ICT	88



Homework Timetable:

Week A	Mon	Tues	Wed	Thur	Fri
	English	ICT/PE	Spanish	Reading Log	Spellings

Week B	Mon	Tues	Wed	Thur	Fri
	Maths	Culture	Science	Reading Log	Spellings



Homework Contents

Week 1	Pg 4 - 6
Week 2	Pg 7 - 10
Week 3	Pg 11 - 13
Week 4	Pg 14 - 17
Week 5	Pg, 18 - 20
Week 6	Pg 21 - 24
Week 7	Pg 25 - 27
Week 8	Pg 28 - 31
Week 9	Pg 32 - 34
Week 10	Pg 35 - 38
Week 11	Pg 39 - 41
Week 12	Pg 42 - 45
Week 13	Pg 46 - 48
Week 0	Pg 49 - 52
Book Log	Pg 53


1: Read it**What is Dystopia?**

A dystopia is a fictional or imagined society characterised by extreme suffering, oppression, or **injustice**, often under the guise of being ideal or orderly. Unlike a utopia, which represents a perfect world, a dystopia explores the dark consequences of flawed ideologies, **authoritarian** control, environmental collapse, or technological overreach. Dystopian settings are commonly used in literature, film, and other media to critique real-world issues such as totalitarianism, **surveillance**, loss of individual freedom, and social inequality. These societies often feature a powerful government or corporation that **exerts** strict control over citizens, suppresses dissent, and manipulates truth. Classic examples include George Orwell's *1984*, where constant surveillance and **propaganda** dominate, and Aldous Huxley's *Brave New World*, which explores control through pleasure and conditioning.

Dystopias serve as **cautionary** tales, warning audiences about the potential dangers of current trends if taken to extremes. They challenge readers and viewers to reflect on ethical dilemmas, the value of freedom, and the consequences of complacency. Despite their bleakness, dystopian stories often feature protagonists who resist or question the system, offering a glimmer of hope or change.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
<i>Injustice</i>	b. when people are treated unfairly or denied their rights. c. She spoke out against the injustice of people being treated unfairly because of their race.
Authoritarian	b. c.
Surveillance	b. c.
Exerts	b. c.
Propaganda	b. c.
Cautionary	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	
	1. 2. 3	

Year 8 ICT Online Safety		C1		C1 Big Question: What can you do to prevent the dangers of cyber bullying, online grooming and social media?	
<p>1: Read it</p> <p>What can you do to prevent the dangers of cyber bullying, online grooming and social media?</p> <p>Preventing the dangers of cyberbullying, online grooming, and social media misuse involves a combination of awareness, education, technology, and responsible behaviour.</p> <p>Top Tips for staying safe online:</p> <p>Be Kind Online - Treat others the way you want to be treated. Think before you post or comment, words can hurt.</p> <p>Don't Share Personal Information e.g. your full name, address, school, and phone number private. Only share with people you know and trust in real life.</p> <p>Use Privacy Settings - Set your social media and game accounts to private. Only accept friend requests from people you know.</p> <p>Block and Report - If someone is mean or makes you feel uncomfortable, block them. Report the behaviour to the app or website, tell a trusted adult.</p> <p>Save the Evidence - Take screenshots of mean messages or posts.</p> <p>Talk to Someone You Trust - If you feel upset or scared, talk to a parent, teacher, or school counsellor.</p> <p>Don't Reply to Bullies - Responding can make things worse. Stay calm and walk away from the screen if you need to.</p>	2. Clarify It		<p>a. Write out the words highlighted in red</p> <p>b. Write the definition for the words highlighted in red</p> <p>c. Attempt to use the word in a sentence</p>		
3. Summarise it: What is the main idea in the text you have just read?		4. Question it: Write down 3 questions you have about the text you have just read		5. Comprehend it	
		1.			
Challenge: Are there any inferences you can make from the information in the text?		2.			
		3			

1: Read it

La familia real española es muy importante en España. **El rey** se llama Felipe VI y es el jefe del país. Tiene los ojos marrones y el pelo castaño. Es alto y serio, pero también amable.

La reina se llama Letizia. Tiene los ojos marrones y el pelo largo y castaño. Es elegante y trabajadora. Antes de ser reina, era periodista.

Felipe y Letizia tienen dos **hijas**. La mayor se llama Leonor y es la princesa de Asturias. Tiene los ojos azules y el pelo rubio. Es joven pero muy **responsable** porque será reina en el futuro.

La hermana de Leonor se llama Sofía. Tiene los ojos marrones y el pelo castaño. Es simpática y **estudiosa**.

La familia real **vive** en el Palacio de la Zarzuela en Madrid. Representan a España en eventos importantes y ayudan a la gente con su trabajo.

2. Translate It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	
	1. 2. 3	

1: Read it

To calculate the probability of an **event**, divide the number of favorable **outcomes** (the outcomes you're interested in) by the total number of possible outcomes. This can be expressed as a fraction, decimal, or percentage.

1. Identify the Event: Determine the specific outcome you're trying to find the probability of.

2. Count Favorable Outcomes: Count how many ways this event can occur.

3. Count Total Outcomes: Count all possible outcomes of the experiment or situation.

4. Calculate the Probability: Divide the number of favorable outcomes by the total number of possible outcomes.

Example:

•**Event:** Rolling a 4 on a fair six-sided die.

•**Favorable Outcomes:** There's only one way to roll a 4 (the number 4 on the die).

•**Total Outcomes:** There are six possible outcomes (1, 2, 3, 4, 5, and 6).

•**Probability:** The probability of rolling a 4 is $\frac{1}{6}$.

Key Points:

•Probabilities range from 0 to 1, where 0 represents an impossible event and 1 represents a certain event – this is a **probability scale**.

•Probabilities can also be expressed as percentages (0% to 100%).

•The sum of the probabilities of all possible outcomes in an event must equal 1.

•A **fair** six-sided is equally likely to land on 1, 2, 3, 4, 5 or 6

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Event	b. An event is a set of outcomes of a random experiment to which a probability is assigned. c. The sum of the probabilities in any event will never exceed 1.
	b
	c
	b
	c
	b
	c
	b
	c
	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

In Japan, the **tea ceremony**—or *chanoyu*—is a **meticulous** ritual that embodies harmony, respect, purity, and tranquility. Rooted in Zen Buddhism, this cultural practice transcends mere beverage preparation. Every gesture, from the folding of the cloth to the placement of the utensils, is **deliberate** and **symbolic**. The host's role is not only to serve tea but to create an atmosphere of **serenity** and **reverence**. Guests, in turn, engage with **mindfulness**, appreciating the aesthetics of the moment. This centuries-old tradition continues to be a **cornerstone** of Japanese cultural identity, offering a quiet resistance to the **ephemeral** pace of modern life.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
a	b.	
	c.	
a	b	
	c	
a	b	
	c	
a	b	
	c	
a	b	
	c	

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	
	1.	
	2.	
	3	

Yr 8 Science C1 Homework

C1 Big Question: 'Why are nutrients important?'

1: Read it

The Nutrient Ninjas

In Bodyville, the **Nutrient Ninjas** worked together to keep the body healthy!

•**Captain Carbohydrate** gave **energy** for running and thinking.

•**Lieutenant Lipid** stored **energy** and kept the body warm.

•**Private Protein** helped with **growth and repair**.

•**Vita and Mini (Vitamins & Minerals)** kept **bones strong** and **blood healthy**.

•**Watery Wanda** helped with all the **body's jobs**.

•**Fibre Fiona** kept **tummies happy** and food **moving**.

But when people ate too much junk or not enough food, trouble came — like **obesity** and **deficiency diseases**.

So the Nutrient Ninjas reminded everyone:


Eat a **balanced diet**

Drink **water**

Remember your **age and energy needs**

Soon, Bodyville was healthy again — thanks to the Nutrient Ninjas!

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
a	b. c.
a	b c
a	b c
a	b c
a	b c
a	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

New Vocabulary	Definition	Yr 8 Spellings Week 1-2 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1: Read it**Why do we study Dystopian Fiction?**

We study dystopian fiction to explore the **consequences** of societal flaws and to better understand the world we live in. These stories often depict **oppressive** governments, environmental disasters, or loss of individual freedoms, serving as cautionary tales about what could happen if current issues—like surveillance, inequality, or climate change—are left unchecked. By imagining **extreme** versions of our reality, dystopian fiction encourages **critical** thinking about politics, **ethics**, and human behavior.

Dystopian narratives also help us **reflect** on the value of freedom, justice, and individuality. Characters in these stories often **resist** control or fight for change, inspiring readers to consider their own roles in society and the importance of standing up for what is right. Additionally, dystopian fiction can be a powerful tool for young people to engage with complex ideas in an accessible and **compelling** way. Ultimately, studying dystopian fiction sharpens our awareness of real-world problems and empowers us to envision and work toward a better future. It challenges us not just to ask "what if?" but also "what now?" and "what next?"—making it a vital part of literature and education.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Consequences	b. the results or effects of an action or decision. c. He didn't study for the test, and the consequence was that he failed.
Oppressive	b. c.
Critical	b. c.
Ethics	b. c.
Reflect	b. c.
Resist	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	
	1. 2. 3	

1: Read it

In physical education, **cardiovascular endurance** is a key component of fitness, essential for activities like running, swimming, and cycling. It refers to the ability of the heart and **lungs** to supply oxygen to the **muscles** during sustained physical activity. Regular aerobic exercise strengthens the **heart**, improving its efficiency and reducing the risk of **hypertension**. As the body adapts, **mitochondria** within muscle cells increase in number, enhancing energy production. This biological response supports better performance and quicker recovery. Understanding these **physiological** changes helps students appreciate how consistent training benefits both health and athletic ability.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Consequences	b. the results or effects of an action or decision. c. He didn't study for the test, and the consequence was that he failed.
Oppressive	b. c.
Critical	b. c.
Ethics	b. c.
Reflect	b. c.
Resist	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	
	1. 2. 3	

1: Read it

Me llamo Javier y vivo en Cuba. En mi tiempo libre, **juego al béisbol** con mis amigos en el parque. Me encanta porque es divertido y emocionante. También juego a videojuegos en casa cuando hace mucho calor afuera.

A veces, hago natación en la playa porque el mar es muy bonito y el agua es refrescante. **Hago** dibujos en mi cuaderno porque me gusta el arte y quiero ser artista en el futuro.

Por la tarde, veo películas con mi familia. Me gustan las películas de aventuras porque son interesantes y tienen mucha acción. También **veo** partidos de béisbol en la televisión porque es mi deporte favorito.

Los fines de semana, voy al mercado con mi madre. Me gusta porque hay muchas frutas tropicales deliciosas. En mi opinión, Cuba es un país increíble porque hay playas **preciosas** y la gente es muy amable. ¡Me encanta vivir aquí!

2. Translate It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

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1: Read it

Sample space is a term used in mathematics to mean **all possible outcomes**. For example, the sample space for rolling a **normal dice** is {1,2,3,4,5,6} as these are all the only **outcomes** we can obtain.

The sample space for flipping a coin is {H, T}.

What if we wanted to know the possible outcomes for flipping a coin **and** rolling a dice? The sample space for these two **combined** events is {H1, H2, H3, H4, H5, H6, T1, T2, T3, T4, T5, T6}.

We could also write out the sample space for rolling two dice, but to simplify things mathematicians often use **sample space diagrams**.

Look at this sample space diagram for rolling two dice:

	1	2	3	4	5	6
1	1,1	2,1	3,1	4,1	5,1	6,1
2	1,2	2,2	3,2	4,2	5,2	6,2
3	1,3	2,3	3,3	4,3	5,3	6,3
4	1,4	2,4	3,4	4,4	5,4	6,4
5	1,5	2,5	3,5	4,5	5,5	6,5
6	1,6	2,6	3,6	4,6	5,6	6,6

The **probability** of getting a 3 and a 2 is $\frac{2}{36} = \frac{1}{18}$. This is because to get a 3 and a 2 we can have either the outcome 3,2 or the outcome 2,3.

Mutually exclusive events are **events** that cannot both happen at the same time. If one event occurs, the other cannot occur. For example, when flipping a coin, getting heads and tails are mutually exclusive events

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

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1: Read it

In Morocco, traditional **Berber** culture is deeply woven into daily life, especially in rural communities. The Berbers, or Amazigh people, have preserved their unique language, customs, and **agricultural** practices for centuries. Their homes, often made of **adobe**, reflect sustainable building techniques suited to the arid climate. Berber cuisine features locally grown ingredients, emphasizing **nutritional** balance and seasonal availability. Herbal remedies and **botanical** knowledge play a vital role in their approach to health. Music and dance, rich in **rhythmic** patterns and symbolic meaning, are central to celebrations and storytelling. This vibrant culture continues to thrive, blending ancient traditions with modern influences.

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red*
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

The Amazing Journey of a Cheese Sandwich

One day, a cheese sandwich was eaten by a hungry child. Its adventure began in the **mouth**, where teeth chewed it up and spit mixed with it. This spit had special helpers called **enzymes** that started breaking down the bread.

Next, the sandwich slid down a long tube called the **oesophagus** and landed in the **stomach**. There, it was mixed with strong acid that killed germs, while more enzymes broke down the cheese and bread even more. Then it moved into the **small intestine**, where even more enzymes helped break it into tiny pieces. These pieces were so small, they could go into the blood to give the body energy and help it grow.

What couldn't be used went into the **large intestine**, where water was taken out and **good bacteria** helped keep everything clean and healthy. Finally, the rest of the sandwich was turned into waste in the **rectum** and left the body through the **anus**. And that's how a sandwich becomes part of you!

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

5. Comprehend it

1.

2.

3



New Vocabulary	Definition	Yr 8 Spellings Week 3-4 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1: Read it**What is a totalitarian government?**

A **totalitarian** government is a political system where the state holds total **authority** over society and seeks to control all aspects of public and private life. In such **regimes**, a single leader or ruling party often dominates, and opposition is not tolerated. Citizens typically have limited or no political freedoms, and the government uses propaganda, surveillance, **censorship**, and fear to maintain control. Totalitarian governments aim to shape not only laws and policies but also the beliefs and behaviors of their people. Education, media, religion, and even personal relationships may be manipulated to support the regime's **ideology**. Examples from history include Nazi Germany under Adolf Hitler and the Soviet Union under Joseph Stalin.

These governments often justify their control by claiming to protect national security, unity, or tradition. However, they usually suppress dissent, restrict human rights, and punish those who challenge authority. The lack of checks and balances allows leaders to act without accountability, often leading to widespread abuse and suffering. Studying totalitarianism helps us understand the dangers of unchecked power and the importance of democracy, freedom, and human rights. It also encourages **vigilance** against systems that may gradually erode civil liberties under the guise of stability or progress.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Totalitarian	b. a political system in which there is only one political party which controls everything and does not allow any opposition parties. c. Freedom of speech was the first casualty under a totalitarian regime.
Authority	b c
Regimes	b c
Censorship	b c
Ideology	b c
Vigilance	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

Year 8 ICT YPSI

C1 Monday Week 3 Homework

C1 Big Question: 'What is YPSI?'

1: What is YPSI?

YPSI stands for youth produced sexual imagery. YPSI is a specific type of content created and shared by young people, often involving **sexually suggestive** or **explicit material**.

Any nude or semi-nude picture or live stream that is produced whose subject is a person younger than 18. It is illegal to possess, share or download or store any such image:

Below 18: broken the law

Over 18: criminal activity

It is **illegal** for **an adult over the age of 18** to send sexual messages to someone **under the age of 16**, under the **Serious Crime Act 2015**. This law determines that 'sexual communication with a child' (considered here to be a person under 16) is illegal.

WhatsApp and Snapchat are the most used apps to engage in sexting by teens. The growth of YPSI has remained low over the years but among children aged 15 and over it has risen year on year. 70% of teens said that pressure was one of the reasons why people sent nudes.

Top Tips:

- 1.Trust your gut instinct. If it doesn't feel right, don't send it on
- 2.Do not give in to pressure where you are told you need to do something to "earn" love. Think twice, ask for advice and when in doubt, realise it isn't worth it
- 3.Digital communication is not **anonymous**
- 4.No means no

2. Clarify It

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

Challenge: Are there any inferences you can make from the information in the text?

