DIXONS ALLERTON ACADEMY

Name:

Student Number:

KNOWLEDGE ORGANISER YEAR 8 2025/2026

C2

DIXONS ALLERTON ACADEMY

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.

Contents

DIXONS ALLERTON ACADEMY

Homework Timetable:

Week A	Mon	Tues	Wed	Thur	Fri
	Maths	ICT	Spanish	Reading Log	Spellings

Week B	Mon	Tues	Wed	Thur	Fri
	English	PE / Culture	Creative	Reading Log	Spellings

Homework Contents

Yr 8 Maths Week 1 C2 Homework C2 Big Question: 'What are Inequalities?'

1: Read it

What are inequalities?

In Mathematics, **equations** are not always about being balanced on both sides with an 'equal to' **symbol**. Sometimes it can be about 'not an **equal** to' relationship like something is greater than the other or less than. **Inequality** refers to a relationship that makes a non-equal comparison between two numbers or other mathematical expressions. These mathematical expressions come under algebra and are called inequalities.

Inequalities are the mathematical **expressions** in which both sides are not equal. In inequality, unlike in equations, we compare two values. The equal sign in between is replaced by less than (or less than or equal to), greater than (or greater than or equal to), or not equal to sign.

Olivia is selected in the under 12s Softball. How old is Olivia? You don't know the age of Olivia, because it doesn't say "equals". But you do know her age should be **less than** or equal to 12, so it can be written as Olivia's Age ≤ 12. This is a practical scenario related to inequalities.

The meaning of inequality is to say that two things are NOT equal. One of the things may be less than, greater than, less than or equal to, or greater than or equal to the other things.

p < q means that p is less than q

p > q means that p is greater than q

p ≤ q means that p is less than or equal to q

p ≥ q means that p is greater than or equal to q

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***
a	b
	c
V	

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: What is a computer system?

1: Read it

A **computer system** is an electronic devices that follows a set of instructions.

A **computer system** is a complete setup that includes both **hardware** and **software** components working together to perform tasks, process data, and produce results.

A laptop is a computer system used for typing, browsing the internet, or watching videos. A **smartphone** is another type of computer system that lets you make calls, use apps, and take photos. In schools, **desktop computers** are often used for learning and research. **Game consoles** like the PlayStation or Xbox are also computer systems designed for playing video games. Even a **self-checkout machine** in a supermarket is a computer system—it scans items, calculates prices, and processes payments. All these systems include hardware (the physical parts) and software (the programs that run on them).

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Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

La comida Española

En España **la comida** es muy variada y deliciosa. Normalmente la gente come alimentos frescos y saludables, tales como verduras y ensaladas de fruta, porque son muy sanos. A menudo las personas comen **tapas**, las que son pequeñas porciones de comida, y me encantan porque son muy ricas y diferentes. También es típico comer **paella**, esta lleva arroz con pollo o mariscos, y creo que es extremadamente sabrosa. Para el postre, muchas personas toman helado o **churros con chocolate**, lo que me parece bastante dulce pero muy delicioso. En cuanto a las bebidas, en España se bebe mucha agua y también zumos naturales, como el zumo de naranja, porque hace calor en **verano**. Sin embargo, no me gusta el café porque es demasiado amargo. En mi opinión, la comida española es fantástica porque hay mucha **variedad** y siempre hay algo para todos los gustos.

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***

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1: Read it

What Kind of Play Is *Romeo and Juliet*?

Shakespeare's *Romeo and Juliet* is a famous **tragedy**—a play where the main characters suffer and often die. Like *Blood Brothers*, it explores powerful emotions and ends in heartbreak. Romeo and Juliet fall in love **despite** their families' **feud,** but fate leads to their tragic deaths.

Fate: Frayer Model

- **Definition**: Fate is the idea that events are destined to happen, no matter what.
- **Characteristics**: Uncontrollable, mysterious, inevitable.
- **Examples**: Romeo and Juliet meeting by chance, their deaths bringing peace.
- **Non-examples**: Making choices, changing outcomes.

Why Is Fate Important?

Fate drives the story. The lovers are described as "star-crossed," meaning doomed from the start. This raises questions: Can people escape fate? Do you believe in it?

The Prologue

The play begins with a **prologue**, spoken by a **chorus** (a narrator). It tells us:

- Two families in Verona are fighting.
- Romeo and Juliet fall in love.
- Their love ends in death.
- Their deaths end the feud.

This summary creates dramatic irony—we know the ending, but the characters don't.

Language and Emotion

In Act 1 Scene 1, the fight begins with "Do you bite your thumb at me?"—a bold insult that excites the audience. Romeo later speaks of Rosaline using **oxymorons** like "cold fire" and "sick health," showing his emotional confusion.

Summary Sentence

At the start of the play, Romeo is presented as emotional, poetic, and overwhelmed by love.

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Yr 8 PE C2 Homework — C2 Big Question: What happens to the body short term when we exercise?

1: Read it

The short-term effects of exercise on the body occur immediately during and after physical activity as the body works to meet the increased demands of movement. One of the first noticeable changes is an increase in heart rate, as the heart pumps faster to deliver more oxygen-rich blood to the working muscles. Breathing rate also rises to supply additional oxygen and remove carbon dioxide more efficiently. This helps maintain energy production during exercise.
The body temperature increases due to greater muscle activity, causing the skin to sweat and blood vessels to widen (vasodilation) to release heat and cool the body down.
Muscles experience an increased blood flow and receive more oxygen and nutrients, which enhances performance temporarily. However, as muscles work harder, they produce more lactic acid, which can lead to a burning sensation or fatigue. The energy systems of the body, particularly the anaerobic and aerobic systems, become highly active to generate the energy required for movement. The nervous system also responds rapidly, improving coordination and reaction times during activity.
After exercise, the body begins to recover: heart rate and breathing rate gradually return to normal, and oxygen intake helps clear lactic acid from the muscles. There may also be short-term muscle soreness, known as acute muscle fatigue, as a result of the intense effort. Overall, these short-term effects prepare the body for continued physical activity and are essential for improving long-term fitness and physical adaptation through consistent training.

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***
a. Heart Rate	b. the speed at which the heart beats:
	c. the more intense the exercise, the higher your heart rate will increase

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**
	1. 2. 3

Yr 8 Fine Art C2 Homework C2 Big Question: 'How can Art influence Peoples Thinking?'

1: Read it

Coral Bleaching – What's Happening Beneath the Waves?

Coral reefs are some of the most beautiful and important ecosystems on Earth. They are home to thousands of marine species and help protect coastlines from storms. But coral reefs are in danger because of a process called **coral bleaching**.

Coral bleaching happens when corals become stressed, usually due to rising **sea temperatures**. Corals have a special relationship with tiny algae called **zooxanthellae**, which live inside them and give them their colour and food. When the water gets too warm, the coral expels the **algae**. Without them, the coral turns white – this is bleaching – and it can die if conditions don't improve.

Bleaching doesn't mean the coral is dead right away, but it is very weak. If the stress continues, whole reefs can be lost. This affects **biodiversity**, meaning fewer animals and plants can survive there. It also impacts people who rely on reefs for food, tourism, and protection.

We can help by reducing **carbon emissions**, using less energy, and learning more about how our actions affect the planet. Coral reefs need our help to survive!

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***
a. Coral Bleaching	b. Coral Bleaching is when coral loses its colour because the tiny algae living inside it are forced out, usually due to stress from warmer water temperatures. Without these algae, the coral turns white and can become weak or die.
	c. Due to rising ocean temperatures, many coral reefs around the world are suffering from coral bleaching, which puts marine life at risk.

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**
	1. 2. 3

Yr 8 Maths Week 2 C2 Homework C2 Big Question: 'How do we manipulate algebraic expressions?'

1: Read it

How do we manipulate algebraic expressions?

An algebraic **expression** is a mathematical phrase containing numbers, variables, and **operation symbols** like addition, subtraction, multiplication, and division. Unlike an algebraic *equation*, an expression does not have an equals sign.

Understanding algebraic notation

•**Algebraic notation** presents information in a concise way. For example, when variables are multiplied they are written next to each other in alphabetical order. Eg, xy represents $x \times y$

•An algebraic sentence is known as an expression. Within an expression, each part is known as a .

Writing and interpreting algebraic expressions

A typical expression is made up of the following parts:

- **Variable** – A symbol, usually a letter (e.g., x,y,z that represents an unknown value.
- **Constant** – a fixed numerical value that does not change *5x + 5, 5 is the constant*
- **Coefficient** – A number multiplied by a variable. For example, in the expression *5x+7, 5 is the coefficient*
- **Term** - A single number, a single variable, or a combination of numbers and variables multiplied together. Terms are separated by addition or subtraction signs. For example, the expression *5x + 7, has two terms, 5x and 7*

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***
a.	b.
	c.

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: How does a computer system work?

1: Read it

A **computer system works** by following a **process** called the **input-process-output cycle**. First, data is entered into the computer using **input devices** like a keyboard or mouse.

Next, the **CPU (Central Processing Unit)** processes this data by following instructions and performing calculations.

The data and instructions are stored in **memory**, either temporarily in RAM or permanently on a hard drive or SSD.

After processing, the computer sends the results to **output devices** such as a monitor, printer, or speakers so the user can see or hear the information. This cycle happens very quickly, allowing computers to perform tasks **efficiently**.

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***

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	1. 2. 3

Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

La comida en México

En México la comida es muy variada y realmente deliciosa. Normalmente la gente come alimentos frescos como verduras, frijoles y **maíz** porque son muy sanos. A menudo comen **tacos**, los que son tortillas con carne, pollo o verduras, y me encantan porque son extremadamente sabrosos. También es típico comer enchiladas y quesadillas, las que son bastante ricas. Para el postre, muchas personas toman flan o **helado,** lo que **me parece** muy dulce pero delicioso. En cuanto a las bebidas, en México se bebe mucha agua y también zumos naturales, como el zumo de naranja, porque hace bastante calor. Sin embargo, no me gusta **el café** porque es demasiado **amargo**. En mi opinión, la comida mexicana es fantástica porque hay muchísima variedad y siempre hay algo para todos los gustos. Además, me gusta porque usan muchas especias, lo que hace que los platos sean más interesantes.

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***

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1: Read it

Love, Language, and Life in the Balcony Scene of *Romeo and Juliet*

The Balcony Scene (Act 2 Scene 2) is one of the most **iconic** moments in *Romeo and Juliet*. It captures the intensity of young love and showcases Shakespeare's poetic language. Romeo secretly watches Juliet as she speaks aloud, unaware of his presence. Her famous line, "O Romeo, Romeo, wherefore art thou Romeo?" expresses her **frustration** that Romeo is a Montague—her family's enemy. She wishes he could give up his name so they could be together.

Romeo's speech is filled with **imagery of light and darkness**. He compares Juliet to the sun and says she "outshines the moon." These **metaphors** show how he **idealises** her, placing her above everything else. Juliet also uses powerful language, questioning the importance of names: "That which we call a rose by any other word would smell as sweet." She believes love matters more than family identity.

Both characters speak in **soliloquies**, revealing their private thoughts. Their speeches include imagery of **night, nature, religion, and the stars**, linking their love to fate and the natural world. This poetic language helps the audience understand the depth of their emotions.

Later, in Act 2 Scene 3, Romeo asks Friar Laurence to marry them. The Friar's speech contrasts **life and death**, using words like "birth," "herbs," and "grave." He warns that passionate love can lead to destruction. Romeo persuades him by insisting his love for Juliet is true and urgent.

Shakespeare uses these scenes to explore themes of **love, identity, and mortality**. Through rich language and emotional speeches, he shows how Romeo and Juliet's love is beautiful but dangerous—full of hope, yet shadowed by risk.

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Yr 8 PE C2 Homework

C2 Big Question: What happens to do the body long term when we exercise?

1: Read it

The long-term effects of exercise on the body develop gradually over weeks and months of regular physical activity. These adaptations occur as the body becomes stronger, fitter, and more efficient at handling physical demands. One of the most significant long-term effects is an improvement in cardiovascular fitness. The heart becomes stronger and more efficient at pumping blood, meaning it can deliver more oxygen to the muscles with each beat. Resting heart rate decreases, while stroke volume (the amount of blood pumped per beat) increases. The lungs also become more efficient, improving respiratory capacity and allowing the body to take in and use oxygen more effectively.

Regular exercise leads to increased muscular strength and muscular endurance, as muscles adapt to handle greater workloads. This results in improved posture, better movement control, and reduced risk of injury. Over time, muscles also grow in size (hypertrophy) and efficiency, while bones become stronger and denser, helping to prevent conditions like osteoporosis. Another long-term effect is improved body composition, as consistent exercise helps reduce body fat and increase lean muscle mass. The body's metabolic rate often rises, meaning more calories are burned even at rest.

In addition to physical benefits, regular exercise also improves mental health by reducing stress, anxiety, and depression while boosting mood and self-esteem. It enhances flexibility and joint mobility, making daily movements easier. Overall, the long-term effects of exercise contribute to a healthier, stronger, and more resilient body, lowering the risk of chronic diseases and promoting lifelong well-being.

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***
a. Cardiovascular Fitness	b. Cardiovascular fitness is the ability of the heart, lungs, and blood vessels to deliver oxygenated blood to working muscles during sustained physical activity. It reflects how efficiently the body can use oxygen for energy over time.
	c. Regular running and swimming can greatly improve your **cardiovascular fitness**, helping your heart and lungs work more efficiently during exercise.

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	1. 2. 3

Yr 8 Design Technology C2 Homework C2 Big Question: 'How do you brand your own chocolate bar?'

1: Read it

Branding Chocolate Bars – What Makes Them Stand Out?

Have you ever wondered why some chocolate bars are more popular than others? It's not just about taste – it's also about **branding**. Branding is how **companies** make their products look, feel, and stand out from the competition.

A strong brand includes a catchy **logo**, a memorable name, and attractive **packaging**. These elements help customers recognise the product quickly. For example, think about how instantly you can spot a KitKat or Galaxy bar on the shelf.

Brands also use clever **advertising** to create emotions and stories around their chocolate. They might show happy families, exciting adventures, or relaxing moments to make you feel good about buying their product.

Another key part of branding is knowing your **target audience** – the group of people most likely to buy the chocolate. Some bars are aimed at children, while others are designed for adults who want a luxury treat.

In the end, branding helps chocolate bars become more than just sweets – they become experiences. So next time you pick one up, think about what made you choose it!

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***
a. Branding	b. **Branding** is the way a company creates a unique identity for its product or service, using things like logos, colours, names, and packaging to make it stand out and be remembered.
	c. The bright colours and catchy logo on the chocolate bar are part of its **branding**, helping it attract attention on the shop shelf.

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Yr 8 Maths Week 3 C2 Homework C2 Big Question: 'How are equations rearranged?'

1: Read it

How are equations rearranged?

To rearrange an equation, use **inverse** operations to **isolate** the desired **variable** on one side of the equals sign, a process also called changing the **subject** of a **formula**. This involves performing the same operation on both sides of the equation to maintain balance, and it's often helpful to work backward through the order of operations (like **BIDMAS**) by first handling addition/subtraction, then

Step-by-step guide to rearranging equations

1.Identify the variable to isolate: Determine which variable you need to make the "subject" of the formula—the one you want to get by itself.

2.Use inverse operations: Apply the inverse of each operation to both sides of the equation to move other terms away from the variable you want to isolate.

- To undo addition, subtract.
- To undo subtraction, add.
- To undo multiplication, divide.
- To undo division, multiply.
- To undo squaring, take the square root.

Example: Rearranging a simple equation

Let's make 'x' the subject of the equation '$y = 3x + 4$':

Final rearranged equation: $x = \frac{y-4}{3}$

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***
a.	b.
	c.
Equivalent	
Value	

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**
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Yr 8 ICT C2 C2 Homework C2 Big Question: What is hardware?

1: Read it

Hardware is the physical parts of a computer system that you can **see and touch**. It includes all the equipment that helps the computer work properly. Without hardware, the computer wouldn't be able to do anything.

Hardware can be split into two types: **internal** and **external**.

- **Internal hardware** is found **inside the computer**. These are the parts that help the computer think and work. Examples include the **CPU (Central Processing Unit)**, which is like the brain of the computer, the **RAM (memory)** that helps it run programs quickly, and the **hard drive**, which stores all your files and data.
- **External hardware** is the equipment you can **see and touch on the outside** of the computer. These help you interact with the system. Examples include the **keyboard** (for typing), **mouse** (for clicking), **monitor** (for display), **printer**, and **speakers**.

Together, internal and external hardware make the

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Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

La comida en Inglaterra

En **el Reino Unido** la comida es bastante variada, aunque algunas personas piensan que no es muy interesante. Normalmente **la gente** come alimentos sencillos como **pan**, verduras y carne porque son fáciles de preparar. A menudo las personas comen platos tradicionales como el *fish and chips*, este plato me parece muy rico aunque tiene mucho aceite y grasa. También es típico el *Sunday roast* con **carne,** patatas y verduras, y creo que es extremadamente delicioso. Para el desayuno, muchas personas toman cereales o un *full English breakfast*, que incluye **huevos**, salchichas y pan tostado. Sin embargo, este último no me gusta mucho porque es demasiado pesado. En cuanto a las bebidas, se bebe mucho té, lo que me parece bastante agradable, y también agua. En mi opinión, la comida británica es buena porque hay platos tradicionales muy **sabrosos**, aunque a veces me parece un poco simple comparada con otras cocinas.

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***

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	1. 2. 3

1: Read it

Exploring the Party Scene in *Romeo and Juliet*

Imagine a **formal** party—elegant clothes, polite conversation, and dancing. Now compare that to the Capulet's party in *Romeo and Juliet*. It's a **masquerade ball**, where guests wear masks and identities are hidden. This creates mystery and excitement, especially when Romeo first sees Juliet.

Romeo's First Impression

In Act 1 Scene 5, Romeo uses loving language and similes to describe Juliet. He calls her "a rich jewel" and says she "teaches the torches to burn bright." These words show Romeo is romantic, poetic, and deeply struck by her beauty.

Meeting Juliet

When Romeo and Juliet speak, their lines form a **shared sonnet—**a 14-line poem with a rhyme scheme. This shows their instant connection. Romeo uses clever wordplay and rhyme to persuade Juliet to kiss him, comparing her to a **saint** and himself to a **pilgrim.** Discuss how this language helps him win her over.

Reactions and Revelations

After the kiss, Romeo learns Juliet is a Capulet. He says, "O dear account! my life is my **foe's** debt." This shows shock and despair—he's fallen for his enemy's daughter. Juliet also reacts emotionally when she finds out Romeo is a Montague. She uses strong words that mix love and hate, showing her confusion and heartbreak.