4.Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3

5. Comprehend it



1: Read it

Madrid es la capital de España y una ciudad muy grande. **Hay** muchos lugares interesantes para visitar. Por ejemplo, hay museos famosos como el Museo del Prado, donde se puede ver **pinturas** muy bonitas. También hay parques como el Parque del Retiro, donde se puede **pasear** y relajarse.

En Madrid, se puede comer comida deliciosa. Me gusta **la tortilla española** porque es muy sabrosa. También se puede probar **churros con chocolate**, que son dulces y deliciosos.

En mi opinión, Madrid es una ciudad increíble porque hay muchas cosas que hacer. Me encanta porque se puede visitar el estadio del Real Madrid, que es muy emocionante para **los aficionados** al fútbol. También me gusta porque hay tiendas grandes y se puede comprar ropa moderna.

Madrid es una ciudad animada y divertida. Es un buen lugar para visitar porque hay cultura, historia y comida deliciosa. ¡Me gustaría ir!

2. Translate It
 (the first one has been done for you)

- a. Write out the words highlighted in red*
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

Finding different averages of a set of data gives us a tool to describe the results. The main averages are the mean, mode and median.

The mean

To calculate the mean: **Add** all the numbers up, **Divide** by how many values there are:

$$63 + 86 + 64 + 67 + 71 + 42 + 79 + 64 + 80 + 64 = 680 \div 10 = 68$$

$$\text{Mean} = 68$$

The median

The median is the middle value in the sorted set of data. To calculate the median:

List the values in **ascending** order from smallest to largest

Cross values off from each end to identify the middle value

If there are two numbers in the middle you must calculate the mean of these two values. This means we add them up and divide by 2.

Order: 42, 63, 64, 64, 64, 67, 71, 79, 80, 86

Middle: 64, 67

$$64 + 67 = 131 \div 2 = 65.5 \quad \text{Median} = 65.5$$

The mode

The mode is the most **common** value that appears in the data.

The mode is the only average where there can be more than one. It is often useful to use the ordered set of numbers; 42, 63, **64, 64, 64**, 67, 71, 79, 80, 86.

$$\text{Mode} = 64$$

The **range** of a set of numbers is the **difference** between the largest and smallest values in that set. It indicates how **spread** out the data is.

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

In India, the **Diwali** festival—also known as the Festival of Lights—is a vibrant celebration symbolizing the victory of light over darkness and good over evil. Families decorate their homes with **rangoli** patterns and oil lamps called *diyas*, creating a warm, welcoming atmosphere. Traditional sweets like *laddoos* and *jalebis* are shared among neighbors, reinforcing **communal** bonds. Fireworks light up the night sky, adding to the festive spirit. Diwali also holds deep **spiritual** significance, with prayers offered to deities like Lakshmi for **prosperity** and well-being. This annual event blends **ritual**, joy, and reflection, uniting people across regions and generations.

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it**The Big Adventure of an Oxygen Molecule**

One sunny day, a tiny **oxygen** molecule named Oxi floated in the air, dreaming of going on an adventure. Suddenly—**WHOOSH!**—Oxi was breathed in through a nose and found himself zooming down a long tube called the **trachea**, also known as the windpipe.

The trachea split into two tunnels called **bronchi**, and Oxi followed one into the **lungs**. The tunnel became smaller and smaller, turning into tiny tubes called **bronchioles**, until Oxi reached a special place: the **alveoli**!

The **alveoli** were like tiny balloons, and there were millions of them! They were moist, thin, and had lots of blood around them—perfect for Oxi's mission: gas exchange. Oxi easily slipped through the thin wall of the alveolus and into the blood, while a tired carbon dioxide molecule came out to take his place and be breathed out.

Oxi traveled through the blood to help the body make energy, while the carbon dioxide was carried back to the lungs. Meanwhile, the **diaphragm**, a muscle under the lungs, had helped Oxi get in by **moving down** and making room in the lungs. When it was time to breathe out, the diaphragm **moved back up**, pushing the air out.

And so, Oxi completed his journey, proud to be helping the body work, one breath at a time!

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

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New Vocabulary	Definition	Yr 8 Spellings Week 5-6 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1: Read it**What is a tyrant?**

A tyrant is a ruler who gains and maintains power through force, **manipulation**, or fear, often without legal or moral **justification**. Unlike a fair leader who governs with the consent of the people, a tyrant typically ignores laws, **suppresses** opposition, and prioritizes personal power over the well-being of citizens. Tyrants may use violence, propaganda, and intimidation to stay in control, and they often silence critics or punish those who challenge their authority.

Historically, the term "tyrant" originated in ancient Greece, where it initially referred to someone who seized power **unconstitutionally**. Over time, it came to mean a cruel and oppressive ruler. Famous examples include dictators like Adolf Hitler and Joseph Stalin, who ruled with absolute authority and caused immense suffering.

Tyranny can exist in any form of government when leaders abuse their power and ignore the rights of the people. Studying tyrants helps us recognize the signs of **authoritarianism** and understand the importance of checks and balances, free speech, and democratic institutions.

By learning about tyranny, we become more aware of how power can be misused and why it's essential to protect freedom, justice, and **accountability** in any society.

2. Define It (the first one has been done for you)	<i>a. Write out the words highlighted in red</i> <i>b. Write the definition for the words highlighted in red</i> <i>c. Attempt to use the word in a sentence</i>
Manipulation	<i>b. the act of influencing or controlling someone or something cleverly, skillfully, or sometimes unfairly or dishonestly, often without them realizing it.</i> <i>c. There's been so much media manipulation of the facts that nobody knows the truth of the matter.</i>
Justification	b
	c
Suppresses	b
	c
Unconstitutionally	b
	c
Authoritarianism	b
	c
Accountability	b
	c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Sky Dive Sam was finally ready for his first jump from a plane.
 "Here I go!" he shouted, leaping out into the sky!

Stage 1: At first, Sam fell **fast**! His **weight** pulled him down hard, but there wasn't much **air resistance** yet. The forces weren't balanced, so Sam **accelerated**, falling faster and faster.

Stage 2: As Sam sped up, the wind pushed harder against him. "Whoa! That's strong air!" he shouted. The **air resistance increased**, slowing his acceleration a bit. He was still falling faster, but not as quickly as before.

Stage 3: Soon, the wind pushing up was just as strong as Sam's weight pulling him down. The **forces** were **balanced**, so Sam stopped speeding up. He was falling at a steady speed called **terminal velocity**. "This feels amazing!" he yelled.

Stage 4: Then—*whoosh!*—Sam pulled his **parachute**! It opened wide, giving him a much bigger surface area. The **air resistance shot up**, now stronger than his weight. The force now pushed **up**, and Sam began to **slow down**.

Stage 5: As he **decelerated**, the air resistance started to **decrease**. Soon, the air resistance and his weight were **equal again**, and Sam fell gently at a new, slower **terminal velocity**.

He landed safely on the ground with a big smile. "What a ride! Science is awesome!" he said, giving his parachute a high five

2. Define It

(the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



1: Read it

Barcelona es una ciudad **increíble** en España. Tiene muchas cosas interesantes para ver y hacer. Hay playas bonitas donde **se puede nadar** y tomar el sol. También se puede visitar lugares famosos como la Sagrada Familia, **un edificio** impresionante diseñado por Gaudí.

Para los que disfrutan del fútbol, Barcelona tiene el estadio del FC Barcelona, el Camp Nou, donde se puede ver partidos emocionantes. Me gusta mucho **el ambiente** de la ciudad porque es animado y hay muchas tiendas, restaurantes y cafés.

Además, se puede caminar por Las Ramblas, una calle popular llena de vida. Hay mercados como La Boquería donde se puede probar comida deliciosa, como tapas y churros. Me gusta la comida de Barcelona porque es variada y **sabrosa**.

Es una ciudad perfecta para explorar, **aprender sobre** la cultura española y disfrutar de su energía única. ¿Te gustaría visitarla algún día?

2. Translate It
(the first one has been done for you)

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

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3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

5. Comprehend it

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1: Read it

It is important to know how to read, analyse and represent data in order to understand the meaning behind it.

Bar charts visually show the **frequency** (how many) of each variable (thing) we are looking at.

Bar charts must follow these rules:

- Bars are the heights of the frequencies in the table.
- Bars are all the same width (recommend two squares).
- Bars are all the same distance apart (recommend one square).
- **Axes** are labelled. X-axis is always the **variable**, y-axis is always the frequency.

A **line graph** is a type of graph used to spot in data over time, eg hours in a day or months in a year. The data points are joined together by line segments. In a line graph the frequency is usually represented on the **vertical** scale. The labelling on the **horizontal** scale represents the increments of time.

A **pictograph**, also known as a picture graph or pictogram, is a type of data visualization that uses pictures or symbols to represent data. Each picture or symbol in a pictograph corresponds to a specific **quantity** or value, making it easy to understand and interpret the data. One picture might equal more than one item. Then, if each picture represents more than one item, you can work out the number of items by multiplying.

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

It is important to know how to read, analyse and represent data in order to understand the meaning behind it.

In Brazil, the **Carnival** is a world-famous cultural celebration known for its vibrant parades, music, and dance. Rooted in both European and African traditions, Carnival blends **Catholic** pre-Lenten customs with Afro-Brazilian rhythms like **samba**. Participants wear elaborate **costumes**, often handmade and rich in color and symbolism. The event is not only a spectacle but also a powerful expression of **identity** and **community**, bringing together people from all walks of life. Street performances, drumming, and choreography reflect Brazil's diverse heritage, making Carnival a dynamic showcase of cultural **fusion** and national pride.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

Max was a curious kid who loved space. One night, he dreamed he was an astronaut exploring different planets in a shiny spaceship. First, Max checked his **mass**. He stood on a **mass balance** and saw it read **30 kilograms**. "Cool! That's how much stuff I'm made of," he said. "And it never changes, even in space!"

Next, he landed on **Earth** and used a **Newton meter** to check his **weight**. It said **300 Newtons** because Earth's **gravitational field strength** is **10 N/kg**. Max remembered the equation: **Weight = mass × gravity**, so **30 kg × 10 = 300 N**.

Then, Max zoomed off to the **Moon**, where gravity is weaker. There, the Newton meter only showed **50 Newtons**! "Wow!" said Max, "My **mass** is still 30 kg, but my **weight** changed because the Moon's gravity is smaller."

Max visited more planets, seeing his weight change each time—but his mass stayed the same. When he woke up, he smiled and said, "Mass is what I'm made of. Weight is how heavy I feel because of gravity!"

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



New Vocabulary	Definition	Yr 8 Spellings Week 7-8 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1: Read it**What is a democratic government?**

A democratic government is a system where power is held by the people, either directly or through elected representatives. In a democracy, **citizens** have the right to vote, express their opinions, and participate in decision-making processes that affect their lives. This form of government is based on **principles** like equality, freedom, and the rule of law.

There are two main types of democracy: direct democracy, where people vote on laws and **policies** themselves, and representative democracy, where they **elect** leaders to make decisions on their behalf. Most modern democracies, like the United Kingdom or the United States, are representative.

Key features of a democratic government include free and fair elections, protection of human rights, freedom of speech and the press, and an independent **judiciary**. These elements help ensure that leaders are accountable to the people and that power is not abused.

Democracy encourages open debate, respects diverse opinions, and allows peaceful transitions of power. It empowers citizens to shape their society and hold their leaders responsible. Studying democracy helps us understand the importance of civic participation and the need to protect democratic values in the face of challenges like **corruption**, inequality, or authoritarianism.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Citizens	b. Someone who is a citizen of a particular country is legally accepted as belonging to that country. c. The life of ordinary citizens began to change.
Principles	b c
Policies	b c
Elect	b c
Judiciary	b c
Corruption	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: What is a hoax, fake news and click bait?

Fake news refers to false or misleading information presented as if it were real news. It is often spread to influence people's **opinions**, deceive readers, or generate clicks and advertising revenue.

Key Features of Fake News:

Not based on **facts** or evidence.

Often uses sensational headlines to grab attention.

Can be spread through social media, websites, or even traditional media.

May be created for political, financial, or social gain.

Example:

A fake news article might claim that a celebrity has died when they are alive, just to get people to click on the story.

Clickbait is a type of online content—usually a headline, image, or video title—designed to grab attention and encourage people to click, often by being sensational, misleading, or exaggerated.

Examples:

•“You won’t believe what happened next!”

•“This one trick will change your life forever!”

•“Doctors hate her for discovering this secret!”

A **hoax** is a deliberate trick or **deception** intended to make people believe something that is not true. It is often done for humour, mischief, or to mislead others for personal gain or attention.

Examples of Hoaxes:

•A fake news story claiming a celebrity has died when they haven’t.

•A viral social media post warning about a non-existent danger.

2. Clarify It

a. Write out the words highlighted in red

b. Write the definition for the words highlighted in red

c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

Challenge: Are there any inferences you can make from the information in the text?

4.Question it: Write down 3 questions you have about the text you have just read

1.

2.

3

5. Comprehend it

1: Read it

Ciudad de México es una de las ciudades **más grandes del mundo**. Tiene una historia fascinante y muchos **lugares** interesantes para visitar.

En el centro, hay monumentos famosos como el Zócalo y el Palacio de Bellas Artes. También se puede visitar museos como el Museo Nacional de Antropología para aprender más sobre la cultura mexicana.

La comida es deliciosa. Se puede probar **tacos, tamales** y otros platillos típicos. Además, tiene restaurantes modernos y tradicionales para todos los gustos.

Sin embargo, no hay playas porque la ciudad está lejos del mar. Por eso, no se puede nadar en el océano, pero se puede pasear en **trajineras** por los canales de Xochimilco.

Ciudad de México es un lugar lleno de vida y cultura. Tiene muchas cosas que descubrir, ¿**te gustaría** visitarla algún día?

2. Translate It
(the first one has been done for you)

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

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3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

5. Comprehend it

1.

2.

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1: Read it

A **pie chart** is a chart represented by a circle. It shows the **proportion** of each group at a glance. Remember that there are 360° in a circle so each group in the pie chart will be a proportion of 360° . Each group or section in a pie chart is called a **sector**. The **angle** of each sector is representative of the proportions of the whole data sample. Sometimes a key may be included to indicate what each sector represents.

To produce a pie chart, data is required. The data often comes in the form of a table.

To create a pie chart, the size of the angles needed must be calculated.

Add the total **frequency** in the table.

Divided 360° by the total frequency.

Multiply each frequency by this value. These are the angles for each sector.

Construct a circle and draw a vertical line from the top to the centre.

In a **clockwise** direction, use a **protractor** to plot each angle in turn.

Label each sector or use a key to colour code each.

Give your pie chart a title

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

In the highlands of Peru, a boy named Túpac lived in a small **indigenous** village surrounded by mountains. Every morning, he helped his grandmother prepare *chicha*, a traditional drink made from fermented maize. Though his village was remote, Túpac was **curious** about the world beyond the peaks. One day, a group of **anthropologists** visited to study local customs. Fascinated by their stories and tools, Túpac eagerly shared his knowledge of **ceremonial** dances and ancient **textiles** woven by his ancestors. The visitors were impressed by his **articulate** explanations and invited him to a cultural exchange in Lima. Nervous but excited, Túpac traveled to the city, where he performed a traditional dance in front of hundreds. His heart swelled with pride—not just for himself, but for his people. He returned home with new dreams and a deeper appreciation for his heritage

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

Springy was a happy little spring who lived in a science lab. One day, she heard the teacher say, "Today we're learning about **Hooke's Law**!"

The students gently hung weights on Springy. She began to **stretch**, but not too much. "This is called **elastic deformation**," she said proudly. "I can go back to my normal shape when the weights come off!"

As more force was added, Springy stretched even more. "According to **Hooke's Law**, my **extension** grows in a straight line with the force, as long as you don't overdo it!" On the **force-extension graph**, it made a nice **straight line through the origin**—just like the rule of **directly proportional** things. But oh no! One student added too much weight. Springy stretched too far and couldn't go back to her old shape. "Now I've had an **inelastic deformation**," she sighed. "I've passed my **limit of proportionality**!"

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

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3. Summarise it: What is happening in the text you have just read?

4. Question it: Write down 3 questions you have about what you have just read

5. Comprehend it

1.

2.

3



New Vocabulary	Definition	Yr 8 Spellings Week 11 -12 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1. Read it

How do characters in dystopian fiction challenge or resist oppressive systems, and what can we learn from their actions?"