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***

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Yr 8 PE C2 Homework C2 Big Question: What are invasion games?

1: Read it

Invasion games are team-based sports where the objective is to invade the opponent's territory to score points or goals while defending one's own area. Common examples include football, basketball, netball, hockey, rugby, and handball. These games require players to combine physical fitness, technical skill, and tactical awareness to achieve success. The main aim in an invasion game is to maintain possession of the ball, create scoring opportunities, and prevent the opposing team from scoring. Players must use strategies such as passing, dribbling, and movement off the ball to advance into the opponent's territory effectively.

Invasion games develop several components of fitness, including cardiovascular endurance, agility, speed, and coordination, as players are constantly moving, changing direction, and reacting to opponents' actions. Communication and teamwork are also essential, as successful play depends on cooperation and understanding between teammates. Defensively, players must anticipate the opponents' moves, intercept passes, and mark their opponents closely to regain possession. Offensively, creativity and quick decision-making help teams find gaps in the defence and create scoring opportunities.

These games also promote important social and cognitive skills, such as leadership, problem-solving, and resilience. They teach respect for rules, fair play, and sportsmanship, which are key values in both sport and everyday life. Whether played competitively or recreationally, invasion games encourage full-body participation and strategic thinking. Overall, invasion games provide an exciting and engaging way to develop physical fitness, teamwork, and tactical awareness while fostering enjoyment and a sense of achievement.

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***
a. Tactical awareness	b. Tactical awareness is the understanding of game strategies and knowing how to make effective decisions during play. It involves recognizing when and where to move, pass, or defend to gain an advantage over opponents.
	c. Good basketball players show excellent tactical awareness by quickly deciding whether to pass, shoot, or move to a better position during a game.

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**
	1. 2. 3

Yr 8 Textiles C2 Homework C2 Big Question: 'How can you design and make your own Patchwork Cushion?'

1: Read it

Patchwork Cushions – Crafting with Colour and Creativity

Patchwork cushions are a fun and creative way to explore **textiles** and design. They're made by sewing together small pieces of **fabric** in different colours, patterns, and textures to create a unique cover for a cushion. This technique has been used for centuries and is still popular today in both fashion and home décor.

To make a patchwork cushion, you start by choosing your **theme** – maybe bright colours, nature patterns, or recycled materials. Then you cut your fabric into shapes like squares or triangles and arrange them in a design. Once you're happy with the layout, you sew the pieces together using a **sewing machine** or by hand.

Patchwork helps develop skills like measuring, cutting, and stitching, and it's a great way to express your **creativity**. You can also learn about **sustainability** by using leftover or second-hand fabric instead of buying new materials.

When finished, your cushion isn't just comfy – it's a piece of art that reflects your style and effort. Whether you're making one for yourself or as a gift, patchwork cushions are a brilliant way to bring design to life.

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***
a. Textiles	b. **Textiles** are materials made by weaving, knitting, or bonding fibres together. They are used to make clothes, cushions, curtains, and many other fabric-based products.
	c. In our design lesson, we learned how different **textiles** can be used to create stylish and comfortable clothing.

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**
	1. 2. 3

Yr 8 Maths Week 4 C2 Homework C2 Big Question: 'How do we solve equations with brackets and unknowns on both sides?'

1: Read it

How do we solve equations with brackets and unknowns on both sides?

To solve equations with variables on both sides, you must isolate the variable by using **inverse** operations to move all variable **terms** to one side and all constant terms to the other.

Solving equations when both unknown terms are positive

- If both unknown variables are positive, the first step is to subtract one of these x terms.
- Subtracting the x term which has the smaller x means that **negative** terms can be avoided.
- The x term with the smallest **coefficient** can appear on the left or the right of the = sign.
- This will reduce the number of terms and lead to a new (still balanced) with just one x variable.
- Check the solution by **substituting** the final answer back into the original equation.

Solving equations when one unknown term is negative

- If one unknown variable is negative, the first step is to add one of the x terms .
- Adding an x term helps avoid unknown values with negative .
- The x term with a negative coefficient can appear on the left or the right of the equals sign.
- This will reduce the number of terms and lead to a new equation that is still in balance, with just one unknown variable

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***
a.	b.
	c.

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: What is software?

1: Read it

Software is the set of **instructions** or programs that tell a computer what to do. Unlike hardware, you can't touch software, it's digital. Software controls how the computer works and allows you to do different tasks like writing, drawing, or browsing the internet.

Application software is a type of software that helps you do specific tasks on a computer or device. It is different from **system software** (like the operating system) because it is designed for the user to perform activities such as writing, drawing, playing games, or browsing the internet.

System software is the type of software that helps the computer's **hardware** and other programs work together. It acts like a manager, making sure everything runs smoothly behind the scenes. Without system software, your computer wouldn't even turn on properly or know how to run apps.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

¿Qué comes y bebes?

Normalmente como alimentos saludables porque es sano, pero **a veces** me gusta la comida rápida ya que es rica. Siempre como verduras y ensalada de fruta, y también pan con bocadillos de queso. A menudo como arroz con pollo y huevos porque son deliciosos. Sin embargo, raramente como hamburguesas o patatas fritas porque tienen mucha sal y azúcar y mucho aceite y grasa. **Nunca como** jamón ni pescado porque soy vegetariano. Para el postre, me encanta el helado y, **de vez en cuando** pruebo las tapas. En cuanto a las bebidas, normalmente bebo agua y leche, **pero** a veces bebo zumo de naranja o zumo de manzana. Nunca bebo café ni té porque no me gustan. **Creo que** mi dieta es bastante equilibrada porque como muchas verduras y frutas, aunque a veces como comida basura.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

1: Read it

Understanding Love and Marriage in *Romeo and Juliet*

In Shakespeare's time, marriage was often arranged by families, especially among the wealthy. Fathers had significant control over whom their daughters married, and love was not always the main reason for marriage. This is known as a **patriarchal** system, where men held **authority** over women's choices.

Romeo and Juliet challenges these expectations. Romeo and Juliet fall in love instantly and choose to marry in secret, without their parents' consent. Their love is **prohibited** because of the feud between their families, the Montagues and Capulets. Juliet's love is also seen as **submissive**, as she quickly agrees to Romeo's plans and defies her father's wishes.

Shakespeare explores different types of love in the play:

- **Courtly love**: Romeo idealises Juliet, using poetic language and dramatic gestures.
- **Romantic love**: Their connection is emotional and passionate.
- **Forbidden love**: Their relationship goes against social and family expectations.

In Act 1 Scene 2, Lord Capulet is **cautious** when Paris asks to marry Juliet, saying she is too young. But later, he changes his mind and demands Juliet marry Paris quickly. This shift shows how marriage could be used to control or protect family honour.

Friar Laurence agrees to marry Romeo and Juliet, even though he doubts Romeo's sincerity. He hopes their union will end the feud. This shows how even religious figures were influenced by social pressures.

The secret wedding is a turning point. It highlights the intensity of Romeo and Juliet's love, but also sets up the tragic consequences of secrecy and defiance.

Understanding these ideas helps us see how Shakespeare uses love and marriage to explore conflict, control, and fate in the play.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 PE C2 Homework C2 Big Question: How do we set targets in Sport?

1: Read it

Target setting in sport is the process of establishing clear, achievable goals to improve performance, motivation, and focus. It helps athletes and teams measure progress, stay committed, and maintain a sense of purpose during training and competition. Targets can be short-term, such as improving sprint times over a few weeks, or long-term, like qualifying for a championship or achieving a personal best. Effective target setting encourages athletes to break larger goals into manageable steps, making improvement more realistic and less overwhelming.
Targets are most effective when they follow the SMART principle: Specific, Measurable, Achievable, Relevant, and Time-bound. A specific target clearly defines what needs to be achieved, while measurable targets allow progress to be tracked. Achievable targets ensure that goals are realistic given the athlete's current ability, while relevant targets focus on areas that truly impact performance. Time-bound targets set deadlines to maintain motivation and accountability.
Setting targets also enhances mental preparation and focus during training and competition. It helps athletes monitor performance, identify weaknesses, and adjust training strategies accordingly. Targets can be performance-based, such as increasing the number of goals scored, or outcome-based, like winning a tournament. Both types encourage commitment, discipline, and resilience, as athletes work consistently to achieve them.
In addition, target setting fosters confidence and self-belief, as achieving small goals reinforces progress and motivates further improvement. It also supports teamwork in group sports, where collective targets unify players toward a common objective. Overall, target setting is a vital tool in sport, guiding development, enhancing performance, and promoting both personal and team success.

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***
a. Progress	b. In this context, progress refers to the improvement or advancement an athlete makes toward achieving their targets or goals over time, such as becoming faster, stronger, or more skilled in their sport.
	c. Regular practice and training helped the athlete make steady progress toward running a faster 100-meter sprint.

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**
	1. 2. 3

Yr 8 Hospitality and Catering C2 Homework C2 Big Question: 'What are the basics of Hospitality and Catering?'

1: Read it

Health and Safety in the Kitchen – Cooking with Care

The kitchen can be a fun place to learn new skills and make tasty food, but it's also important to follow **health and safety** rules to stay safe. Whether you're baking, frying, or chopping, being careful helps prevent accidents and keeps food clean.

One key rule is **hygiene** – always wash your hands before cooking and after handling raw meat. This stops the spread of **bacteria** that can make people ill. Keep surfaces clean and use separate chopping boards for meat and vegetables.

When using sharp tools like knives, always cut away from yourself and use a **chopping board**. Never leave knives in the sink where someone might grab them by accident.

Heat is another danger. Use **oven gloves** when handling hot trays and pans, and turn pot handles inward so they don't get knocked off the stove. Be careful with boiling water and hot oil – they can cause serious burns.

Finally, make sure you know where the **fire extinguisher** is and never leave cooking unattended. Staying alert and following safety steps means you can enjoy cooking without risk.

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***
a. Health and Safety	b. **Health and safety** refers to the rules and practices that help keep people safe and prevent accidents or illness, especially in places like kitchens, workshops, and classrooms.
	c. Before we started cooking, our teacher explained the **health and safety** rules to make sure we used the equipment properly and avoided any injuries.

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**
	1. 2. 3

Yr 8 Maths Week 5 C2 Homework C2 Big Question: 'How do we form and solve equations?'

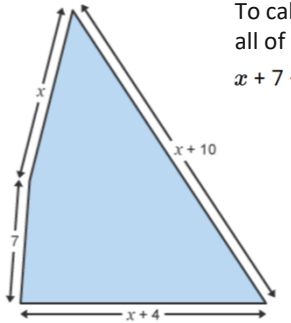
1: Read it

How do we form and solve equations?

To form and **solve** equations, first translate the problem into an algebraic **equation** by identifying the unknown(s) and representing them with variables. Next, solve the equation using the balance method, which means performing the same **operation** (addition, subtraction, multiplication, or division) on both sides of the equation to isolate the variable.

Example

Write and simplify an **expression** for the perimeter of the shape below.



To calculate **perimeter** you simply add up all of the sides. This will give the result:

$x + 7 + x + 10 + x + 4$

We can then simplify this expression to give: 3x + 21

Subsequent questions may then involve being given a value for the perimeter and having to solve for x . Let's look at how that would work.

The perimeter for the above shape is measured to be 33 cm.

Calculate the value of x .

Setting our expression equal to 33 gives 3 + 21 = 33

Subtracting 21 from both sides: 3 = 33 – 21 = 12

Dividing both sides of the equation by 3: x = 4 cm

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***
a.	b.
	c.

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: What is binary and how is it used?

1: Read it

Binary is the language that computers use to understand and process information. It is made up of only two numbers: **0** and **1**. These two digits are called **bits**, and they represent the **off** (0) and **on** (1) states of electrical signals inside a computer. Even though we see text, images, and videos on our screens, the computer **stores** and **processes** all of that using binary code.

Example, the letter **A** in binary is written as **01000001**. Binary is important because it allows computers to perform **calculations**, store **data**, and run programs.

If you make even **one mistake** in the binary **sequence** (e.g., change a 0 to a 1), the computer will do something completely different or fail to work. Computers **do not guess** they follow instructions exactly as given. That's why programmers must be very precise when writing code.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

¿Qué comes y bebes?

Normalmente como alimentos saludables porque en Colombia hay mucha variedad. Siempre como verduras como **zanahorias** y brócoli, y también ensalada de fruta con papaya y maracuyá porque es sano y muy rico. A menudo como arepas con queso y huevos al desayuno ya que son típicos de mi país. **También** me gusta el arroz con fríjoles ya que es muy popular en la región andina. Sin embargo, raramente como patatas fritas o hamburguesas porque tienen mucha sal y azúcar y mucho aceite y grasa. Nunca como jamón ni pescado porque soy vegetariano, pero me encantan **las empanadas de queso** y las tapas cuando viajo. Para el postre, me gusta el helado de coco o de guanábana. **En cuanto a** las bebidas, normalmente bebo agua y zumos naturales tales como el zumo de naranja o el de manzana, que son muy comunes aquí. A veces bebo leche, pero nunca bebo café ni té, aunque Colombia **es famosa por** el café. **Pienso que** mi dieta es equilibrada porque como muchas frutas y verduras, aunque de vez en cuando me gusta comer helado.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

1: Read it

Juliet's Relationships and Inner Conflict in *Romeo and Juliet* By Act 3 Scene 5, Juliet's world begins to unravel. She has secretly married Romeo, but now faces pressure from her parents to marry Paris. This creates **intense** emotional conflict. Juliet's feelings toward the key people in her life begin to shift:

- **Romeo**: She remains deeply in love with him, even after he kills her cousin, Tybalt.
- **Paris**: She does not love him and refuses to marry him.
- **Lord Capulet**: Once protective, he now becomes aggressive, threatening to disown her if she disobeys.
- **Lady Capulet**: Cold and distant, she offers little support when Juliet needs her most.

This scene reveals how **isolated** Juliet becomes, even within her own family.

Understanding Soliloquies A **soliloquy** is a speech where a character speaks their thoughts aloud, usually alone on stage. Shakespeare uses soliloquies to show a character's inner emotions and conflicts. In Act 4 Scene 3, Juliet delivers a powerful soliloquy before drinking the potion that will make her appear dead.

Juliet's Fear and Imagination In this soliloquy, Juliet's emotions shift rapidly—she is terrified, desperate, and determined. Her imagination runs wild as she considers what might happen: waking in a tomb, going mad, or dying for real. The language is vivid and intense, filled with **Gothic horror** imagery like ghosts, bones, and darkness.

The structure of the soliloquy—with many question marks and exclamation marks—shows her panic and emotional **turmoil.** Shakespeare uses this to make the audience feel her fear and admire her bravery.

Why This Matters These scenes show Juliet's **transformation** from an obedient daughter to a determined young woman willing to risk everything for love. Her soliloquy gives us a deep insight into her mind and highlights the tragic tension at the heart of the play.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 PE C2 Homework — C2 Big Question: How can you be motivated in sport?

1: Read it

Motivation in sport refers to the internal and external factors that drive athletes to participate, train, and perform at their best. There are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within the athlete and is driven by personal satisfaction, enjoyment, or a love of the sport itself. For example, a runner may train daily simply because they enjoy running or want to improve their personal best. Intrinsic motivation is powerful because it encourages consistent effort and long-term commitment, even when external rewards are not present.

Extrinsic motivation, on the other hand, comes from external factors, such as rewards, recognition, or pressure from others. This can include trophies, medals, scholarships, or praise from coaches, teammates, or family. Athletes driven by extrinsic motivation often focus on achieving specific outcomes or meeting external expectations. While extrinsic motivation can be effective in pushing athletes to reach goals, it may be less sustainable if the rewards or recognition are removed.

Motivation can also be influenced by positive feedback, goal setting, and peer support, which reinforce both intrinsic and extrinsic drives. In team sports, motivation can come from collective goals, such as winning a championship, while in individual sports, personal achievement and self-improvement often dominate. Both types of motivation are essential for performance, as they help athletes maintain focus, overcome challenges, and sustain effort during training and competition. Understanding and balancing intrinsic and extrinsic motivation allows athletes to develop resilience, enhance performance, and enjoy the overall sporting experience.

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***
a. Internal	b. Internal factors are personal influences that come from within an individual, such as their thoughts, feelings, beliefs, or desires, which affect their behavior or performance.
	c. An athlete's internal factors, such as determination and self-confidence, can strongly influence their performance in competitions.

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**
	1. 2. 3

Yr 8 Music C2 Homework C2 Big Question: 'What is Theme music and Variation?'

1: Read it

Orchestras – Music in Harmony

An **orchestra** is a large group of musicians who play different instruments together to create powerful and beautiful music. Orchestras are often seen in concert halls, performing classical pieces by famous composers like Beethoven or Tchaikovsky, but they also play music for films, games, and even pop concerts.

There are four main **sections** in an orchestra: **strings**, **woodwind**, **brass**, and **percussion**. Each section has its own sound and role. For example, the string section includes violins and cellos, which often carry the melody. Woodwind instruments like flutes and clarinets add colour and softness. Brass instruments such as trumpets and trombones bring strength and volume, while percussion instruments like drums and cymbals add rhythm and excitement.

The person who leads the orchestra is called the **conductor**. They use hand movements and a baton to guide the musicians, making sure everyone plays together and follows the music's mood and timing. Playing in an orchestra teaches teamwork, listening skills, and discipline. It's a great way to be part of something bigger and experience the joy of live music.

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***
a. Orchestra	b. is a large group of musicians who play different instruments together, usually including strings, woodwind, brass, and percussion, to perform music as a team
	c. The school trip to hear the **orchestra** was amazing – the sound of all the instruments playing together was powerful and exciting.

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**
	1. 2. 3

Yr 8 Maths Week 6 C2 Homework C2 Big Question: 'How are linear expressions factorised and expanded?'

1: Read it

How are linear expressions factorised and expanded?
Linear expressions are factorized by finding the **highest common factor** (HCF) of all the terms and using the distributive property in reverse. First, identify the HCF, which is the largest number and/or variable that divides into every term. Then, write the HCF outside of a set of parentheses and divide each original term by the HCF to find what goes inside the parentheses.
Example
Factorise 6x+9 .
To **factorise** this expression, look for the HCF of 6x and 9 which is 3.
To factorise, write down the HCF and then begin a set of brackets.
Find the missing terms in the brackets by dividing each of the terms given in the question by the HCF.
The HCF of 6x+9 is 3. Put this outside the bracket:
This gives: 3(2x+3)

To **expand** a bracket means to multiply each term in the bracket by the expression outside the bracket. For example, in the **expression** 3(m+7) , multiply both m and 7 by 3, so it becomes:
3m + 21

Negative signs: Be careful with negative signs, as a negative number multiplied by a negative number results in a **positive number**.
Like terms: After expanding, combine any terms that have the same variable and exponent. You can only add or subtract terms that are alike.