In dystopian fiction, characters often resist **oppressive** systems in ways that reveal the strength of the human spirit and the importance of standing up for justice. These characters may challenge authority through **rebellion**, secret acts of defiance, or by spreading truth in a society built on lies. For example, in *The Hunger Games*, Katniss Everdeen becomes a symbol of **resistance** by refusing to play by the Capitol's rules. Her courage inspires others to rise up against tyranny.

Such characters often begin as ordinary individuals but grow into powerful symbols of hope and change. Their journeys show that even in the darkest circumstances, people can make a difference. Through their struggles, readers learn about the dangers of unchecked power, the value of freedom, and the importance of speaking out against **injustice**.

These stories encourage us to think **critically** about our own world. They ask us to consider: What would I do in a similar situation? How can I stand up for what's right today? By watching characters **resist** control and fight for a better future, we're reminded that change is possible—and that it often starts with one brave voice.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Oppressive	b. If you describe a society, its laws, or customs as oppressive, you think they treat people cruelly and unfairly. c. The new laws will be just as oppressive as those they replace.
Rebellion	b c
Resistance	b c
Injustice	b c
Critically	b c
Resist	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: What are the health and safety issues when using a computer?

Prolonged use of computers can lead to several health problems if proper habits and **ergonomics** are not followed. One of the most common issues is **musculoskeletal pain**, especially in the neck, back, shoulders, and wrists, often caused by **poor posture** and non-ergonomic setups. Eye strain is another frequent problem, leading to dry eyes, blurred vision, and headaches due to extended screen time. **Repetitive strain injuries (RSIs)**, such as carpal tunnel syndrome, can result from continuous typing or mouse use. Additionally, headaches and migraines may be triggered or worsened by screen glare and brightness.

Using a computer room comes with several safety risks that should be carefully managed to ensure a safe environment for all users. Electrical hazards are a major concern, as overloaded sockets or damaged cables can lead to shocks or fires. Trip hazards from loose wires or poorly arranged furniture can cause falls and injuries. **Poor ventilation** may lead to overheating of equipment and discomfort for users. Inadequate lighting can strain the eyes and contribute to fatigue, while improper seating and desk arrangements can cause long-term posture and musculoskeletal problems.

The **Health and Safety at Work Act 1974** is the main piece of legislation governing workplace health and safety in the UK. It sets out the general duties that employers, employees, and the self-employed have to ensure a safe and healthy working environment. Employers are required to protect the health, safety, and welfare of their employees and others who may be affected by their work. Employees also have a duty to take care of their own health and safety and that of others.

2. Clarify It

- a. Write out the words highlighted in red
- b. Write the definition for the words highlighted in red
- c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

Challenge: Are there any inferences you can make from the information in the text?

4.Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3

5. Comprehend it



1: Read it

Santiago de Chile es la capital de Chile y una ciudad muy grande y moderna. Hay muchos edificios altos, centros comerciales y museos interesantes. También hay montañas **alrededor**, así que las vistas son muy bonitas.

La ciudad **tiene un clima variado**: en verano hace mucho calor y en invierno hace frío. En invierno, se puede ver la nieve en las montañas y muchas personas esquian. En verano, se puede pasear por los parques o **tomar un refresco** en una terraza.

Se puede visitar el Cerro San Cristóbal, una colina muy popular con una estatua grande y un parque zoológico. También se puede usar **el teleférico** para ver toda la ciudad desde arriba.

A mí me gusta Santiago porque es **animado** y tiene muchas actividades. Me gusta la comida típica como **las empanadas**. Pero no me gusta el tráfico porque hay demasiados coches.

En resumen, Santiago de Chile es una ciudad emocionante con mucho que ver y hacer. ¡Vale la pena visitarla!

2. Translate It
(the first one has been done for you)

- a. Write out the words highlighted in red*
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

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3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1: Read it

Indices are used to show numbers that have been multiplied by themselves. They can also be used to represent **roots**, such as the square root, and some **fractions**. The laws of indices enable expressions involving powers to be manipulated more efficiently than writing them out in full.

An index, or power, is the small floating number that appears after a number or letter. The plural of index is indices. Indices show how many times a number or letter has been multiplied by itself.

a^2 (read as 'a squared') means $a \times a$. a has been multiplied by itself twice. The index, or power, here is 2.

Multiplying indices

To multiply together two identical values or variables (letters) that are presented in **index** form, add the powers
However, $d^3 \times e^2$ cannot be **simplified** because d and e are different.

Dividing indices

To divide two identical values or variables (letters) that are presented in index form, **subtract** the powers.
This means $b^5 \div b^3$ can be simplified to b^2 .

Raising a power to a power

To raise a value or variable (letter) presented in index form to another index, **multiply** the powers together. Eg. $(3^4)^3 = 3^{12}$

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.
	b. c.

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it

In the bustling city of Istanbul, a girl named Aylin lived near the ancient **bazaar**, where colors, scents, and voices filled the air. Her family owned a small shop selling **handcrafted** ceramics, each piece painted with intricate patterns passed down through generations. Aylin loved to listen to her grandmother's stories about the **Ottoman** Empire and how their art reflected centuries of history.

One day, Aylin was chosen to represent her school in a cultural exhibition. She decided to showcase her heritage through a live pottery demonstration. Her hands moved with **precision**, shaping the clay into a delicate bowl. As she painted it with **geometric** designs, she explained their meanings to the audience with **confidence**. Her performance earned applause, but more importantly, it sparked curiosity about her culture.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence	
	b.	
	c.	
	b	
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	b	
	c	
	b	
	c	
	b	
	c	

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1: Read it**The Great Race: Speed, Distance and Time**

One sunny morning, four friends—Wally the Walker, Ruby the Runner, Cyclo the Cyclist, and Carla the Car—lined up for a fun race!

“Ready, set, GO!” shouted the referee.

Wally walked at **1.5 m/s**, taking his time. Ruby ran faster at **3 m/s**, while Cyclo zipped along at **6 m/s**. But Carla the Car zoomed ahead at a super-fast **25 m/s**!

As they moved, Tim the Timer kept track of time, and Dot the Distance-Measurer checked how far each one went.

Tim shouted, “If we know the **distance** and the **time**, we can find the **speed** using the special equation:

Speed = distance ÷ time (s = d ÷ t)!”

Ruby ran **300 meters in 100 seconds**, so her speed was **3 m/s**.

“Just like my name!” she smiled.

Dot drew a **distance–time graph**. Carla’s line was the **steepest**—she was the fastest! Wally’s line was **less steep**, and when Ruby stopped for a water break, her line went **flat**, showing she was **stationary**.

At the finish line, everyone cheered. “We all have different speeds,” said Wally, “but we learned how to **measure** and **compare** them!”

And from that day on, the friends never forgot the magic of **speed, distance, and time**.

2. Define It
 (the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



New Vocabulary	Definition	Yr 8 Spellings Week 5-6 Cycle 1	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

1: Read it**How can Dystopian Fiction help us to better understand the world around us?**

Dystopian fiction helps us understand the world around us by offering a powerful lens through which we can **examine** real-world issues in exaggerated or futuristic settings. These stories often reflect current social, political, or environmental concerns—such as government **surveillance**, inequality, climate change, or loss of personal freedoms—by imagining what might happen if these problems spiral out of control.

By placing characters in **extreme** situations, dystopian fiction encourages readers to think critically about the **values** and systems that shape our lives. It raises important questions: What does it mean to be free? How much control should a government have? What happens when technology is misused? These questions help us **reflect** on our own society and consider how we might **prevent** similar outcomes.

Dystopian stories also highlight the importance of resistance, hope, and the human spirit. Characters who challenge oppressive systems can **inspire** readers to speak out against injustice and work toward positive change in the real world. In essence, dystopian fiction acts as both a warning and a mirror—showing us what could go wrong, while helping us better understand what is already happening around us.

2. Define It (the first one has been done for you)	a. Write out the words highlighted in red b. Write the definition for the words highlighted in red c. Attempt to use the word in a sentence
Examine	b. If you examine something, you look at it or consider it carefully. c. It also pays to carefully examine any medication the patient is taking.
Surveillance	b c
Values	b c
Reflect	b c
Prevent	b c
Inspire	b c

3. Summarise it: What is happening in the text you have just read?	4. Question it: Write down 3 questions you have about what you have just read	5. Comprehend it
	1. 2. 3	

1. What is Copyright?

Copyright is a legal right that gives the creator of original work exclusive control over how that work is used. This includes things like:

- Copying the work
- Distributing it (selling, sharing, etc.)
- Performing or displaying it publicly
- Creating **derivative** works (like adaptations or remixes)

It applies to many types of creative works, such as books, music, films, TV shows, photographs, software and websites.

When using work that isn't your own you should consider:

- Understand **fair use** (using a creation for educational reasons)
- Find **royalty-free** or **Creative Commons** content
- Get permission from the copyright holder
- Create your own original content

The **Copyright, Designs and Patents Act 1988** is the main law governing copyright in the UK. This Act gives creators of original works like books, music, films, software, and art—the legal right to control how their work is used. This includes rights to:

- Copy the work
- Distribute it
- Perform or display it publicly
- Adapt it (e.g., make a remix or translation)

2. Clarify It

- a. Write out the words highlighted in red*
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

Copyright

Derivative

Fair use

Royalty free

Creative Commons

Copyright, Designs and Patents Act 1988

3. Summarise it: What is the main idea in the text you have just read?

Challenge: Are there any inferences you can make from the information in the text?

4. Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3

5. Comprehend it

1: Read it

Me llamo Andrés y soy de Guatemala. En mi familia hay cinco personas: mis padres, mi hermana menor, mi abuela y yo. Mi abuela cocina los mejores tamales, y mi hermana y yo jugamos juntos **después** de la escuela.

En mi casa hay tres habitaciones, un salón grande, una cocina acogedora y un jardín bonito con muchas plantas. Mi habitación tiene una cama cómoda y un escritorio donde **hago mis deberes**. EL salón es **el lugar** donde mi familia se reúne para ver películas o hablar.

Antes vivía en una casa **más pequeña** en el centro de la ciudad, pero ahora mi casa está en las afueras, donde hay más **tranquilidad** y aire fresco.

Me chifla mi casa porque es espaciosa y luminosa. Además, el jardín es mi lugar favorito porque **puedo relajarme** y leer allí.

2. Translate It
 (the first one has been done for you)

- a. Write out the words highlighted in red*
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

b

c

b

c

b

c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4.Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

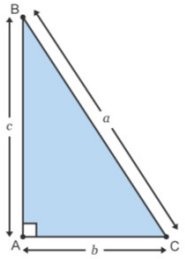
2.

3

1: Read it

Pythagoras' theorem states that for all right-angled triangles:
The **square** of the **hypotenuse** is equal to the **sum** of the squares on the other two sides.

The **hypotenuse** is the longest side and it's always opposite the **right angle**.



In this triangle $a^2 = b^2 + c^2$ and angle A is a right angle.

If you know the length of the hypotenuse and one of the other sides, you can use Pythagoras' theorem to find the length of the third side by **substituting** the known sides into the **formula**.

$$a^2 + b^2 = c^2$$

$$5^2 + 12^2 = c^2$$

$$25 + 144 = c^2$$

$$169 = c^2$$

$$c^2 = 169$$

$$c = \sqrt{169}$$

$$c = 13$$

2. Define It
(the first one has been done for you)

- a. Write out the words highlighted in red
b. Write the definition for the words highlighted in red
c. Attempt to use the word in a sentence

b.

c.

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c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3

1. What is GDPR?

The **General Data Protection Regulation (GDPR)** is a law that governs how personal data must be handled. In the UK, it is known as the **UK GDPR**, which works alongside the **Data Protection Act 2018**.

It protects individuals' **personal data** and gives them more control over how it's used by organisations.

Organisations must ensure personal data is:

- Used **lawfully**, fairly, and transparently
- Collected for specific, legitimate purposes
- Accurate and up to date
- Kept only as long as necessary
- Handled securely

You have the right to:

- Access your personal data
- Correct **inaccurate** data
- Have your data erased ("right to be forgotten")
- Restrict or object to how your data is used
- Move your data between services (data portability)

Standard Maximum Penalty

Up to **£8.7 million** or
2% of the total annual worldwide turnover

Applies to less serious issues:
Administrative failures
Not keeping records properly
Not reporting data breaches on time.

Higher Maximum Penalty

Up to **£17.5 million** or
4% of the total annual worldwide turnover

Applies to serious **violations**, such as:
Breaching core data protection principles
Failing to obtain proper consent
Mishandling international data transfers .

2. Clarify It

(the first one has been done for you)

a. Write out the words highlighted in red

b. Write the definition for the words highlighted in red

c. Attempt to use the word in a sentence

3. Summarise it: What is the main idea in the text you have just read?

Challenge: Are there any inferences you can make from the information in the text?

4.Question it: Write down 3 questions you have about the text you have just read

- 1.
- 2.
- 3

5. Comprehend it

1: Read it

Sky Dive Sam was finally ready for his first jump from a plane.
 "Here I go!" he shouted, leaping out into the sky!

Stage 1: At first, Sam fell **fast**! His **weight** pulled him down hard, but there wasn't much **air resistance** yet. The forces weren't balanced, so Sam **accelerated**, falling faster and faster.

Stage 2: As Sam sped up, the wind pushed harder against him. "Whoa! That's strong air!" he shouted. The **air resistance increased**, slowing his acceleration a bit. He was still falling faster, but not as quickly as before.

Stage 3: Soon, the wind pushing up was just as strong as Sam's weight pulling him down. The **forces** were **balanced**, so Sam stopped speeding up. He was falling at a steady speed called **terminal velocity**. "This feels amazing!" he yelled.

Stage 4: Then—*whoosh!*—Sam pulled his **parachute**! It opened wide, giving him a much bigger surface area. The **air resistance shot up**, now stronger than his weight. The force now pushed **up**, and Sam began to **slow down**.

Stage 5: As he **decelerated**, the air resistance started to **decrease**. Soon, the air resistance and his weight were **equal again**, and Sam fell gently at a new, slower **terminal velocity**.

He landed safely on the ground with a big smile. "What a ride! Science is awesome!" he said, giving his parachute a high five

2. Define It

(the first one has been done for you)

- a. Write out the words highlighted in red
 b. Write the definition for the words highlighted in red
 c. Attempt to use the word in a sentence

b.

c.

b

c

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c

b

c

b

c

3. Summarise it: What is happening in the text you have just read?**4. Question it: Write down 3 questions you have about what you have just read****5. Comprehend it**

1.

2.

3



New Vocabulary	Definition	Yr 7 Spellings Week 13 Cycle 3	
1.		6.	
Sentence		Sentence	
2.		7.	
Sentence		Sentence	
3.		8.	
Sentence		Sentence	
4.		9.	
Sentence		Sentence	
5.		10.	
Sentence		Sentence	

[illegible]

WEEK 2	
1. tertiary	A job type which involves providing a service .
2. composition	The way elements of artwork are arranged or combined .
3. monotheism	Belief in one God.
4. patriarchal	Ruled or controlled by men .
5. flammable	Sets on fire easily.
6. precipitation	Any form of water falling from the sky.
7. hypothesis	A prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. protagonist	Main character in a narrative.
10. integer	A whole number (not a fraction)

WEEK 3	
1. identity	Characteristics determining who or what something is.
2. pathogens	Bacteria such as food poisoning bacteria.
3. chronology	Historical events in the correct order .
4. misinformation	A deliberate lie to mislead somebody.
5. melody	The main 'tune' of the song that you could sing to
6. segregation	Separating people based on race, class and social factors.
7. progression	Getting better .
8. faith	Having trust in someone.
9. Monarchy	Country where the Head of State is King or Queen .
10. molecule	A group of atoms chemically joined together.