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***
a.	b.
	c.

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: What is the purpose of a CPU?

1: Read it

The **CPU (Central Processing Unit)** is the **brain of the computer**. It processes all the **instructions** and data that make programs and applications work. Every time you click, type, or open an app, the CPU carries out the calculations and decisions needed to make it happen. It works very fast, handling millions of instructions every second.

The **CPU (Central Processing Unit)** has three main jobs:

- **Fetch** it gets instructions from the computer's **memory**.
- **Decode** it figures out what the instructions mean.
- **Execute** it carries out the instructions, like doing a calculation or moving data.

This process is called the **fetch-decode-execute cycle**, and it happens millions of times every second to make your computer work.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Llevas una vida sana'

1: Read it

¿Llevas una vida sana?

Normalmente como alimentos saludables porque es sano y me gusta llevar una vida sana. **Siempre como** verduras como zanahorias y brócoli, y también ensalada de fruta porque es rica y refrescante. A menudo como arroz con pollo y huevos, que son típicos en muchos países hispanos. También me gusta el pan con bocadillos de queso, ya que es fácil y delicioso. Sin embargo, **raramente** como hamburguesas o patatas fritas porque tienen mucha sal y azúcar y mucho aceite y grasa. Nunca como jamón ni pescado porque soy vegetariano. Para el postre, me encanta el helado y, de vez en cuando, unas tapas. En cuanto a las bebidas, normalmente bebo agua y leche, y a veces bebo zumo de naranja o zumo de manzana. Nunca bebo café ni té porque no me gustan. Diría que llevo una vida sana porque **hago mucho ejercicio**, nunca fumo y nunca bebo alcohol. También llevo una dieta equilibrada y bebo mucha agua, así que **soy** fuerte y activo. No veo mucha tele porque prefiero practicar deportes, y **trato de** no tener mucho estrés. Creo que mi estilo de vida es bastante **saludable**, aunque a veces me gusta la comida basura.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

1: Read it

Tension and Tragedy in Act 5 Scene 3 of *Romeo and Juliet*

Act 5 Scene 3 is the final and most emotionally **intense** moment in *Romeo and Juliet*. It brings together all the **consequences** of the lovers' secret choices, misunderstandings, and the feud between their families. Romeo arrives at Juliet's **tomb** believing she is dead. He speaks to her lovingly, unaware that she is still alive. This **dramatic irony**—where the audience knows something the character doesn't—creates powerful **tension.** Romeo's speech is filled with sorrow and devotion. He talks to Juliet as if she were truly gone, describing her beauty and expressing his heartbreak. He then takes poison and dies beside her. Moments later, Juliet awakens, finds Romeo dead, and takes her own life. The scene is **tragic,** fast-paced, and emotionally overwhelming.

Shakespeare builds tension through:

- **Timing**: Juliet wakes just after Romeo dies.
- **Language**: Romeo's poetic words and Juliet's desperate cries heighten emotion.
- **Imagery**: The tomb, poison, and dagger create a dark, Gothic atmosphere.
- **Structure**: Short lines, exclamations, and questions reflect panic and urgency.

For an Elizabethan audience, this scene would have been shocking and deeply moving. The idea of young lovers defying their families and dying for love challenged traditional values. Shakespeare wanted the audience to feel pity, sadness, and perhaps reflect on the dangers of hatred and impulsive decisions. Understanding this scene helps us see how Shakespeare uses dramatic techniques to create tension and deliver a powerful message about love, fate, and **reconciliation**. The tragic ending also forces us to ask: could things have ended differently?

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 PE C2 Homework C2 Big Question:

1: Read it

Private, public, and voluntary sectors in sport provide different opportunities for participation, each with unique advantages and disadvantages. The private sector includes gyms, fitness centers, and sports clubs owned by individuals or companies. These organizations often offer high-quality facilities, professional coaching, and specialised equipment. The main advantage of the private sector is the standard of provision and tailored services, which can improve performance and offer convenience. However, a significant disadvantage is the cost, as membership fees or session charges can limit access for some people.
The public sector refers to facilities and programs funded and managed by the government, such as community leisure centers, public swimming pools, and local sports clubs. Public sector provisions aim to make sport accessible to everyone, promoting health, social inclusion, and participation across all ages and abilities. An advantage is affordability and inclusivity, often offering subsidized memberships or free programs. A disadvantage is that facilities may be overcrowded, less modern, or less well-maintained due to limited funding.
The voluntary sector involves clubs and organisations run by volunteers, often non-profit, such as local football, cricket, or netball clubs. This sector fosters community engagement, social interaction, and personal development. Advantages include strong community spirit, accessibility, and opportunities for skill development both in playing and coaching. However, a disadvantage is that the quality of facilities, coaching, or organisation can vary widely, as it depends on volunteer availability and donations.
Each sector plays a vital role in providing opportunities for sport. While the private sector prioritises quality and convenience, the public sector focuses on access and inclusion, and the voluntary sector emphasises community and participation. Together, they ensure that a broad range of people can engage in sporting activities, though challenges like cost, maintenance, and resource limitations remain.

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***
a. Participation	b. Participation is the act of taking part or being involved in an activity, event, or sport.
	c. Regular participation in football helped the students improve their fitness and teamwork skills.

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**
	1. 2. 3

Yr 8 Photography C2 Homework C2 Big Question: 'What is Photography?'

1: Read it

The History of Cameras – Capturing Moments Through Time

Cameras have come a long way since they were first invented. The earliest type was the **camera obscura**, used over 1,000 years ago. It was a dark box with a small hole that let light in to project an image onto a surface – but it couldn't record it.

In the 1800s, inventors created the first **photographic** cameras. These used chemicals and light-sensitive materials to capture images. One of the earliest successful methods was called **daguerreotype**, which produced detailed black-and-white photos on metal plates.

As technology improved, cameras became smaller and easier to use. In the 20th century, **film cameras** became popular. People could take photos and have them developed at shops. Then came **digital cameras**, which store images electronically and allow instant viewing and editing.

Today, most people use **smartphones** to take pictures. These devices have advanced camera systems and can share photos instantly around the world.

From boxes with holes to high-tech phones, cameras have changed how we see and remember the world. They help us capture memories, tell stories, and explore creativity.

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***
a. Camera obscura	b. is an early optical device that uses a dark box or room with a small hole to project an image of the outside scene onto a surface inside. It was an important step in the development of photography.
	c. Artists in the past often used a **camera obscura** to help them draw accurate perspectives of landscapes.

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**
	1. 2. 3

Yr 8 Maths Week 7 C2 Homework C2 Big Question: 'How are quadratics expanded and factorised?'

1: Read it

How are quadratics expanded and factorised?
In a **quadratic expression**, the highest power of x is x^2.

A quadratic expression can sometimes be factorised into two brackets in the form of (x+a)(x+b) where a and b can be any **term**, positive, negative or zero. a and b can be found by using a **product** and sum method.

Expanding the brackets (x+2)(x+3) gives $x^2 + 2x + 3x + 6$ Which simplifies to: $x^2 + 5x + 6$
Factorising is the reverse process of expanding brackets, so factorising $x^2 + 5x + 6$ gives (x+2)(x+3).

Expanding when there are two brackets present:
Expanding becomes more difficult when more terms are outside of the bracket but still need to be multiplied through. When this is the case you can use the box/grid method or **FOIL** to ensure you **expand** the set of brackets properly.

The FOIL method
- **First:** Multiply the first term in each bracket.
- **Outer:** Multiply the outer terms of the expression.
- **Inner:** Multiply the inner terms of the expression.
- **Last:** Multiply the last term in each bracket

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***
a.	b.
	c.

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**
	1. 2. 3

Yr 8 ICT C2 C2 Homework C2 Big Question: What is a computer network?

1: Read it

A **computer network** is a group of two or more computers or devices that are connected together so they can **share information, resources, and services**. These connections can be made using **wires (like Ethernet cables)** or **wirelessly (like Wi-Fi)**. Networks allow people to share files, use the same printer, send emails, and access the internet.

Examples of Computer Networks:

- **Home Network** – connects your laptop, phone, and smart TV to the internet
- **School Network** – links all classroom computers to a **central server**
- **Office Network** – allows employees to share files and printers
- **The Internet** – the largest network in the world, connecting millions of devices

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 MFL C2 C2 Homework C2 Big Question: '¿Quién es tu famoso preferido?'

1: Read it

¿Quién es tu famoso preferido?

Diría que mi famoso preferido **se llama** Lionel Messi porque pienso que es **increíblemente** talentoso y muy deportivo. Tiene el pelo corto y moreno, y los ojos marrones. Es bastante bajo para ser un futbolista, pero es muy rápido y fuerte. También es joven y delgado, lo que le ayuda a jugar bien. Me gusta muchísimo porque es muy **trabajador** y nunca se rinde, lo que me parece admirable. Además, **es** independiente y no es tonto; al contrario, es muy listo y siempre toma buenas decisiones en el campo. Creo que es un buen ejemplo para los jóvenes porque demuestra que con esfuerzo se puede lograr todo. También **me encanta** que sea humilde, ya que muchos famosos no lo son. En mi opinión, Messi no solo es el **mejor** jugador del mundo, sino también una persona muy positiva y simpática. Por eso lo admiro tanto.

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?	**4.Question it: Write down 3 questions you have about the text you have just read**
	1. 2. 3

Yr 8 Fine Art C2 Homework C2 Big Question: 'How can Art influence Peoples Thinking?'

1: Read it

Art That Raises Awareness – Creativity with a Message

Art isn't just about making something beautiful – it can also be a powerful way to raise **awareness** about important issues. Artists around the world use their work to speak out about topics like climate change, mental health, equality, and war.

This kind of art is often called **activist art** or **protest art**. It can be paintings, sculptures, posters, or even street art. The goal is to make people think, feel, and sometimes take action. For example, an artist might create a piece showing the effects of **pollution** to encourage people to care more about the environment.

Art that raises awareness often uses strong **symbols**, bold colours, and emotional **imagery** to get its message across. It can be displayed in galleries, public spaces, or shared online to reach a wider audience.

Many artists also work with communities to create **collaborative** projects that give people a voice and help spread messages that matter. This kind of art shows that creativity can be a tool for change. So next time you see a powerful piece of art, ask yourself: what is it trying to say?

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***
a. Awareness	b. **Awareness** means knowing about something and understanding its importance, often related to issues, events, or situations.
	c. The artist created a powerful poster to raise **awareness** about the effects of plastic pollution in the ocean

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**
	1. 2. 3

Date	Title of book	read	Carer	Tutor	Date	Title of book	read	Carer	Tutor

Date	Title of book	read	Carer	Tutor	Date	Title of book	read	Carer	Tutor

CYCLE 2 SPELLINGS

WEEK 2	
1. **hyperbole**	Over **exaggeration.**
2. **comedy**	A lighthearted and **humorous** play with a happy ending.
3. **usurp**	To **take control** of a position or power.
4. **government**	The group of people **in charge** of running the **country**.
5. **merchants**	People who **trade goods** and products for profit.
6. **atheism**	The belief that there is **no God.**
7. **dictatorship**	A country ruled by a **single person** with **ultimate control**.
8. **biodiversity**	The **variety** of **plant** and **animal** life.
9. **concentration**	Number of **particles** in a given **volume.**
10. **erosion**	The **wearing away** and removal of rock.

WEEK 3	
1. **personification**	Giving a **human quality** to something non-human
2. **corruption**	**Dishonest** or fraudulent behaviour from those in **power**.
3. **dual nature**	Having **two** sides.
4. **organism**	Different **organ systems** working together.
5. **revolution**	A **forceful overthrow** of the government.
6. **immanence**	**God** acts within the **world**.
7. **adaptation**	A feature of an animal that allows it to **survive**.
8. **colony**	An area of land that is **under control** of **another country.**
9. **separatism**	A movement where **one group** tries to **leave a country**.
10. **condensing**	**Gas** to **liquid**.

WEEK 4	
1. **connotations**	Words/thoughts/feelings **associated** with another word.
2. **colonialism**	When one country **establishes itself** in another country.
3. **treason**	A **crime** that harms your **country** or government.
4. **architecture**	The style in which **buildings are built.**
5. **abolitionists**	People who campaign to put an **end to slavery.**
6. **transcendent**	God is beyond **space and time**.
7. **infrastructure**	The **basic structures** that keep a society running.
8. **imperfection**	A **fault**, blemish or undesirable feature.
9. **chlorophyll**	Green chemical which **absorbs light** energy.
10. **evaporating**	**Liquid** to **gas**.

WEEK 5	
1. **tempest**	A violent **storm.**
2. **semantic field**	When a group of words relate to the **same topic**/theme.
3. **callous**	When someone is **cruel** and doesn't care about others.
4. **bureaucratic**	A larger government that uses **written laws** to make decisions.
5. **auctions**	Methods of **selling slaves** to the highest bidder.
6. **miracles**	**Impossible** events coming **true**.
7. **biome**	Large scale **eco-system**.
8. **terrorism**	**Violent** acts with the aim of causing **fear.**
9. **capitalism**	Property and business owned by private individuals.
10. **subliming**	**Solid** to **gas**.

WEEK 6	
1. **morality**	Principles concerning the distinction between **right** and **wrong**.
2. **villain**	A **bad person** who harms other people or breaks the law.
3. **pathos**	A situation that makes us feel **sympathy** or **sorrow**.
4. **compassion**	To treat **others** like you want to be treated.
5. **transportation**	The **movement** of **rock**.
6. **impersonal**	God beyond **understanding**.
7. **treaty**	An **agreement** between countries and groups.
8. **improvisation**	Music that is **made up** on the spot by the performer.
9. **glacier**	Large **masses of ice** that move slowly downhill.
10. **carbohydrate**	Main source of **energy**.

WEEK 7	
1. **conscience**	The part of you that makes you feel **guilty** when behaving badly.
2. **vengeance**	**Punishing** someone for their actions.
3. **dialogue**	The exchange of **spoken words** between two or more characters.
4. **indigenous**	People who are local to their biome, **unique** culture.
5. **deposition**	**Dropping** off of rock.
6. **omniscience**	**All-knowing.**
7. **threat**	A **potential** to cause **danger.**
8. **syncopation**	An emphasis on the weak beats or **'off beats'.**
9. **galaxy**	A collection of **billions of stars**.
10. **oesophagus**	**Connects** the **mouth** to the **stomach.**

WEEK 8	
1. **hyperbole**	Over **exaggeration.**
2. **comedy**	A lighthearted and **humorous** play with a happy ending.
3. **usurp**	To **take control** of a position or power.
4. **government**	The group of people **in charge** of running the **country**.
5. **merchants**	People who **trade goods** and products for profit.
6. **atheism**	The belief that there is **no God.**
7. **dictatorship**	A country ruled by a **single person** with **ultimate control**.
8. **biodiversity**	The **variety** of **plant** and **animal** life.
9. **concentration**	Number of **particles** in a given **volume.**
10. **erosion**	The **wearing away** and removal of rock.

WEEK 9	
1. **personification**	Giving a **human quality** to something non-human
2. **corruption**	**Dishonest** or fraudulent behaviour from those in **power**.
3. **dual nature**	Having **two** sides.
4. **organism**	Different **organ systems** working together.
5. **revolution**	A **forceful overthrow** of the government.
6. **immanence**	**God** acts within the **world**.
7. **adaptation**	A feature of an animal that allows it to **survive**.
8. **colony**	An area of land that is **under control** of **another country.**
9. **separatism**	A movement where **one group** tries to **leave a country**.
10. **condensing**	**Gas** to **liquid**.

WEEK 10	
1. **connotations**	Words/thoughts/feelings **associated** with another word.
2. **colonialism**	When one country **establishes itself** in another country.
3. **treason**	A **crime** that harms your **country** or government.
4. **architecture**	The style in which **buildings are built.**
5. **abolitionists**	People who campaign to put an **end to slavery.**
6. **transcendent**	God is beyond **space and time**.
7. **infrastructure**	The **basic structures** that keep a society running.
8. **imperfection**	A **fault**, blemish or undesirable feature.
9. **chlorophyll**	Green chemical which **absorbs light** energy.
10. **evaporating**	**Liquid** to **gas**.

WEEK 11	
1. **tempest**	A violent **storm.**
2. **semantic field**	When a group of words relate to the **same topic**/theme.
3. **callous**	When someone is **cruel** and doesn't care about others.
4. **bureaucratic**	A larger government that uses **written laws** to make decisions.
5. **auctions**	Methods of **selling slaves** to the highest bidder.
6. **miracles**	**Impossible** events coming **true**.
7. **biome**	Large scale **eco-system**.
8. **terrorism**	**Violent** acts with the aim of causing **fear.**
9. **capitalism**	Property and business owned by private individuals.
10. **subliming**	**Solid** to **gas**.

WEEK 12	
1. **morality**	Principles concerning the distinction between **right** and **wrong**.
2. **villain**	A **bad person** who harms other people or breaks the law.
3. **pathos**	A situation that makes us feel **sympathy** or **sorrow**.
4. **compassion**	To treat **others** like you want to be treated.
5. **transportation**	The **movement** of **rock**.
6. **impersonal**	God beyond **understanding**.
7. **treaty**	An **agreement** between countries and groups.
8. **improvisation**	Music that is **made up** on the spot by the performer.
9. **glacier**	Large **masses of ice** that move slowly downhill.
10. **carbohydrate**	Main source of **energy**.

WEEK 13	
1. **conscience**	The part of you that makes you feel **guilty** when behaving badly.
2. **vengeance**	**Punishing** someone for their actions.
3. **dialogue**	The exchange of **spoken words** between two or more characters.
4. **indigenous**	People who are local to their biome, **unique** culture.
5. **deposition**	**Dropping** off of rock.
6. **omniscience**	**All-knowing.**
7. **threat**	A **potential** to cause **danger.**
8. **syncopation**	An emphasis on the weak beats or **'off beats'.**
9. **galaxy**	A collection of **billions of stars**.
10. **oesophagus**	**Connects** the **mouth** to the **stomach.**

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.	