CYCLE 1 SPELLINGS

WEEK 4	
1. empathy	Ability to understand and feel others' emotions.
2. century	Time span of 100 years
3. hoax	A trick in which someone tells people a lie.
4. harmony	Chords that support the melody
5. covenant	A serious promise .
6. regression	Getting worse .
7. accent	The way of pronouncing words associated with an area or place .
8. mixtures	Two or more substances mixed together but not chemically joined .
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 5	
1. activist	Someone who is active in political and social causes.
2. decade	Time span of 10 years.
3. domain	A website name.
4. conductor	Leads the orchestra and any other large ensemble.
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. injustice	Unfair behaviour or treatment
2. Millennium	Time span of 1000 years.
3. bias	Feeling or prejudice for or against one person or group.
4. orchestra	A large ensemble of musicians playing instruments .
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. opinion	A view or judgement formed about something.
8. gesture	An expression or movement of the body.
9. interpretation	Evidence showing an opinion on an event.
10. atom	A tiny particle .

WEEK 7	
1. status	The level of society a character is in.
2. democracy	System where people can vote for the government.
3. tension	Where the mood atmosphere in a novel is strained .
4. heritage	Range of inherited traditions / cultures.
5. systemic	Implies problems are rooted in the way systems are set up.
6. development	The process of a county improving over time .
7. migration	People moving around.
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. liberty	State of being free from oppression.

CYCLE 1 SPELLINGS

WEEK 8	
1. tertiary	A job type which involves providing a service .
2. composition	The way elements of artwork are arranged or combined .
3. monotheism	Belief in one God.
4. patriarchal	Ruled or controlled by men .
5. flammable	Sets on fire easily.
6. precipitation	Any form of water falling from the sky.
7. hypothesis	Prediction about what you think will happen in an investigation.
8. exodus	A journey .
9. protagonist	Main character in a narrative.
10. integer	A whole number (not a fraction)

WEEK 9	
1. identity	Characteristics determining who or what something is.
2. pathogens	Bacteria such as food poisoning bacteria.
3. chronology	Historical events in the correct order .
4. misinformation	A deliberate lie to mislead somebody.
5. melody	The main 'tune' of the song that you could sing to
6. segregation	Separating people based on race, class and social factors.
7. progression	Getting better .
8. faith	Having trust in someone.
9. Monarchy	Country where the Head of State is King or Queen .
10. molecule	A group of atoms chemically joined together.

WEEK 10	
1. empathy	Ability to understand and feel others' emotions.
2. century	Time span of 100 years
3. hoax	A trick in which someone tells people a lie.
4. harmony	Chords that support the melody
5. covenant	A serious promise .
6. regression	Getting worse.
7. accent	The way of pronouncing words associated with an area or place .
8. mixtures	Two or more substances mixed but not chemically joined .
9. dialogue	The spoken script on stage.
10. source	Evidence made at the time of an historical event.

WEEK 11	
1. activist	Someone who is active in political and social causes.
2. decade	Time span of 10 years.
3. domain	A website name.
4. conductor	Leads the orchestra and any other large ensemble.
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.

CYCLE 1 SPELLINGS

WEEK 12	
1. injustice	Unfair behaviour or treatment
2. Millennium	Time span of 1000 years.
3. bias	Feeling or prejudice for or against one person or group.
4. orchestra	A large ensemble of musicians playing instruments .
5. polytheist	Believing in many Gods.
6. colloquial	Informal language used in conversation.
7. opinion	A view or judgement formed about something.
8. gesture	An expression or movement of the body.
9. interpretation	Evidence showing an opinion on an event.
10. atom	A tiny particle .

WEEK 13	
1. status	The level of society a character is in.
2. democracy	System where people can vote for the government.
3. tension	Where the mood atmosphere in a novel is strained .
4. heritage	Range of inherited traditions / cultures.
5. systemic	Implies problems are rooted in the way systems are set up.
6. development	The process of a country improving over time .
7. migration	People moving around.
8. monologue	One person delivering a speech or their thoughts to the audience.
9. intonation	Variation of spoken pitch.
10. liberty	State of being free from oppression.

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.			

Cycle 1	SUBJECT	ENGLISH	TOPIC(S)	READING AND LANGUAGE DEVICES	YEAR GROUP	8
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Language device and definition.	What is the effect?	Language device and definition.	What is the effect?
Metaphor - a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another (Ex.: the curtain of night, "all the world's a stage")	It is important to link what the metaphor might be saying about the situation. Consider how the atmosphere/mood is emphasised by the use of this device. <i>What does the metaphor express - it is best to think about what the metaphor means simply to show your understanding.</i>	Hyperbole - over exaggeration. Not supposed to be taken seriously. E.g., I'm so hungry I could eat a horse. I am freezing to death. If I don't do it now, I'll die.	Hyperbole can be used in different ways. Newspapers often use hyperbole to 'sensationalise' a situation—making it worse for dramatic effect. Hyperbole might be used for humour as well. Writer's might use this ironically to poke fun at a situation. In creative writing, hyperbole can tell us certain things about a character and what they're like as a person.
Simile - comparing something to something else using 'like' or 'as'	The comparison might be humorous and is there to make you laugh. On the other hand, the imagery that's used might be unpleasant. It's best to link this to purpose and tone.	Emotive language - language to appeals to the emotions. The deliberate choice of words to elicit emotion (usually to influence).	Emotive language creates an emotional response within the reader. This engages us more with the text as we can feel 'empathy' or 'sympathy' towards a certain situation or cause. The text might make us feel something we never felt before and raises our awareness towards situations, events or people.
Tone - the general attitude of a piece of writing.	Tone can be divided into different feeling or emotions. The most common tones to look out for are positive/negative. Look at how the writer uses specific words to create the tone and why you think that tone is used.	Semantic Field —when a group of words relate to the same topic/theme/subject. E.g., Pain, death, loss, hate are a negative semantic field.	Semantic field helps create atmosphere and tone. The use of certain words can create a specific field—it is important that you decided what the 'field' is—don't overuse 'positive' and 'negative' - think specifically, what is the tone of the writing and how does the field add to it? E.g., A semantic field of <i>disgust, decay, happiness, devotion, calmness, hope, loss.</i>
Personification - the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.	Personification can make something come to life and can be used by writers to add to the atmosphere of the piece. It is important to link the overall theme/mood of the text to your analysis. <i>Consider why personification is used in that moment. Why is the writer trying to make that object or thing appear real?</i>	Connotations —words/thoughts/feelings associated with another word. E.g., The connotations of winter are snow, coldness, happiness, Christmas.	Connotations will help you analyse the writer's word choice/s. It is important to think about the connotations of words as you can link this to the overall tone/attitude of the piece. Doing this will also help you understand the effectiveness of word choice and what that word is supposed to evoke within you. You can also comment on the effectiveness by discussing why a specific word is used instead of another.

CONTEXT AND WRITER'S INTENTIONS

Writing in an era following WW2 known as the 'atomic age,' Golding tapped into a widespread cultural panic over nuclear destruction and man's capacity for warfare in *Lord of the Flies*. After the first atomic bombs were detonated over Japan at the end of the war in 1945, the Soviet Union and the United States began building their nuclear arsenals, leading many people to fear apocalyptic nuclear conflict. The Soviet Union and the United States engaged in a policy of brinkmanship that would come to be known as the Cold War.

As a member of the British Navy during the Second World War, Golding had been the captain of a ship that assisted in the invasion at Normandy, or D-Day, when the allies invaded Nazi occupied France, and this experience directly informed his view of man's capacity for cruelty. Golding wrote "before the Second World War I believed in the perfectibility of social man.... but after the war I did not because I was unable to. I had discovered what one man could do to another..." Following the war, Golding worked as a headmaster at a boys' school, which influenced his writing as well. By setting his story among schoolboys, rather than grown men fighting an actual war, he made his themes of brutality and the breakdown of civilization innate and inevitable. He intended his novel to be a direct warning about the specific dangers of nuclear proliferation, but his editor at Faber and Faber, Charles Monteith, edited out a lengthy beginning describing a nuclear war that sets the plot in motion, leaving the sense of global apoca-

Golding also uses LOTF to criticise the totalitarian regimes rising up in the East. In the 1950s, the Soviet Union was ascendant, and Western countries began learning about Soviet gulags for political dissenters, their violent political purges, and the breadth of the Soviet government's domestic power. At the same time, awareness grew of the holocaust in Nazi Germany and the fascist regime that perpetrated it. Golding was particularly interested in "groupthink," a term coined by George Orwell in 1984 to describe how essentially good people are able, through coercion and fear, to excuse or enable injustice.

Both William Golding and his fictional characters were familiar with Robinsonades, a 19th century genre that took its name from Daniel Defoe's desert island novel, *Robinson Crusoe*. Written in the eighteenth century, *Robinson Crusoe* is an adventure tale about a shipwrecked sailor who survives by his wits for several years before finally returning home to England. Writers as influential and varied as Edgar Allan Poe, Herman Melville, and Goethe wrote novels about sea faring adventures that pitted man against the elements. For Golding, though, the most influential Robinsonade was R.M. Ballantyne's 1858 novel, *The Coral Island: A Tale of the Pacific Ocean*, a novel about three British schoolboys marooned on an island who show bravery and valour in a series of adventures and conquests. Golding said in interviews that this novel was a boyhood favourite of his, and was part of the inspiration for *Lord of the Flies*.

The first use of atomic weapon—Hiroshima and Nagasaki in Japan—in 1945—is a key background to the novel. It was now quite possible that civilisation could be completely destroyed by a single conflict. In 1949 the Cold War began when the Soviet Union detonated its first A-bomb. This was an ideological battle between belief systems. Many people were accused of being Communists and a climate of fear prevailed.

Predict

Making predictions about a text includes what themes and feelings you think will arise and using your prior knowledge to consider what may happen to characters or in the plot.

Clarify

Clarifying words based off what you know about the text and the context of the sentence is useful in aiding full comprehension.

Question

Posing different questions about a text allows us to consider why the author chose to reveal or withhold certain information and to test our comprehension skills.

Summarise

Summarising is a skill that texts our full and holistic understanding of a text.

Vocabulary

Savagery – the quality of being fierce or cruel

Morality – principles concerning the distinction between right and wrong or good and bad behaviour

Humanity – the quality of being humane; benevolence and kind. A feeling of fellowship and the state of being human

Disorder – a state of confusion or the breakdown of peaceful and law-abiding public behaviour

Corruption – dishonest or fraudulent behaviour from those in power or the action/effect of making something morally depraved

Section 1 – Probability

PROBABILITY	
probability	the likelihood or chance of something happening it is given on a scale between 0 (impossible) and 1 (certain), and can be a fraction, decimal, or sometimes a percentage
theoretical probability	the probability of something in theory
relative frequency	the probability of something worked out from real life data, also called empirical probability
experiment (in probability)	when a number of trials are conducted to determine the probability of an event
event	one possible outcome in a probability experiment, e.g. getting a 6 on a die
expectation	what you predict will happen in a probability experiment, you multiply the probability by the number of trials

Section 3 – Probability notation & diagrams

PROBABILITY NOTATION	
$P(A)$ =	the probability of an event A =
$P(A')$ =	the probability that event A will not occur = the complement of A

REPRESENTING PROBABILITIES	
sample space	the set of all possible outcomes of an experiment
probability tree	a diagram shaped like a tree used to display a sample space by using one branch for each possible outcome

**Section 2 – Probability terminology**

LIKELIHOOD VOCABULARY	
impossible	when there is no chance – it will not happen an outcome with a probability of 0
unlikely	when it will probably not happen an outcome with a probability between 0 and 0.5
even	when there is an equal chance of something happening or not happening an outcome with a probability of 0.5
likely	when it will probably happen an outcome with a probability between 0.5 and 1
certain	when it is inevitable – it will definitely happen an outcome with a probability of 1
fair	when all outcomes are equally likely
bias	when something is not fair

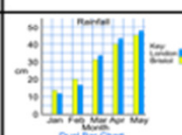
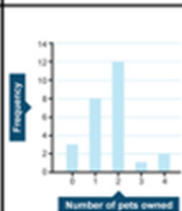
Section 4 – Averages

AVERAGES AND SPREAD	
mean	add up all the amounts, and then divide the total by the number of amounts
mode	the value which occurs the most
median	the middle value. Method: put the data in numerical order, cross off from the beginning and end until you find the middle value if there are two middle values, find half-way between them
range	largest value – smallest value the spread of the data

Section 5 – Frequency diagrams

DISPLAYING CATEGORICAL DATA	
data	a collection of information a set of numbers giving information about a context
frequency	the number of times an event or a value occurs
frequency table	usually a tally, showing the totals of data collect data using this before displaying it in a chart
bar chart	the height of the bars represents the frequency (y-axis), x-axis is the thing we are measuring, there are gaps between bars, all bars are equal width and axes are labelled
comparative / dual bar chart	a bar chart showing data side by side good for comparing data
pictogram	each picture represents a set frequency it has a key to tell you what each picture is worth

Country	Frequency
France	3
Wales	4
England	11



Section 6 – Index notation/laws**INDEX NOTATION**

$$a = b^n$$

*a is the power
b is the base
n is the index*

**INDEX LAWS: MULTIPLICATION AND DIVISION**

when the **base** is the same, we use the following laws when multiplying and dividing

multiplying	add the powers e.g. $a^m \times a^n = a^{m+n}$
dividing	subtract the powers e.g. $a^m \div a^n = a^{m-n}$
raising a power by another power	multiply the powers e.g. $(a^m)^n = a^{mn}$

Section 8 – Pythagoras**Pythagoras's Theorem**

Pythagoras' theorem	a relationship between the 3 sides on a right angled triangle
Pythagoras' theorem	$a^2 + b^2 = c^2$ 'c' is always the hypotenuse

Section 7 – Powers & roots**SQUARES AND ROOTS**

index	tells us how many times to use the number in a repeated multiplication
root (fractional index)	the inverse of an index

POSITIVE INTEGER POWERS

square numbers	the answer when you multiply a number by itself: n^2 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144...
cube numbers	the answer when you multiply a number by itself, and then by itself again: n^3 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...
powers of 10	10^n 10, 100, 1000, 10 000, 100 000...

Section 9 – Standard form**STANDARD FORM: NOTATION**

notation	allows us to write very large or very small numbers without lots of zeros numbers written in the form $A \times 10^n$ 'A' is between 1 and 10 'n' is any integer
'n' is positive	large number (≥ 1)
'n' is negative	small number (< 1)

Section 10 – Types**MULTIPLES, FACTORS AND PRIME NUMBERS**

multiple	the result of multiplying a number by an integer, e.g. the 3 rd multiple of 7 is 21
lowest common multiple (LCM)	the lowest common number in the multiplication tables of two or more different numbers
factor	a quantity which divides equally into a number, e.g. factors of 8 are 1, 2, 4 and 8
highest common factor (HCF)	the highest factor which belongs to two or more numbers
prime number	an integer greater than 1 that has exactly two factors, 1 and itself 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31...
prime factor	a factor of a number which is also prime
decomposition	to break something down
product of prime factors (prime factorisation)	a set of prime factors which multiply to give a number e.g. prime factor tree <div style="text-align: center;"> $\begin{array}{c} 12 \\ / \quad \backslash \\ 2 \quad 6 \\ \quad / \quad \backslash \\ \quad 2 \quad 3 \\ 12 = 2 \times 2 \times 3 \text{ or } 2^2 \times 3 \end{array}$ </div>
unique factorisation theorem	the fundamental theorem of arithmetic Each integer can be written as a unique product of prime factors. This is why 1 is not a prime number.