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Cycle 2	SUBJECT	ENGLISH	TOPIC(S)	SUBJECT TERMINOLOGY - DRAMA	YEAR GROUP	8

Word Class	Definition
Nouns	Words that name people, places, things, or ideas (e.g., cat, London, table, love).
Verbs	Words that express action, state, or occurrence (e.g., run, is, have).
Adjectives	Words that describe or modify nouns or pronouns (e.g., big, happy, blue).
Adverbs	Words that modify verbs, adjectives, or other adverbs (e.g., quickly, very, loudly).
Prepositions	Words that show the relationship between a noun or pronoun and other words in the sentence (e.g., on, in, to).
Conjunctions	Words that connect words, phrases, or clauses (e.g., and, but, or).
Determiners	Words that specify which noun is being referred to (e.g., the, a, an).
Pronouns	Words that replace nouns (e.g., he, she, it, they).
Interjections	Words that express strong emotions or feelings (e.g., oh, wow, hey).

Sentence Type	Definition	Example
Statements	Sentences that make a declaration or state a fact. They usually end with a period.	*"The library opens at 9am."*
Questions	Sentences that ask for information. They end with a question mark.	*"Who is your favourite author?"*
Commands	Sentences that give an instruction or order.	*"Please close the door."*
Exclamations	Sentences that express strong emotion. They end with an exclamation mark.	*"Wow, that was an amazing performance!"*

Sentence Structure	Definition	Example
Independent clause	A clause with one main subject and a verb that can stand alone as a complete sentence.	*"The sun set over the horizon."*
Dependent clause	A clause containing a subject and a verb that cannot stand alone as a complete sentence.	*"Although it was raining heavily"*
Simple Sentence	A sentence with one independent clause.	*"The cat slept on the windowsill."*
Compound Sentence	Two or more independent clauses joined by a conjunction.	*"I wanted to go for a run, but it started raining."*
Complex Sentence	One independent clause and at least one dependent clause.	*"She decided to stay home because she was feeling unwell."*

Language Device	Definition
Alliteration	The repetition of the same initial consonant sound in a series of words. *Example: "She sells seashells by the seashore."*
Ambiguity	When a word, phrase, or statement has multiple meanings, leading to uncertainty or confusion. *Example: "The bark was painful." (Could refer to a tree's bark or a dog's bark.)*
Assonance	The repetition of vowel sounds within non-rhyming words. *Example: "The early bird catches the worm."*
Hyperbole	An exaggerated statement not meant to be taken literally. *Example: "I'm so hungry I could eat a horse."*
Imagery	Descriptive language that appeals to the senses and creates vivid mental pictures. *Example: "The golden sunset painted the sky with hues of orange and pink."*
Irony	A contrast between expectation and reality, often highlighting the opposite of what is meant. *Example: A fire station burns down.*
Juxtaposition	Placing two or more ideas, characters, or objects side by side to highlight their differences or similarities. *Example: "All's fair in love and war."*
Metaphor	A figure of speech that directly compares two unlike things without using "like" or "as." *Example: "Time is a thief."*
Onomatopoeia	A word that imitates the sound it represents. *Example: "The bees buzzed."*
Oxymoron	A figure of speech that combines contradictory terms. *Example: "Deafening silence."*
Pathetic Fallacy	The attribution of human emotions or characteristics to nature or inanimate objects. *Example: "The angry storm clouds."*
Persona/Narrative Voice	The character or narrator through whom the story is told. *Example: The first-person narrator in "To Kill a Mockingbird" is Scout, but the author is Harper Lee. Scout is a character in the book that narrates the story.*
Personification	Giving human traits to non-human things. *Example: "The wind whispered through the trees."*
Semantic Field	A group of words related in meaning. *Example: Words related to weather: "rain," "storm," "sunshine."*
Sibilance	The repetition of the "s" sound in a series of words. *Example: "The snake slithered silently."*
Simile	A figure of speech that compares two unlike things using "like" or "as." *Example: "Her smile was as bright as the sun."*
Symbolism	The use of symbols to represent ideas or qualities. *Example: A dove representing peace.*
Zoomorphism	The attribution of animal characteristics or qualities to humans, gods, or objects. *Example: "He prowled through the room like a lion."*

Cycle 2	SUBJECT	ENGLISH	TOPIC(S)	SUBJECT TERMINOLOGY - DRAMA	YEAR GROUP	8

Character Type	Definition
Protagonist	The main character in a story, often the hero or central figure who faces challenges and drives the plot forward. *Example: Harry Potter in the "Harry Potter" series.*
Antagonist	The character who opposes the protagonist, often creating conflict in the story. *Example: Voldemort in the "Harry Potter" series.*
Foil	A character who contrasts with another character, usually the protagonist, to highlight particular qualities of the other character. *Example: Dr. Watson serves as a foil to Sherlock Holmes.*
Dynamic	A character who undergoes significant internal change throughout the story, such as a change in personality, attitude, or beliefs. *Example: Ebenezer Scrooge in "A Christmas Carol."*
Static	A character who remains largely the same throughout the story, without significant internal changes. *Example: Sherlock Holmes in the "Sherlock Holmes" series.*
Everyman	A character who represents an ordinary person, often used to appeal to the audience's sense of relatability and common experience. *Example: Arthur Dent in "The Hitchhiker's Guide to the Galaxy."*

Genre	Definition
Drama	A type of storytelling that is performed by actors on a stage using speech, movement, and expression to bring the characters and situations to life.
Tragedy	Focuses on serious themes and often ends in death or downfall.
Comedy	Light-hearted, humorous plays that often end happily.
Social Realism	Explores everyday life and social issues, often focusing on working-class experiences.
Melodrama	Exaggerated characters and emotions, often with clear heroes and villains.
Romantic Drama	Centres on love and relationships, often with emotional conflict.
Political Drama	Explores political themes, ideologies, or critiques of society.

Form	Definition
Straight Play	Combines songs, spoken dialogue, acting, and dance.
Musical Theatre	A non-musical play focused on dialogue and action.

Key Terminology	Definition
Aside	A short comment spoken by a character directly to the audience, which other characters on stage don't hear.
Chorus	A group or single character who comments on the events of the play and helps the audience understand the story.
Dialogue	A conversation between two or more characters in a play.
Dramatic Irony	When the audience knows something that the characters do not.
Foreshadowing	Hints or clues about what might happen later in the story.
Monologue	A long speech by one character, spoken to other characters or the audience.
Soliloquy	A speech where a character speaks their thoughts aloud, usually alone on stage.
Stage Directions	Instructions in the script that tell actors how to move, speak, or behave.
Tragic Flaw	A weakness or mistake in a character that leads to their downfall.
Proxemics	Use of space between characters to show relationships or tension.

Section 1 - Inequalities

INEQUALITIES	
Where **two expressions** are **not equal** in value	
strict	< **less** than > **greater** than
non-strict	≤ **less** than or **equal** to ≥ **greater** than or **equal** to

Section 2 - Notation

ALGEBRAIC NOTATION	
like terms	terms which are the same apart from their numerical coefficients: they are the **same variable** and have the **same power**
collect like terms	you can **add** or **subtract** like terms using the **coefficients**
simplifying algebraic fractions	**factorise** the **numerator** and **denominator** and **cancel common factors,** sometimes requires factorisation

Section 4 - Factorising

FACTORISING	
factorise	finding the **factors** of an expression the reverse of **expand**, it is when we write an expression **using brackets,** use **reverse grid**
factor	a quantity which **divides equally** into a number, e.g. *factors of 8 are **1, 2, 4 and 8***
factorising a general quadratic	quadratic: **$x^2 + bx + c$,** factorised form: **(x + ?)(x + ?)** '?' are **two numbers** whose **product is 'c'** and **sum is 'b', split the middle term** and put into a **reverse grid** to find the **brackets**
difference of two squares	quadratic: **$a^2 - b^2$** factorised form: **(a – b)(a + b)** **square root each number** from the **original expression**

Section 3 - Equations

INSTRUCTIONS: EQUATIONS	
solve	**find the value** of an unknown or **variable**, use **inverse operations** and the **balancing method**
rearrange	**changing the subject** of a formula sometimes called **transposing** use **inverse operations** and the **balancing method**, like when we solve an equation
inverse	the **opposite**
balance *an equation*	do the **same** to **both sides of the "="** use to **solve** an equation, or **rearrange** a formula
subject *of an equation*	a **single** unknown or **variable** that everything else is **equal** to
solution *of an equation*	a **value** we can put in **place of a variable** that makes the equation **true**
order of operations	the laws regarding the **order** in which to **calculate**, used in algebra too **brackets, other, multiply and divide, add and subtract**

Section 5 - Indices

Links to: LAWS OF INDICES	
When the **base is the same**, we use the following rules:	
multiplying	**add** the powers *e.g.* $x^a \times x^b = x^{a+b}$
dividing	**subtract** the powers *e.g.* $x^a \div x^b = x^{a-b}$
raising indices to other indices	**multiply** the powers. *e.g.* $(x^a)^b = x^{a\,x\,b}$

Section 6 - Sequences

SEQUENCES	
linear sequences	a sequence where the **difference between terms increases or decreases** by the **same amount** each time also known as an **arithmetic** sequence use **DiNO** to find the **nth term** to **generate a sequence substitute values of 'n' in**, e.g. 2nd term, n=2 *algebraically:* $x_n = \boldsymbol{an + b}$
common difference	the amount we **add** or **subtract** each time in a **linear sequence**
quadratic sequences	a sequence of numbers with an **n^2** in the **position to term rule** (nth term) the **second difference** between consecutive terms is **constant** *algebraically:* $x_n = \boldsymbol{an^2 + bn + c}$
geometric sequences	a sequence of numbers where each term is found by **multiplying** the **previous one by** a number called the **common ratio 'r'** *algebraically:* $x_n = \boldsymbol{ar^{n-1}}$ **increasing**: the **ratio** is an **integer**, **decreasing:** the **ratio** is a **fraction**
common ratio (r)	the amount we **multiply** by each time in a geometric sequence, can be a fraction