Cycle 1	SUBJECT	SCIENCE	TOPIC(S)	Organisation	YEAR GROUP	8
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1. Food Groups	
Carbohydrate	Main source of energy.
Lipids (fats and oils)	Act as a store of energy. Body fat keeps us warm.
Proteins	For growth and repair.
Vitamins & Minerals	Needed in small amounts to maintain health. E.g. calcium for strong bones and teeth, iron for red blood cells.
Water	Needed for chemical reactions in cells.
Fibre	Helps food move through the gut. Prevents constipation.
Factor that affect energy requirements	Age, gender
Consequences of imbalances in the diet	obesity, starvation and deficiency diseases
2. Digestive System	
Enzymes	Chemicals that break down food into smaller soluble molecules so that they can be absorbed into the blood.
Mouth	Teeth chew food and mix it with saliva. Saliva contains enzymes that digest carbohydrates.
Oesophagus	Connects the mouth to the stomach.
Stomach	Food is churned in hydrochloric acid which kills bacteria. Enzymes digest proteins.
Small Intestine	Enzymes digest carbohydrates, lipid and proteins. Food is absorbed into the blood.
Large Intestine	Water is absorbed into the blood.
Rectum	Undigested food is compacted and stored as faeces then leaves the body through the anus.
Role of good bacteria	protect us against harmful bacteria and to prevent infection

3. Respiratory System	
Trachea	Windpipe that carries air into the lungs. Splits into two tubes called the bronchi, then smaller tubes called bronchioles.
Alveoli	Small air sacs where gas exchange occurs. Oxygen diffuses into the blood. Carbon dioxide diffuses into the alveoli.
Adaptations of Alveoli for Gas Exchange	Many small alveoli -> give a large surface area.
	Moist -> allows gases to dissolve.
	Thin walls -> gases do not have far to travel.
	Good blood supply -> maintains steep concentration gradient.
Diaphragm	Sheet of muscle under the ribcage.
Breathing In	Diaphragm contracts and moves down. Ribs move up and out. Lung volume increases, pressure decreases, air goes in.
Breathing Out	Diaphragm relaxes and moves up. Ribs move in and down. Lung volume decreases, pressure increases, air goes out.
Skeletal and Muscular Systems	
Skeletal System	Allows movement, holds us upright and protects organs.
Muscular System	Muscles contract and pull on bones to allow movement.
Joint	Where two bones join together. The ends of the bones are covered in cartilage and synovial fluid lubricates the joint.
Ligament	Elastic tissue that joins two bones together.
Tendon	Inelastic tissue that joins a muscle to a bone.
Antagonistic Muscles	Muscles that work in pairs. When one contracts, the other relaxes.
Functions of the human skeleton	support, protection, movement and making blood cells
Biomechanics	the interaction between skeleton and muscles, including the measurement of force exerted by different muscles

Cycle 1	SUBJECT	SCIENCE	TOPIC(S)	Forces and motion	YEAR GROUP	8
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1 - Mass and Weight

Mass	Measure of the amount of material something is made up of. Mass is the same on all planets .
Measuring Mass	Use a mass balance .
Units for Mass	Kilograms (kg)
Weight	Measure of the force on something due to gravity . Changes depending on which planet you are on.
Measuring Weight	Use a Newton meter .
Units for Weight	Newtons (N)
Equation	Weight = mass x gravitational field strength ($W = m \times g$)
Gravitational Field Strength	Strength of gravity on a planet. On Earth , $g = 10 \text{ N/kg}$.

2 - Stretching Springs

Deformation	Changing the shape of an object – stretching, compressing or bending . Requires at least two forces.
Elastic Deformation	The object returns to its original size and shape once the forces are removed .
Inelastic Deformation	The object does not return to its original size and shape once the forces are removed .
Hooke's Law	The extension of a stretched spring is directly proportional to the force applied to it, up to the limit of proportionality .
Directly Proportional	Shown on a graph by the line of best fit being a straight line through the origin . If one variable doubles, the other doubles.
Force – Extension Graphs	Plot force on the y axis , extension on the x axis . The steeper the line, the stiffer the spring.
Equation	Force = spring constant x extension ($F = k \times e$)

3 - Speed, Distance and Time

Equation	speed = distance / time ($s = d/t$)
Units	speed = m/s distance = m time = s
Typical speed values	Walking = 1.5 m/s , Running = 3 m/s , Cycling = 6 m/s , Car = 25 m/s , Sound (in air) = 330 m/s
Converting Distances	1 m = 100 cm, 1 km = 1000 m
Converting Times	1 minute = 60 s, 1 hour = 60 minutes
Distance – Time Graphs	Straight diagonal line = constant speed Steeper line = faster speed Flat horizontal line = stationary

4 - Terminal Velocity for a Sky Diver (Don't draw diagrams)

Stage 1 	Weight is much greater than air resistance . Resultant force acting down . Sky diver accelerates as he falls.
Stage 2 	As sky diver accelerates , air resistance increases . Resultant force is less but still acts down . Sky diver still accelerates but at a slower rate .
Stage 3 	Air resistance is now equal to the weight . Forces are balanced – no resultant force. Sky diver falls at a constant speed known as terminal velocity .
Stage 4 	Air resistance now greater than weight as parachute provides a larger surface area . Resultant force now acts up . Sky diver is still falling but decelerates .
Stage 5 	As sky diver decelerates , air resistance decreases . Forces are balanced again – no resultant force. Sky diver falls at a new slower terminal velocity .

Cycle 1	SUBJECT	SCIENCE	TOPIC(S)	Metals	YEAR GROUP	8
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1. Properties and Uses of Metals	
Copper	Used for electrical wiring as it is a good conductor of electricity and ductile .
Gold	Used to make jewellery as it is shiny and resistant to corrosion .
Steel	Used for buildings, bridges and cars . Steel is an alloy of iron. Pure iron is weak and brittle , but steel is very strong .
Aluminium	Used for aeroplanes and overhead cables as it has a low density so it is lightweight .
Titanium	Used for hip replacements as it is resistant to corrosion , strong and has a low density .

2. Reactivity Series (Practice writing metals in order of reactivity)		
Most reactive	↑	
	Potassium	Please
	Sodium	Send
	Calcium	Charlie's
	Magnesium	Monkeys
	Aluminium	And
	Carbon	
	Zinc	Zebras
	Iron	In
	Tin	The
	Lead	Lead
	Hydrogen	
	Copper	Cages
	Silver	Securely
	Gold	Guarded
Least reactive	Platinum	

3. Reactions of Metals	
Metal + Acid	metal + acid → salt + hydrogen Metal will react if it is more reactive than hydrogen. Test for hydrogen gas using a lit splint. Listen for squeaky pop.
Metal + Oxygen	metal + oxygen → metal oxide Oxidation reaction as metal gains oxygen.
Metal + Water	More reactive metals react violently with cold water. metal + water → metal hydroxide + hydrogen Less reactive metals will react with steam. metal + water → metal oxide + hydrogen
Displacement Reaction	A more reactive metal displaces a less reactive metal from its compound.
Rusting	Occurs when iron or steel reacts with both oxygen and water.
4. Extraction and Recycling of Metals	
Ore	A rock that you can extract a metal from. Usually contains a metal oxide .
Extraction using Carbon	Use if the metal is less reactive than carbon. Heat metal oxide with carbon . Carbon displaces metal from its oxide. e.g. carbon + iron oxide → iron + carbon dioxide.
Extraction using Electrolysis	Use if the metal is more reactive than carbon. Split up metal oxide using an electrical current . e.g. aluminium oxide → aluminium + oxygen
Advantages of Recycling	Less waste sent to landfill . Less energy used as less mining and extraction required. Conserves ores which are limited resources .
5. Alloys	
alloy	An alloy is a mixture of elements , including at least one metal. Different alloys have different properties
Brass	Brass – Made from copper and zinc
steel	Steel – Made from carbon and iron
Properties	In an alloy, there are atoms of different sizes. The smaller or bigger atoms distort the layers of atoms in the pure metal. This means that a greater force is required for the layers to slide over each other. The alloy is harder and stronger than the pure metal.

1. Pollination and Fertilisation in Plants

Pollination	Transfer of pollen from an anther to a stigma. Pollen is spread by insects or wind.
Fertilisation	Nucleus of pollen grain fuses with nucleus of ovule. Happens in ovary. Forms seeds.
Seed Dispersal	Main methods: wind, animals, water and explosion.
Germination	When a seed starts to grow. This requires water, oxygen and warmth.

2. Photosynthesis

Photosynthesis	A chemical reaction that produces food (glucose) for plants. carbon dioxide + water -----> glucose + oxygen
Chloroplast	The organelle where photosynthesis occurs
Chlorophyll	Green chemical which absorbs energy via the radiation (light) pathway needed for photosynthesis.

3. Structure of a leaf

Waxy cuticle	Waterproof so the plant doesn't lose water
Palisade layer	Contains lots of chloroplasts for photosynthesis
Spongy layer	Has air spaces so gases can move around
Stomata	Pores on the underside of the leaf which let gases enter and leave

4. Roots and Minerals

Root Hair Cell	Absorbs water and minerals from the soil. Root hair projections provide a large surface area. No chloroplasts.
Xylem	Carries water and minerals from the roots to the leaf in one direction
Minerals	Potassium, magnesium, phosphorus and nitrates
Uses of glucose	Cellulose, respiration, fats and oils, stored as starch.

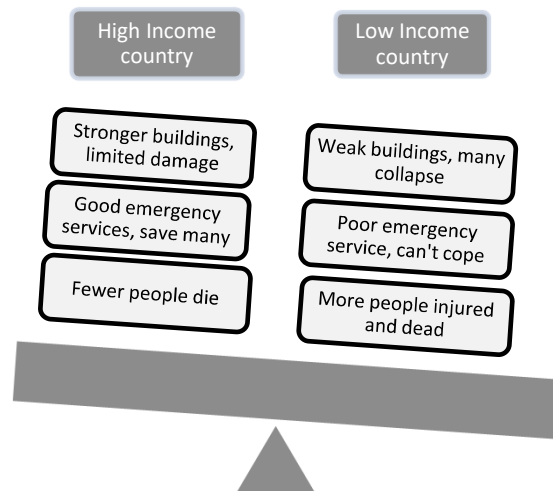
5. Respiration

Respiration	Chemical reaction that occurs in all living organisms. Releases energy for movement, growth and warmth.
Aerobic Respiration	Requires oxygen glucose + oxygen -> carbon dioxide + water (+ energy)
Anaerobic Respiration	Does not require oxygen – happens in muscle cells during exercise. glucose -> lactic acid (+ energy) Lactic acid causes muscle cramps.
The effect of exercise on respiration	Respiration increases because your body requires more energy to contract your muscles. Therefore it needs more oxygen and more glucose so that respiration can take much faster.

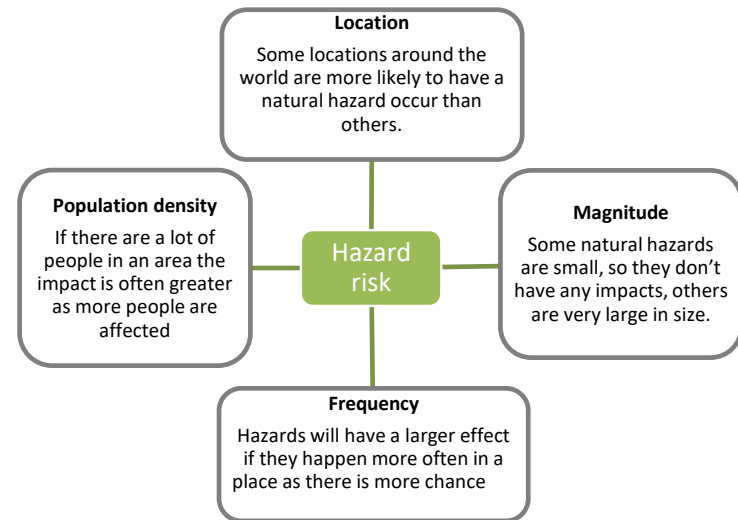
1. Key terms

Natural hazard	An extreme natural event that causes destruction to people and the environment.
Hazard risk	Probability or chance of a natural hazard taking place and causing damage or destruction
Tectonic hazard	A natural hazard caused by the movement of the earth's plates.
Climatic hazard	A natural hazard caused by changes in the atmosphere and the weather.
Magnitude	Size of the natural hazard.
Effect	Something that occurs because of the hazard.
Primary effect	An effect that is directly caused by the hazard and generally happens straight away.
Secondary effect	An effect that isn't directly caused by the hazard and generally happens in the days, weeks, and months after
Long-term response	A response that takes place in the months and years after the event.
Immediate response	A response that takes place in the hours and days after the event.

3. Hazards effects and responses



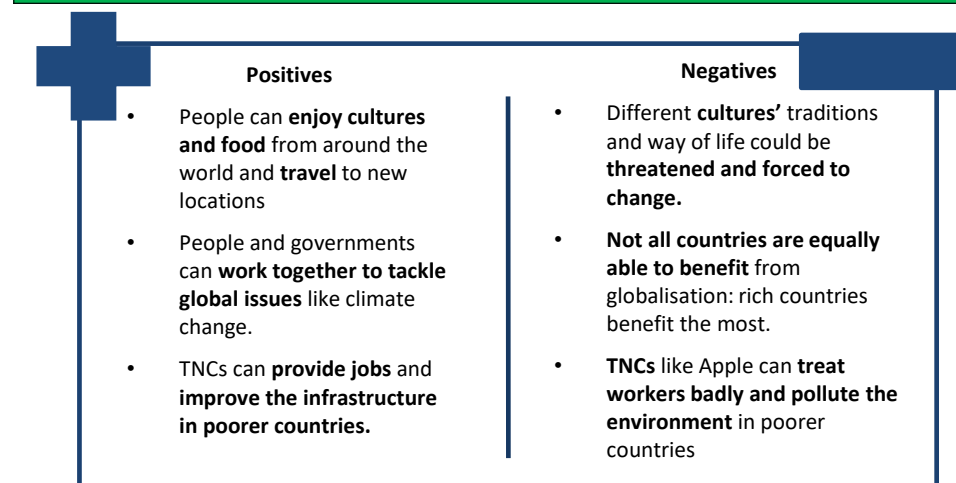
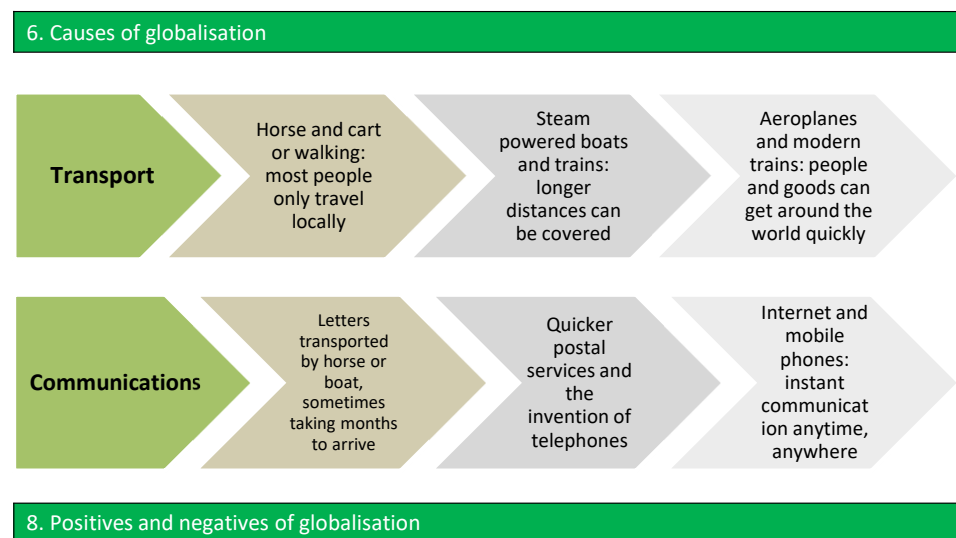
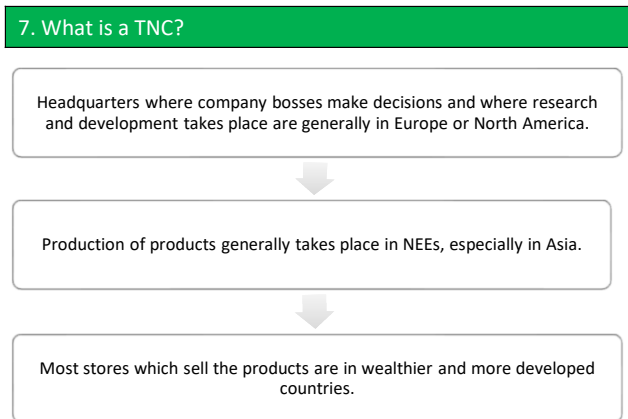
2. What makes a good natural hazard?

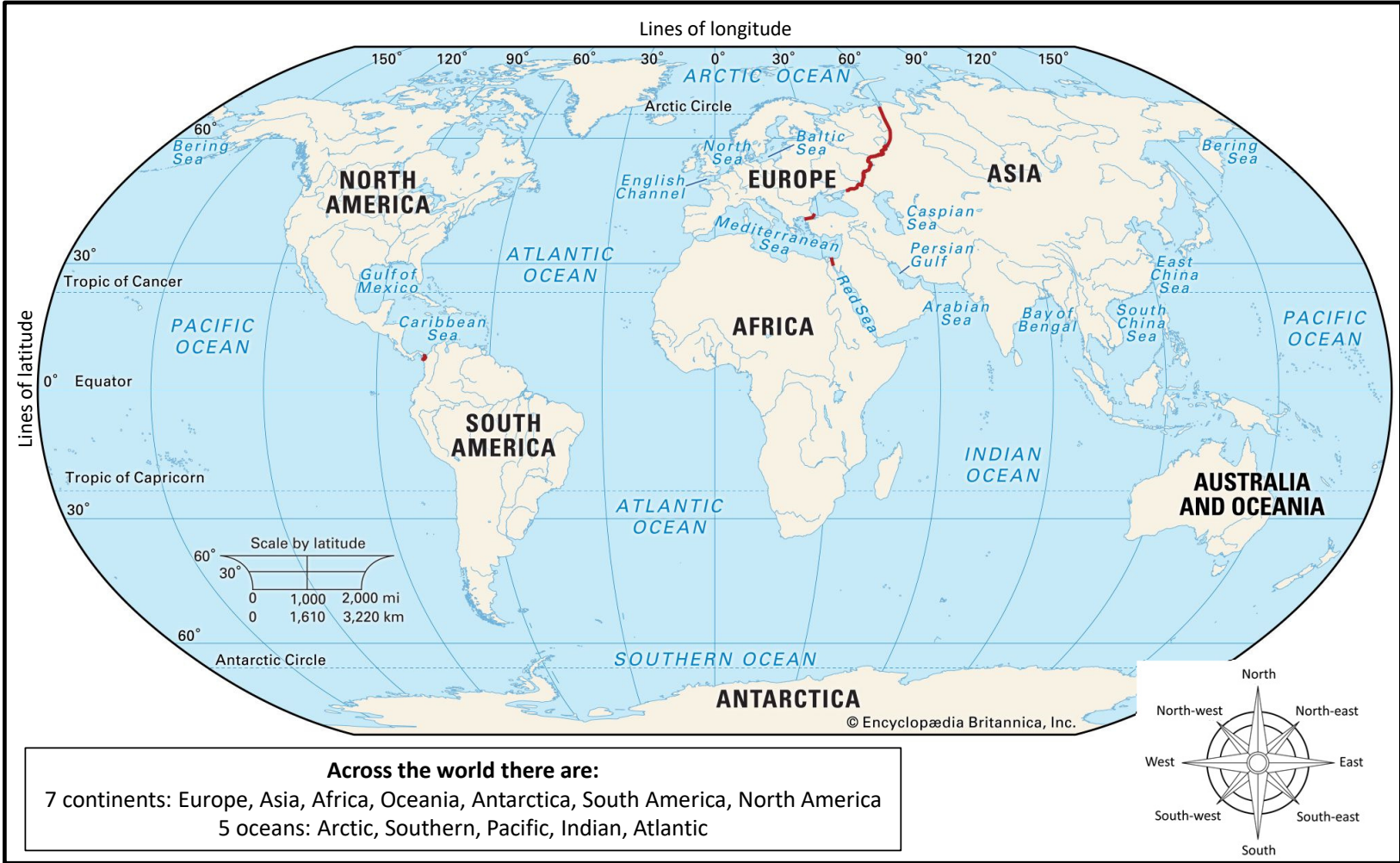


4. Wildfires

Causes	Lightning is the biggest natural cause of wildfires. 90% of wildfires are caused by humans, often accidentally through causes such as pylons falling, campfires, or sparks from machinery. Arson is deliberately starting fires.
Effects	Primary: Loss of life and injury, destruction of property and possessions, smoke. Secondary: Homelessness, health problems from inhalation of smoke, soil erosion.
Preventing wildfires	Removing dead leaves and branches in areas prone to wildfires. Educating the public. Controlled burning
Stopping wildfires	Spraying water and foam. Air drops of water and fire stopping chemicals from planes. Creating a fire break by removing vegetation.

5. Key terms	
Globalisation	The effect of multiple connections and links across different parts of the world, e.g. through migration, cultures, food, products.
Primary industry	Jobs which involve taking raw materials from the earth (e.g. mining, farming)
Secondary industry	Jobs which involve turning raw materials into products. (e.g. in factories)
Tertiary industry	Jobs which provide a service to people (e.g. teacher, shop keeper)
Deindustrialisation	The reduction of secondary industries as factories move abroad due to cheaper operating costs.
Trade	Buying and selling goods and services across different regions.
Brexit	The UK leaving the European Union.
Trans-national corporation (TNC)	A company that has operations in more than one country. They are sometimes referred to as multi-national companies.
Infrastructure	The basic structures that keep a society running, for example roads, train lines, hospitals and buildings.







Europe	A continent made up of 44 countries, the UK is part of this continent.
United Kingdom	Made up of England, Wales, Scotland, Northern Ireland.
Great Britain	Made up of England, Wales, and Scotland.
British Isles	A group of islands, the largest is Great Britain. Made up of England, Wales, Scotland, Northern Ireland, and the Republic of Ireland.
Capital cities	The main city in a country, where the government is based.



DAA CYCLE 1 Knowledge Organiser	SUBJECT	History	TOPIC(S)	Sugar and slavery	YEAR GROUP	8
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Section 1: Time		Section 2: Medieval Sugar	
Medieval Period	Period after the Romans left from c. 450CE- c.1500CE	Sugar cane	The plant which sugar comes from, originally from Northern India
Early Modern Period	Period from c.1500- c. 1750, also referred to as Tudor and Stuart periods	Islam	Use of sugar spread around the Islamic world in the 7 th and 8 th centuries
Industrial Period	Period of rapid urbanisation when people moved to cities from c. 1750- c.1900	Irrigation	A system of spreading water on crops which led to the growing of sugar in North Africa and Spain
Modern Period	Period which includes both World War I and World War II from c. 1900 – Present	Sotiltee	Elaborate statue made from sugar used as a display of wealth in later medieval England
Section 3: Early Modern Sugar		Section 4: Industrial Sugar	
Plantations	Huge farms for growing crops like sugar and cotton on islands occupied by Portuguese explorers	Slave labour	Work done by people who have been enslaved
West Indies	Islands near America which were colonised by European explorers to grow sugar	Chattel slavery	A system of slavery where a person is believed to be owned by another human being. Their children, grandchildren and so on are also 'owned' from birth.
Indigenous people	The people who lived in the West Indies and America before Europeans colonised these places, killing 90% of them.	Cowrie Shells	Shells which were used as currency (a bit like coins)
Colonise	Moving onto land with the aim of taking it over	Middle Passage	Journey across the Atlantic Ocean which enslaved people were forced to live through for months before being sold onto plantations
Section 5: Sugar plantations		Section 6: Problems with sugar	
Whipping	Used as a punishment for slow work on plantations	Historical narrative	The way a historian tells the story of what happened. What they choose to include or leave out is based on what they judge to be significant.
Runaways	Name given to enslaved people who escaped plantations. They could be maimed or hanged for this crime.	Sugar refineries	Factories where sugar was turned into products like sugar cubes
Indentured labour	Indian workers who signed a contract to work on plantations for 5 years after slavery was abolished. They were often unpaid.	Sugar boom	Huge growth in the processing sugar in Britain in the 19 th and 20 th centuries in factories like Cadburys and Rowntrees
Sugar beet	A plant which could be used to make sugar and could be grown in Europe	Obesity crisis	A third of the world's population is thought to be obese (overweight) which has been linked to the popularity of sugar
Olaudah Equiano	Enslaved man who escaped from slavery and wrote about his experiences to persuade people to support abolition of slavery		

DAA CYCLE 1 Knowledge Organiser	SUBJECT	History	TOPIC(S)	Industrial Revolution	YEAR GROUP	8
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Section 7: What was the Industrial Revolution?		Section 8: Industrial Revolution – changes to work	
c.1750-c.1900	The period of time known in Britain as the industrial revolution	Navvy	Nickname for men who worked on the railroads. Pay was high but it was risky and involved long periods away from home
Urbanisation	The population of towns and cities went from 25% of the population in 1700 to 90% by 1890	Domestic system	The system where most people worked at home, making things to sell. This changed to the factory system after 1750.
Laissez-faire	A policy of letting businesses get on with things without the government interfering with laws or guidance	Mill worker	People who worked in the many cotton mills in Britain.
Industrial revolution	The time when there were major changes in how goods were made 1750 – 1900. Goods were now made in factories using steam-powered machines, rather than in homes.	Working class	All the people in society who have to do low-paid work in order to survive. Usually have low or no education.
Capitalism	An economic and political system in which a country's trade and industry are controlled by private owners for profit.	Miner	A person who worked underground in coal mines. Extremely dangerous low-paid work
Section 9: Children and living conditions		Section 10: Abolitionists	
Child labour	A system where children are used for low or no pay work. Usually instead of education.	Abolition	Bringing something to an end by law. In this case, the abolition of slavery made enslaving people a crime.
Apprentice	A child who was taken from his parents or a workhouse to live in a factory where they worked for food and a bed.	Abolitionist	A person who fought to end slavery
Slums	Housing with overcrowding and terrible living conditions. They sprung up in industrial towns and cities.	Sons of Africa	A group of abolitionists who had been enslaved who toured Europe telling the truth about the horrors of slavery
Cholera	A disease which spread around towns and cities because the water was not clean	Sugar Boycott	Refusing to buy sugar until slavery was ended, organised by women abolitionists like Elizabeth Heyrick
Factory Act	Law passed to change the working conditions of people in factories and mills.	Resistance	All the ways enslaved people refused to accept slavery such as working slow, rebellions, escaping.
Section 11: Abolition of slavery		Section 12: Plantations after Abolition	
1807 Slave Trade Act	The law in Britain which made it illegal to buy and sell people in Britain and its colonies.	Apprenticeship	A system introduced to keep labourers on plantations after slavery was abolished
1833 Abolition of Slavery Act	The law in Britain which made it illegal to own enslaved people in Britain and most British colonies.	Indentured labourers from India	Around 50,000 Indian people were taken to the West Indies to work out 5-year contracts on low or no pay which they couldn't leave
The Maroon Wars 1728-39	Wars between British soldiers and enslaved people who had escaped from plantations and set up their own settlements	Lunatic Express	Nickname given to the railway in Kenya which was built by Indian indentured labourers. Many people died from the dangerous work, illness or lion attacks
The Haitian Revolution	Revolution led by Toussaint L'Ouverture which led to all enslaved people being freed and Haiti becoming a free nation		
Section 13: Legacies of slavery			
Reparations	The money paid to the owners of enslaved people as compensation for their loss of 'property'. The last reparation payment was paid by the British government in 2015		
Cottonopolis	The name given to Manchester in the 1800s when almost 80% of the cotton processed there was grown by enslaved people in the USA		
Civil War	The war between the northern and southern states in the USA. The north won therefore slavery was abolished in the USA		
Blockade runners	Boats sent from Britain to help slave-grown cotton to get through the navy blockades during the American Civil War		

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 Atheism: If God designed a beautiful world, how come there is evil & suffering? Why can't God stop people dying?

5 The Design Argument	The Quran teaches...	Atheists may argue...
<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	The Bible teaches...	Atheists may argue...
<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	The Quran teaches...	Some may argue...
<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	The Quran teaches...	Some may argue...
<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	The Bible teaches...	Some may argue...
<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	The Bible teaches...	Many agree..
<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

11	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,
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DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	HOLIDAYS/ MEDIA	YEAR GROUP	8
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1.1 Star Phrases	
Diría que	I would say that...
Cuando era mas joven	When I was younger...
Antes/despues de hacer eso	Before/after having done that
Aunque sea +adjective	Although it is..
Tengo la intención de...	I have the intention of..
Si tuviera la oportunidad me gustaría + infinitive	If I had the opportunity I would like to....
Si fuera rico/a me gustaría + infinitive	If I were rich I would....
Siempre he pensado que	I have always thought that....
Para que pueda + infinitive	So that I can...
Tengo ganas de + infinitive	I am looking forward to

1.2 Where do you go normally?	
¿Adónde vas de vacaciones?	Where do go on holiday?
Normalmente	Normally
Generalmente	Generally
En general	In general
Cada año	Every year
Cada verano	Every summer
Voy a...	I go to...
...Alemania	...Germany
...Escocia	...Scotland
...España	...Spain
...Francia	...France
...Gales	...Wales
...Grecia	...Greece
...Inglaterra	...England
...Irlanda	...Ireland
...India	...India
...Paquistán	...Pakistan

1.3 Who do you go with?	
¿Con quién vas?	Who did you do with?
Voy con...	I go with
...mis padres	...my parents
...mi familia	...my family
...mis abuelos	...my grandparents
...mi instituto	...my school
...mi mejor amigo/a	...my best friend

1.4 How do you get there?	
¿Cómo vas?	How do you get there?
Voy en...	I go by...
Vamos en...	We go by...
...autocar	...coach
...avión	...plane
...autobús	...bus
...barco	...boat
...coche	...car
...helicóptero	...helicopter
...tren	...train

1.5 Where did you go last year?	
¿Adónde fuiste de vacaciones?	Where did you go on holiday?
El año pasado	Last year
El verano / invierno / otoño pasado	Last summer / winter / autumn
La primavera pasada	Last spring
Fui a...	I went to...
See list of countries in section 1.2	

1.6 Who did you go with?

¿Con quién fuiste?	Who did you go with?
Fui con...	I went with...
...mis padres	...my parents
...mi familia	...my family
...mis abuelos	...my grandparents
...mi instituto	...my school
...mi mejor amigo/a	...my best friend

1.7 How did you get there?

¿Cómo fuiste?	How did you get there?
Fui en...	I went by...
...autocar	...coach
...avión	...plane
...autobús	...bus
...barco	...boat
...coche	...car
...helicóptero	...helicopter
...tren	...train

1.8 What did you do on holiday?

¿Qué hiciste?	What did you do?
Bailé	I danced
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Comimos churros	We ate churros
Conocí a un chico/a guapo/a	I met an attractive boy / girl
Compré una camiseta	I bought a T-shirt
Compré recuerdos	I bought souvenirs
Descansé en la playa	I relaxed on the beach
Escribí SMS	I wrote messages
Mandé SMS	I sent messages
Fui a la playa	I went to the beach
Fui de excursión	I went on a trip
Monté en bicicleta	I rode my bike
Nadé en el mar	I swam in the sea
Saqué fotos	I took photos
Tomé el sol	I sunbathed
Vi un castillo interesante	I saw an interesting castle
Visité monumentos	I visited monuments

1.9 What was it like?

Me gustó	I liked it
Me encantó	I loved it
Fue...	It was...
...divertido	...fun/funny
...estupendo	...brilliant
...fenomenal	...fantastic
...flipante	...awesome
...genial	...great
...guay	...cool
...regular	...OK
...un desastre	...a disaster
...horrible	...horrible
...horroroso	...terrible
...raro	...weird
¿Por qué?	Why?
Porque / ya que...	Because...
...hizo buen / mal tiempo	It was good / bad weather
...hizo calor/sol	It was hot/sunny
..hizo frío	It was col
..llovió	It rained
...vomité	I vomited
...perdí mi móvil	I lost my mobile
...perdí mi pasaporte	I lost my passport

1.10 What do you do on your mobile- ¿Qué haces en tu móvil?

Chateo	I chat (online)
Comparto mis videos favoritos	I share my favourite videos
Descargo aplicaciones	I download apps
Hablo por Skype	I speak on Skype
Juego a los videojuegos	I play videogames
Leo mis SMS	I read messages
Mando mensajes	I send messages
Saco fotos	I take pictures
Veo videos	I watch videos
Todos los días	Every day
A veces	Sometimes
Dos o tres veces a la semana	Two to three times a week
De vez en cuando	From time to time
Raramente	Rarely
nunca	Never
A menudo	Often

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	SPANISH	TOPIC(S)	HOLIDAYS/MEDIA	YEAR GROUP	8
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1.11 Music	
Me encanta <u>escuchar</u>	I love <u>to listen to</u>
Me chifla <u>escuchar</u>	I am crazy about <u>listening to</u>
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 / me hacen sonreír	It makes me smile / they make me smile
Me hace feliz / me hacen feliz	It makes me happy / they make me happy
Me hace reír / me hacen reír	It makes me laugh / they make me laugh

1.12 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 policiaca	A police series
Una telenovela	A soap opera
Las noticias	The news
El telediario	The news
Me gustan los/las	I like...(programmes)
Prefiero los/las	I prefer...(programmes)
Porque son../ya que son...	because they are..
Interesante(s)	interesting
Divertidos/as	fun
Aburridos/as	Boring
Emocionante(s)	exciting
Graciosos/as	funny

1.13 Verb tenses & time phrases		
Voy	Present tense	I go
Viajo		I travel
Me alojo / Me quedo		I stay
Es		It is
Son		They are
Hay		There is / there are
Me gusta		I like
No me gusta		I don't like
Prefiero		I prefer
Me chifla	Preterite tense	I am crazy about
Quisiera + infinitive		I would like to...
Hice		I did
Celebré		I celebrated
Fui		I went
Fuimos		We went
Hice		I did
Monté		I rode
Vi		I watched
Salí		I went out
Nadé		I swam
Leí		I read
Recibí		I received
Saqué		I took
Mandé		I sent
Voy a <u>ver</u>	Immediate future	I am going to watch
Voy a <u>ir</u>		I am going to go
Vamos a <u>comprar</u>		We are going to buy
Voy a <u>comer</u>		I am going to eat
Voy a <u>hacer</u>		I am going to do / make
Vamos a <u>beber</u>	Conditional	We are going to drink
Me gustaría <u>ir</u>		I would like to go
Me gustaría <u>montar</u>		I would like to ride
Me gustaría <u>jugar</u>		I would like to play
Ahora		Now
Normalmente		Normally
A veces		Sometimes

1.13 Verb tenses & time phrases		
Voy	<i>Present tense</i>	I go
Viajo	<i>Present tense</i>	I travel
Me alojo / Me quedo	<i>Present tense</i>	I stay
Es	<i>Present tense</i>	It is
Son	<i>Present tense</i>	They are
Hay	<i>Present tense</i>	There is / there are
Me gusta	<i>Present tense</i>	I like
No me gusta	<i>Present tense</i>	I don't like
Prefiero	<i>Present tense</i>	I prefer
Me chifla	<i>Present tense</i>	I am crazy about
Me gustaría + infinitive	<i>Conditional</i>	I would like to...
Quisiera + infinitive	<i>Subjunctive mood</i>	I would like to...
Hice	<i>Preterite tense</i>	I did
Celebré	<i>Preterite tense</i>	I celebrated
Fui	<i>Preterite tense</i>	I went
Fuimos	<i>Preterite tense</i>	We went
Hice	<i>Preterite tense</i>	I did
Monté	<i>Preterite tense</i>	I rode
Vi	<i>Preterite tense</i>	I watched
Salí	<i>Preterite tense</i>	I went out
Nadé	<i>Preterite tense</i>	I swam
Leí	<i>Preterite tense</i>	I read
Recibí	<i>Preterite tense</i>	I received
Saqué	<i>Preterite tense</i>	I took
Mandé	<i>Preterite tense</i>	I sent
Voy a <u>ver</u>	<i>Immediate future</i>	I am going to watch
Voy a <u>ir</u>	<i>Immediate future</i>	I am going to go
Vamos a <u>comprar</u>	<i>Immediate future</i>	We are going to buy
Voy a <u>comer</u>	<i>Immediate future</i>	I am going to eat
Voy a <u>hacer</u>	<i>Immediate future</i>	I am going to do / make
Vamos a <u>beber</u>	<i>Immediate future</i>	We are going to drink
Me gustaría <u>ir</u>	<i>Conditional</i>	I would like to go
Me gustaría <u>montar</u>	<i>Conditional</i>	I would like to ride
Me gustaría <u>jugar</u>	<i>Conditional</i>	I would like to play
Ahora		Now
Normalmente		Normally
A veces		Sometimes

8.1 Rooms in the house		
Urdu	Roman Urdu (pronunciation)	English
میرا گھر	mayraa gharr	my house
اس کا / کی ایک ... ہے۔	uss kaa/kee ayk ... hai	It has a ...
باغ / باغیچہ	baagh / baaghicha	garden
تہ خانہ	tehh khaana	cellar
بالا خانہ	baala khaana	attic
بیٹھک	baiTak	living room
کھانے کا کمرہ	khaanay kaa kamraa	dining room
بادریچی خانہ	baawarchi khaana	kitchen
تھنسل خانہ	ghusl khaana	bathroom
سوئے کا کمرہ	sonay kaa kamraa	bedroom
اس کا / کی نہیں ہے۔	uss kaa/kee ... nehi hai	It doesn't have...
چٹلی منزل پر	nichli manzil par ... hai.	On the ground floor, there is ...
پہلی منزل پر	pehli manzil par ... hai.	On the first floor, there is ...
8.2 furniture etc.		
میز	mayz	table
کرسی	kurrsee	chair
الماری	almaari	cupboard
کپڑوں کی الماری	kapRo kee almaari	wardrobe
دراز	draaz	drawers
آئینہ	aa-inaa	mirror
پٹنگ	palang	bed
سنگھار میز	singhaar mayz	dressing table
دروازہ	darrwaaza	door
دیوار	deewaar	wall
چھت	chhat	roof

Year 8 Urdu: Cycle 1

8.3 What you do at home

mai sotaa/tee hoo	I sleep
mai radio suntaa/tee hoo	I listen to the radio
mai computer par khayltaa/tee hoo	I play on the computer
mai khaana pakaata/tee hoo	I cook
mai baaghbaani karrrtaa/tee hoo	I do the gardening
mai khaata/tee hoo	I eat
mai paRhata/tee hoo	I read
mai TV daykhtaa/tee hoo	I watch TV
sonay kay kamray may	in the bedroom
baawarchi khaanay may	in the kitchen
khaanay kay kamray may	in the dining room
apnay kamray may	in (my) own room

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 (*kurrsee*) is considered to be a feminine word whereas the Urdu word for door (*darrwaaza*) is considered to be masculine. Adjectives used to describe nouns will agree with them e.g. peelee kurrsee (yellow chair) and peela darrwaaza (yellow door).

8.4 Where things are (postpositions)

کے اوپر	__ kay oopar	on top of __
پٹنگ کے نیچے	palang kay neechay	under the bed
دیوار کے پاس	deewaar kay paass	next to / near the wall
کے پیچھے	__ kay peechhay	behind __
گھر کے آگے	gharr kay aagay	in front of the house
اور کے درمیان	__ awr __ kay darrmyaan	between __ and __
کے سامنے	__ kay saamnay	opposite __
کے اندر	__ kay andar	in __
کے باہر	__ kay baahir	outside __
کے بائیں طرف	__ kay baa-ay taraf	on the left of __
کے دائیں طرف	__ kay daa-ay taraf	on the right of __

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*.

8.5 Town and directions

شمال / جنوب میں	shmaal/junoob may	in the north/south
انگلستان	inglasstaan	England
برڈ فورڈ میں ہے۔ [نہیں]	Bradford may ____ (nehi) hai.	In Bradford there is (not) ____
پارک	park	park
مسجد	masjid	mosque
گرجا گھر	girja ghar	church
کھیلنے کا میدان	khaylnay ka maidaan	playground
کھلی جگہ	khulli j-ga	open space
جاؤ	jao	go
سیدھے جاؤ	seedhay jao	go straight
مڑ جاؤ	muR jao	turn
دائیں طرف مڑ جاؤ	daa-ay taraf muR jao	turn right
بائیں طرف مڑ جاؤ	baa-ay taraf muR jao	turn left
پہلی سڑک	first road/street	pehli saRak
دوسری سڑک	second road/street	doosri saRak

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 *yay*. If it is there, we use *wo*. So, the word *wo* is used for **that** and also, **he**, **she**, **they** and **it**. Similarly, *yay* is used for **this** and also for **he**, **she**, **they** and **it**.

8.6 Cities, Towns & Countries		
Urdu	Roman Urdu (pronunciation)	English
اسلام آباد	islaamabaad	Islamabad
لاہور	laahor	Lahore
کراچی	karaachi	Karachi
فیصل آباد	faisalabaad	Faisalabad
ملتان	multaan	Multan
کوئٹہ	quwaiTa	Quetta
راولپنڈی	raawalpinDi	Rawalpindi
برطانیہ	bartaaniya	Great Britain
انگلستان	inglisstaan	England
ہندوستان / بھارت	hindusstaan / bhaarat	India
افغانستان	afghaanisstaan	Afghanistan
چین	cheen	China
روس	rooss	Russia
جاپان	jaapaan	Japan
مصر	missr	Egypt
ایران	eeraan	Iran
سعودی عرب	saudi arab	Saudi Arabia

8.7 Weather – mausam		
بہار	bahaar	spring
گرمی	gharrmee	summer
خزاں	khizaan	autumn
سردی	sarrdee	winter
بارش	baarish	rain
دھوپ	dhoop	sun
برف	barrf	snow, ice
ہوا	hwaa	wind

continued above 71

8.7 Weather (continued)		
بجلی	bijjlee	lightning
شدید	shadeed	heavy, severe
آسمان	aassmaan	sky
ٹھنڈا	ThanDaa	cold
گرم	gharam	hot
دھند	dhund	fog
طوفان	toofaan	storm
خشک	khushk	dry
گیلا	gheela	wet
بادل	baadal	cloud
خوشگوار	khushgwaar	pleasant

8.11 Likes & Dislikes – pasand & naapasand		
مجھے پسند ہے۔	mujhay __ pasand hai	I like __.
مجھے نا پسند ہے۔	mujhay __ naapasand hai	I dislike __.
مجھے اتنا پسند نہیں ہے۔	mujhay __ itnaa pasand nehi	I don't like __ that much
مجھے بہت پسند ہے۔	mujhay __ bahut pasand hai	I like __ a lot
مجھے سے نفرت ہے۔	mujhay __ say naffrat hai	I hate __.
میں برداشت نہیں کر سکتا/سکتی۔	mai __ barrdaasht nehi karsaktaa/ee	I can't stand __.
مجھے دلچسپ لگتا ہے۔	mujhay __ dillchasp lagtaa hai.	I find __ interesting.
مجھے کاشوق ہے۔	mujhay __ kaa shawq hai.	I am interested in __.

Urdu Letters

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

Section 1 Matt Miller

Matt Miller is an award winning British illustrator. He was born in Somerset in 1975 and lives in Glastonbury. He has had no art training in school and began his career working in the family motor industry. After 16 years in the family business he decided to pursue his passion for art.



Matt teamed up with the Pangeaseed Foundation to help raise awareness for the issues facing the planet's oceans. The title of the work above is called Equilibrium. The colourful illustration shows us the beautiful coral reef and sea creatures of the ocean which will be lost if we don't tackle the challenge of climate change. Miller said "When creating this piece I wanted to focus on the subject of the loss of biodiversity in ocean habitats, particularly coral reefs," Miller states. "I watched a speech by Sir David Attenborough recently that was making its rounds online. In this, he explains that we are in the midst of our planet's 6th mass extinction event of which human beings are the sole cause."

Section 3 Mlle Hipolyte

Mlle is a French designer who creates colourful paper sculptures from carefully cut paper shapes. These works are inspired by the coral reef and the danger it is in due to Global warming. The rising sea temperature threatens to destroy all life and Mlle's sculptures show us all the different colours and textures of this life beneath the waves.

**Section 2 Key Vocabulary:**

Biodiversity (noun) the number and types of plants and animals that exist in a particular area or in the world generally.

Challenge (noun) (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Climate Change (noun) changes in the world's weather, in particular the fact that it is believed to be getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere.

Collage (noun) (the art of making) a picture in which various materials or objects, for example paper, cloth, or photographs, are stuck onto a larger surface

Collagraph Print: A print plate that is made with layers of very thin material and papers that can have texture. Ink is rolled over it and it is then printed onto a surface.

Contemporary Art (Adjective) Art that is existing or happening now.

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

Greenhouse Effect (noun) an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the earth.

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

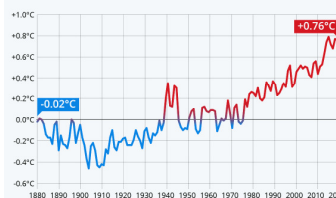
Texture (noun) the feel, appearance, or consistency of a surface or a substance. "Fur texture and tone".

Section 4 Global Warming

The ocean absorbs large quantities of heat as a result of increased concentrations of greenhouse gases in the atmosphere, mainly from fossil fuel consumption. This causes Coral Bleaching. This means the fish and other organisms that live in and around the corals can no longer live there and die out.

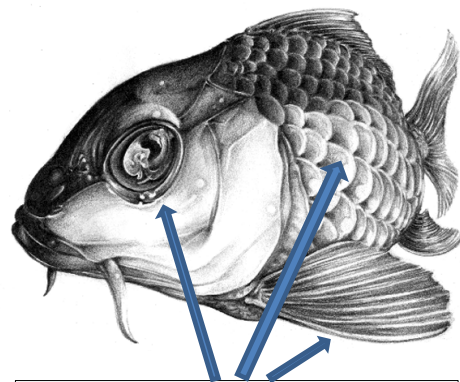
The Oceans Are Getting Warmer

Annual divergence of global ocean temperature from 20th century average (1880-2020)

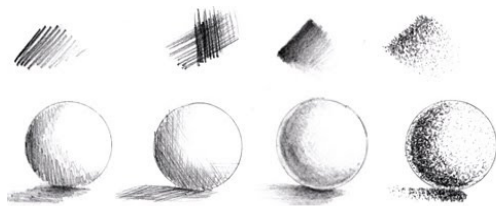


Ocean surface temperatures
Source: NOAA National Centers for Environmental Information (NCEI)

Section 5 Shading techniques



Shading tonal textures.
Fins, eyes, scales, bumpy, smooth, shiny.

**Grades of pencil**

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.



Section 6 Collage techniques



Glue Small objects and textured papers on card.
Paint on top with acrylic.

Section 7 Watercolour techniques



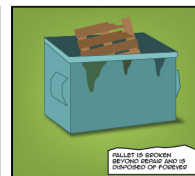
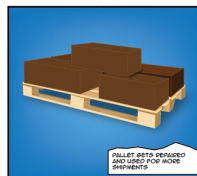
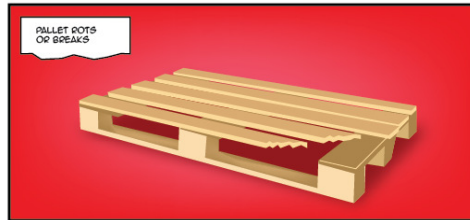
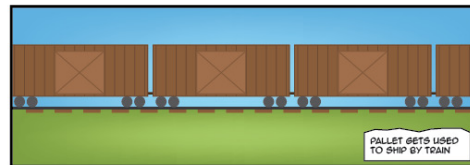
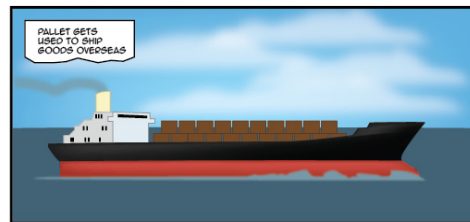
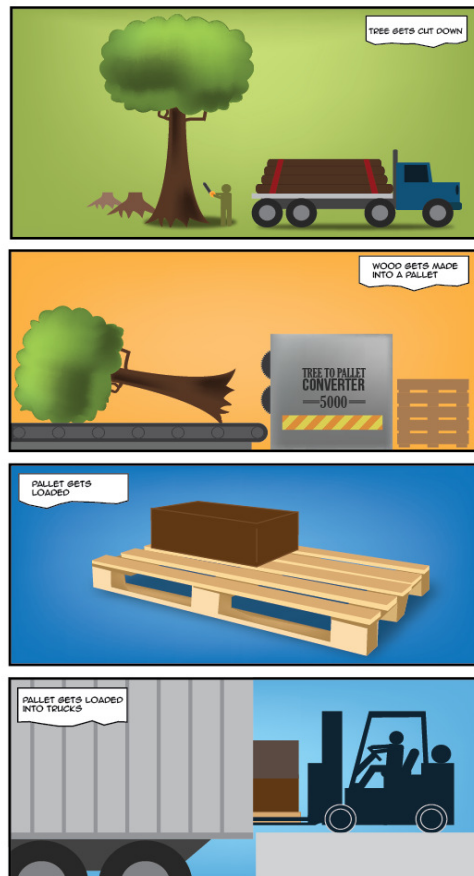
Draw with a black pen over watercolour when it is dry to make a mixed material artwork. Do not add any further water colour afterwards as it will bleed the pen and ruin your design.



This cycle we will be designing and making a phone stand with an environmental theme.

Section 1

LIFE CYCLE OF A PALLET



Life Cycle of a Pallet

1. Tree gets cut down.
2. Wood gets made into a pallet.
3. Pallet gets loaded.
4. Pallets get loaded into trucks.
5. Pallet gets used to ship goods overseas.
6. Pallet gets used to ship by train.
7. Pallet rots or breaks.

→ Pallet gets repaired and used for more shipments.

→ Pallet is broken beyond repair and is disposed of.

→ Pallet gets recycled as something new.



This cycle we will be designing and making a phone stand with an environmental theme.

Section 2



Section 3: Key Vocabulary:

Marking out (verb) is the process of transferring a design or pattern to a workpiece.

Metal Rule (noun) is a basic measuring tool used to create accurate measurements.

Try-square (noun) is a tool used to check and mark right angles in construction work.

Coping saw (noun) is a saw with a very narrow blade stretched across a D-shaped frame, used for cutting curves in wood.

Imperfection (noun) a fault, blemish, or undesirable feature.

File (noun) is a *tool* to remove fine amounts of material from a workpiece.




Sand paper (noun) with sand or another abrasive stuck to it, used for smoothing or polishing woodwork or other surfaces.

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

Surface (noun) the outside part or uppermost layer of something.

Decoration (noun) the process or art of decorating something.

Evaluation (noun) the making of a judgement about the amount, number, or value of something; assessment.

DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	HOSPITALITY AND CATERING	TOPIC(S)	FOOD WASTE, FOOD MILES AND SEASONABLE FOOD	YEAR GROUP	8																			
<p>During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods.</p> <p>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.</p> <p>The main aim of these projects is, food waste, seasonal food and food miles.</p>			<p>Key Vocabulary Section 2</p> <div></div>			<p>Seasonal foods Section 3</p> <table><thead><tr><th></th><th>Fruit</th><th>Veg</th></tr></thead><tbody><tr><td>January February</td><td>Apples, Pears</td><td>Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash</td></tr><tr><td>March April</td><td>Rhubarb</td><td>Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli, Radishes, Sorrel, Spring Greens, Spring Onions, Watercress</td></tr><tr><td>May June</td><td>Rhubarb, Strawberries, Blackcurrants, Cherries, Gooseberries, Raspberries, Redcurrant s, Rhubarb, Strawberries, Tayberries</td><td>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</td></tr><tr><td>July August September</td><td>Blackberries, Blackcurrants, Blueberries, Cherries, Gooseberries, Greengages, Loganberries, Raspberries, Redcurrants, Rhubarb, Strawberries</td><td>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, Swish Chard, Tomatoes, Turnips, Watercress,Summer Squash, Sweetcorn, Swiss Chard, Tomatoes, Turnips, Watercress, Wild Mushrooms</td></tr><tr><td>October November December</td><td>Apples, Blackberries, Elderberries, Pears,Cranberries</td><td>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</td></tr></tbody></table>			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, Redcurrant s, 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, Swish 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
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<p>Environmental impacts of food production and transportation</p> <p>Section 1</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Buying seasonal food for example strawberries in Summer also reduces food miles as less food has to be imported from abroad.</p> <p>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</p>			<p>Identity (noun) Who a person is, or the qualities of a person or group that make them different from others.</p> <p>Rural (adjective) - means relating to farming or country life</p> <p>Industry (noun) any large-scale business activity or a type of productive manufacture or trade.</p> <p>Agriculture (noun) - is the science, art and business of farming</p> <p>Vitamins (noun) Are found in food and only needed in small amounts.</p> <p>Pathogenic bacteria (noun) Are bad bacteria that can cause food poisoning.</p> <p>Function of ingredients (noun) The job that the ingredient does in cooking.</p> <p>Millilitres (noun) A small amount of liquid: one thousandth of a litre</p> <p>Grammes (noun) a unit of measurement which is one thousandth of a kilogram.</p> <p>Protein (noun) Part of all living organisms skin, muscle and hair.</p> <p>Carbohydrate (noun) including sugars, starch, and cellulose. They can bebroken down to release energy in the animal body.</p> <p>Fibre (noun) found in all fruit, vegetables and cereals, very important for digestion of food.</p> <p>Modifications (noun) changes to make something better.</p> <p>Evaluation (noun) making a judgement about something.</p>																						
<div></div>			84																						

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

Health and Safety rules when using a sewing machine:

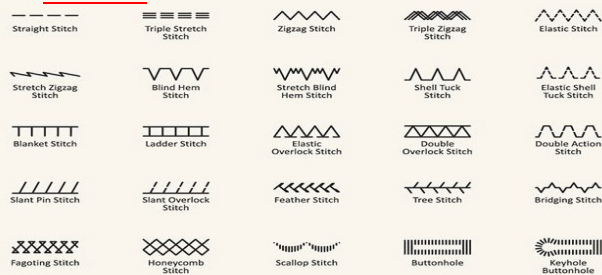
- ♦ **Long hair must be tied back.**
- ♦ **Bags and equipment should be put away.**
- ♦ **Always sit down when using a sewing machine.**
- ♦ **1 scholar per machine at all times.**
- ♦ **Keep your fingers away from the needle.**
- ♦ **Use the foot pedal slowly.**
- ♦ **Put the machines back exactly as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

Section 1



Section 2

SEWING MACHINE STITCHES



Key Equipment and it's use:

Section 3

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.

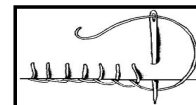
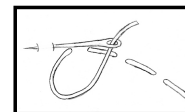
Velcro: This is used to hold 2 edges of fabric together.

Embroidery: This is the process of decorating fabric using thread to create a pattern.

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 over lapping.

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

Canon: A type of STRUCTURE in which 1 part or melody starts and then is joined by other parts one at a time.

Riff: A repeated pattern that is used not constantly placed throughout a piece of music.

Hook: The catchy bit of a song that you will remember e.g. the chorus.

Ostinato: Constant repetition of a melodic idea/pattern.

1

2

C Major



G Major



F Major



A Minor



Play one – Miss one – play one – miss one – play one

Chords

1. Chord = 2+ notes played together



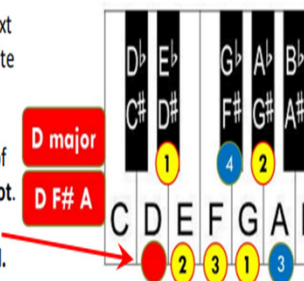
2. Chords can be major or minor

Major = 4 then
3 semitones.
Sounds happy

Minor = 3 then
4 semitones.
Sounds sad

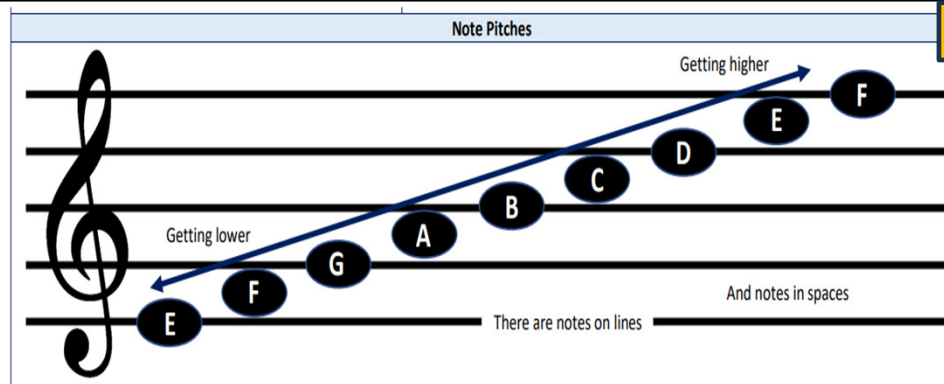
Semitone = the next
note, counting white
AND black

The bottom note of
the chord = the root.
The root gives its
name to the chord.



3. Chords are usually played on the
keyboard, guitar, or ukulele.

3



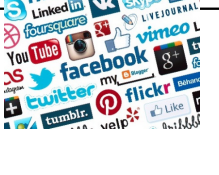
Pitch: How high or low a note or sound is.

Information Technology, Online Safety and the Legal Framework Keywords:

Purpose	Society	Worm	Create	House Style
Text	Images	Design	Spam	Microsoft Publisher
E-Safety	Cyber bullying	Online Grooming	Sexting	Social Networking
Mobile Phone	Virus	Risks	Phishing	Impact
Email	Communication	Report	Advantages	Wi-fi
Spyware	Block	Fraud	Disadvantages	Malware

Online Safety:

Section 1:

Cyber bullying	When someone is bullied through use of technology e.g., mobile phone or online. Peer on peer abuse has increased over recent years.
Social Media	<ul style="list-style-type: none"> Used to communicate Used to share e.g., information, videos and pictures. Used to buy and sell Advertise and promote a business 
Negative effects of social media	Lack of face-to-face communication, obesity, low self-esteem, anxiety, depression and suicidal thoughts.
Peer on peer abuse	Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age
Online Grooming	Grooming is when someone builds an online relationship with a young person and tricks them or pressures them into doing something sexual.
YPSI	Youth Produced Sexual Imagery. This is new terminology used for sexting. Any nude or semi-nude picture or live stream that is produced whose subject is a person younger than 18. It is illegal to possess, share or download or store any such image: Below 18: broken the law Over 18: criminal activity

Keeping your computer safe:

Section 2:

Virus	A piece of code which is capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data. Examples: Worm, Bot and Trojan.
Phishing	Is an attempt by someone to get you to send them personal information, such as usernames, passwords, email addresses and bank account details.
Spam	Electronic junk mail, unwanted emails with attachments that may contain a virus.
Spyware	Spyware is a type of malware that aims to gather information about a person or organisation, without their knowledge or consent.
Malware	Malware, or malicious software, is any program or file that is harmful to a computer user.
Hackers	Computer hackers are unauthorised users who break into computer systems to steal, change or destroy information, often by installing dangerous malware without your knowledge or consent.
Protection	Use a complex password with letters, numbers, punctuation. Don't open email attachment from unknown senders, install anti-virus software, don't give anyone your personal information etc.

Information Technology, Online Safety and the Legal Framework Keywords:

Health and Safety	Society	Patent	Regulations	Trademark
RSI	Consequences	Legislation	Permission	Fair use
Solutions	Computer misuse	Creative Commons	Risks	GDPR
Report	Unauthorized access	Computer fraud	Advantages	Data
Ergonomic	Hacking	Malware	Disadvantages	Protection
Copyright	Viruses	Spyware	Effects	Public Domain

Searching the Internet:

Section 3:	
Misinformation	False or inaccurate information. Examples of misinformation include false rumours, or insults and pranks.
Disinformation	Is false or misleading information that is spread deliberately to deceive for example malicious content such as hoaxes, spear phishing.
Propaganda	Propaganda is communication that is primarily used to influence or persuade an audience to further an agenda.
Hoax	A hoax is a trick in which someone tells people a lie, for example that there is a bomb.
Reliability	Trusting the information, you read online e.g., check the author, domain name etc.
Validity	Is information you read online up to date? Check when website was last updated.
Clickbait	Is a text or a thumbnail link that is designed to attract attention and to entice users to follow ("click") that link and read, view, or listen to the linked piece of online content, being typically deceptive, sensationalized, or otherwise misleading.

Health and Safety Using Computers:



Section 4:	
Health risks using computers	Health risks of using a computer: Eye and neck strain, headaches and migraines, RSI. Solutions: Take regular breaks and make sure all furniture used is ergonomically friendly e.g., wrist and footrest, screen filter, adjustable chair etc.
RSI	Stands for repetitive strain injury. A health risk of using a computer for a long period of time. RSI is a general term used to describe the pain felt in muscles, nerves and tendons caused by repetitive movement and overuse.
Safety risks using computers	Safety risks of using a computer: Loose wires causing trips, overloading plug sockets causing a fire, blocking fire exits, food or drink near the computer etc.



DAA CYCLE 1 KNOWLEDGE ORGANISER	SUBJECT	ICT & COMPUTING	TOPIC(S)	INFORMATION TECHNOLOGY, ONLINE SAFETY AND THE LEGAL FRAMEWORK	YEAR GROUP	8
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Report	Unauthorized access	Computer fraud	Advantages	Data
Ergonomic	Hacking	Malware	Disadvantages	Protection
Copyright	Viruses	Spyware	Effects	Public Domain

Section 6			 
Legislation	Intellectual Property: Refers to creations of the mind. A way of protecting your creation so you benefit from your own work. A form of protection.	Copyright, Designs and Patent Act 1988	Copyright Patent
Copyright	Introduced to protect people who have created original pieces of work.		Copyright is a form of intellectual property, applicable to certain forms of creative work. Copyright is a legal means of protecting an author's work. <u>Impact</u> <ul style="list-style-type: none">Stealing someone's creationLoss of income <u>Consequences</u> No limit to fine Maximum of ten years in prison
Patent	A government authority or licence conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.		
Health and Safety Risks Using Computers	Health Risks: <ul style="list-style-type: none">Eye strain, neck strainBad back, postureHeadaches, migrainesRSI repetitive strain injury Safety Risks <ul style="list-style-type: none">Slips, trips, fallsLoose wires and overloaded sockets	Health and Safety at Work Act 1974	The Health and Safety at Work Act 1974 is the main piece of legislation covering health and safety in the workplace. It outlines the responsibilities of both the employer and employee in ensuring there is a safe working environment. <u>Impact</u> <ul style="list-style-type: none">Accidents at work <u>Consequences</u> Fines, imprisonment and disqualification.
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. <u>Consequences</u> A caution, unlimited fine, imprisonment (up to life)		
GDPR 2018	Stands for General Data Protection Regulations . <ul style="list-style-type: none">Data should only be held and used for the purpose it was collected and intended forIt should not be shared without permissionIt should not be kept for longer than neededLarger fines for companies, BUT individuals are responsible too. <u>Consequences</u> <ul style="list-style-type: none">A maximum fine of £17.5 million or 4 per cent of annual turnover, whichever is greater.		

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

Happiness

Industry

Responsibility

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturated	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



BRITISH
Nutrition
FOUNDATION

HEALTHY HYDRATION

for adults and teenagers

We should drink about 6-8 glasses of fluid each day.
This can be from a variety of drinks

Water

Water is a good choice throughout the day because it hydrates you without providing extra calories or harming teeth.

Drink plenty

Tea, coffee and other hot drinks

Provide some nutrients (if milk or fortified plant-based alternatives are added) and some contain caffeine*. To limit calories, drink without sugar or sugary syrups and with lower fat milks.

Drink to suit (can contain caffeine; limit if pregnant*)

Milk

Is a useful source of nutrients including calcium, iodine, B vitamins and protein. Adults and older children should choose lower-fat varieties.

Have regularly, but choose lower fat

Sugar-free drinks

Provide fluid without extra calories. Drinks like squashes and fizzy drinks are acidic, which can harm teeth.

Drink in moderation

Fruit and vegetable juices and smoothies

Provide some vitamins and minerals. One small glass (150ml) counts as a maximum of one portion of your 5 A DAY. However, they also contain sugars and can be acidic, which can harm teeth so it's best to drink them with a meal.

Can have once a day

Sugary drinks

Provide fluid but contain calories from sugars, usually without other nutrients, and can be acidic. Sugars and acidity can both be harmful to teeth. Some of these drinks also contain caffeine*.

Limit

*If pregnant, limit caffeine to no more than 200mg per day. Visit NHS Choices page on caffeine in pregnancy for more information.

Sports drinks

Are generally only needed if training at high intensity for over an hour. Can be high in sugars.

Only if needed

Energy drinks

Can be high in sugars and may contain high levels of caffeine* and other stimulants. These drinks are not good choices for those under 18 years.

Limit

Note: alcoholic drinks don't count towards your fluid intake.

November 2018. Next review due November 2021. For more information on the sources used in this text, please contact postbox@nutrition.org.uk @British Nutrition Foundation www.nutrition.org.uk

The Information Standard

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Member



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