Section 7 – y=mx+c

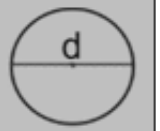
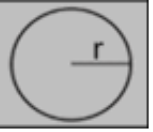
LINEAR SEQUENCES inks to: LINEAR GRAPHS	
y = mx + c	the **general equation** of a linear graph **m** is the **gradient** **c** is the **y-intercept**

Section 8 – Construction terminology

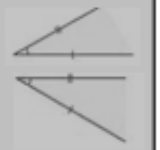
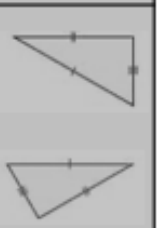
CONSTRUCTIONS VOCABULARY	
point	a **defined location** in space
line segment	a **part of a line** (mathematical language for 'line')
parallel lines	lines with the **same gradient** they **never meet** they are always the **same distance apart**
perpendicular lines	lines are perpendicular when they **meet** or **intersect at a right angle** (**90°**)
bisect	**cut exactly** in **half**

CONSTRUCTIONS	
construct	to **build** or make an **accurate drawing** using a **ruler** and **protractor** or **compass**
angle bisector	cut an **angle exactly** in **half**
perpendicular bisector of a line segment	cut a **line exactly** in **half**, making a **right angle**

Section 9 – Circle area/circumference

CIRCLE CALCULATIONS		
circumference of a circle	circumference = **pi x diameter** $C = \pi d$ OR $C = 2\pi r$	
circle area	area = **pi x radius²** $A = \pi r^2$	

Section 10 – Constructing triangles

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

Section 11 – Angles in parallel lines

ANGLES IN PARALLEL LINES	
alternate angles	are **equal** a pair of angles on **opposite sides** of the **transversal**, **inside** the **parallel lines**
corresponding angles	are **equal** a pair of angles on the **same side** of the **transversal** in the **same position of the intersection**
co-interior angles	add to **180°** a pair of angles on the **same side** of the **transversal**, **inside** the **parallel lines**

Section 12 - Conversions

UNITS		
unit	a **standard** amount used to **measure** something	
metric units	an **international** system of units based on **10s**, **100s** and **1000s**	
metric length/area conversions	1cm = **10mm** 1m = **100cm** 1km = **1000m**	$1cm^2$ = **$100mm^2$** $1m^2$ = **$100,00cm^2$** $1km^2$ = **$1,000,000m^2$**
metric capacity conversions	1 litre = **1000ml**	
metric mass conversions	1kg = **1000g** 1 tonne = **1000kg**	

Section 13 – Composite shapes

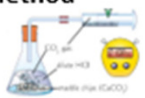
AREA		
area of a trapezium	$A = \frac{1}{2}(a + b)h$ area = **half the sum of the parallel sides, multiplied by the distance between them**	

COMPOUND SHAPES		
compound shape	a shape **made up** of a **combination** of **other known shapes put together**	
area of a compound shape	**split it up into known shapes** **calculate** the **area** of **each shape** **add** together	
perimeter of a compound shape	find all the **lengths around** the **outside** of the shape and **add** them up	

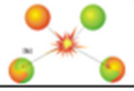
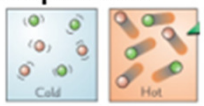
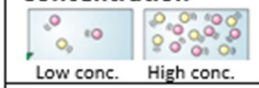
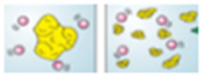
4.1 – Chemical Equations

Reactants	Substances which **react together**. Found on **left** side of equation.
Products	Substances **produced** in a reaction. Found on **right** side of equation.
Word Equation	Uses **names** of **substances**. e.g. iron + oxygen -> iron oxide
Symbol Equation	Uses **chemical formulas** of **substances**. e.g. $4\ Fe + 3\ O_2 \rightarrow 2\ Fe_2O_3$
Balancing Symbol Equations	Must be the **same number** of **atoms** of each **element** on **each side** of the **equation**. Balance equations by putting **large numbers** in front of formulas.
Conservation of Mass	**Mass** is **conserved** (stays the **same**) in a **reaction**. **No atoms** are **lost** or **made**. Total **mass** of **reactants** = total **mass** of **products**.

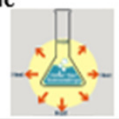
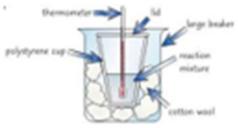
4.2 – Measuring Rate of Reaction

Rate of Reaction	How **quickly** a **reaction happens**. **Measure** how **quickly** the **reactants** are **used up** or the **products** are **formed**.
Gas Syringe Method 	Use if a **gas** is **produced**.
	Add **reactants** to a **conical flask**. Connect **rubber bung** and **gas syringe**. Start **stopwatch**. Measure **volume** of **gas** produced at **regular time intervals**.
Mass Loss Method 	Use if a **gas** is **produced**.
	Add **reactants** to a **conical flask** on a **mass balance**. Start **stopwatch**. Measure **loss** of **mass** at **regular time intervals**.
Disappearing Cross Method 	Use if a **solid precipitate** is **produced** which turns mixture from **transparent** to **opaque**.
	Add **reactants** to a **conical flask** on **paper** with a **black cross**. Start **stopwatch**. **Time** how long it takes for **cross** to **disappear**.

4.3 – Factors Affecting Rate of Reaction

Collision Theory 	For **two particles** to **react**, they must **collide** and must have **sufficient energy** to make the collision **successful**. More frequent collisions = faster rate of reaction.
Temperature 	**Higher temperature** = **faster rate** of **reaction**.
	Particles have **more energy** so **move faster** and **collide more frequently**.
Concentration 	**Higher concentration** = **faster rate** of **reaction**.
	More particles in the **same volume** so **more frequent collisions**.
Surface Area 	**Smaller pieces** of **solid** = **larger surface area** = **faster rate** of **reaction**.
	More solid particles are **exposed** so **more frequent collisions**.
Catalysts	A substance which **increases** the **rate** of a **reaction** but does **not** get **used up** in the reaction.

4.4 – Exothermic and Endothermic Reactions

Exothermic Reactions 	**Transfers energy to** the **surroundings**.
	Causes an **increase** in **temperature**.
	Examples – **combustion**, **respiration** and **neutralisation**.
Endothermic Reactions 	**Takes in energy** from the **surroundings**.
	Causes a **decrease** in **temperature**.
	Examples – **thermal decomposition**, **photosynthesis** and **ice packs**.
Investigating Reactions 	Add **reactants** to an **insulated container** to reduce **heat loss** to the **surroundings**.
	Use a **thermometer** to measure **temperature** at the **start** and **end** of the reaction.
	Temperature increase = **exothermic** **Temperature decrease** = **endothermic**

3.1 – Circuit Components

Cell 	**Energy source** for the circuit. **Store** of **chemical energy**.
Battery 	**Two** or **more cells** connected together.
Bulb 	**Current heats** the **filament** so it gives out **light**.
Switch 	Allows circuit to be **switched on** (closed) and **off** (open).
Resistor 	**Reduces** the flow of **current** by **increasing resistance** in circuit.
Ammeter 	Measures **current** in a circuit. Connect in **series** with components.
Voltmeter 	Measures **potential difference** of a component. Connect in **parallel** around the component.

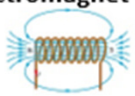
3.2 – Electrical Circuits

How do circuits work?	There must be an **energy source** and a **complete circuit** for current to flow. **Electrons** move through wires and **transfer energy**.
Series circuits 	Have **one loop**.
	If one component **breaks**, others **switch off**.
	Adding **more bulbs** makes them **dimmer**.
Parallel circuits 	Have **more** than **one loop**.
	If one component **breaks**, components in other loops **stay on**.
	Adding **more bulbs** in other loops has **no effect** on **brightness**.
Current	**Rate** of **flow** of **charge**. Measured in **amps** (**A**).
Potential difference (P.D.)	The **energy transferred** per **unit charge**. Measured in **volts** (**V**).
Resistance	A measure of how **hard** it is for **current** to pass through a component. Measured in **ohms** (**Ω**).
Equation	**Potential Difference** = **Current** x **Resistance**. **V** = **I** x **R**.

3.3 - Magnets

Bar magnet	A **permanent** magnet with a **north** pole and a **south** pole. **Like** poles **repel**. **Unlike** poles **attract**.
Magnetic field around a bar magnet	Field lines go from **north** to **south**.
	Field is **strongest** at the **poles**.
	Field gets **weaker further away** from the magnet.
Investigating a magnetic field	Use **iron filings** or a **plotting compass**.
Magnetic materials	**Iron**, **nickel**, **cobalt** and **steel** (an **alloy** of **iron**).
Temporary magnets	**Magnetic materials** behave like **magnets** when placed in a **magnetic field**. **Iron** is **soft** and **loses** magnetism easily after. **Steel** is **hard** and **keeps** magnetism longer.
Compass	Contains a **tiny bar magnet**. **Points** towards Earth's **north pole**.
Earth's magnetic field	Created by **moving iron** in the **Earth's core**.

3.4 - Electromagnets

Solenoid 	A **long coil** of **wire**.
Electromagnet 	Created by **passing** a **current** through a **solenoid**. Behaves like a **bar magnet** but you can **switch** it **on** and **off**.
How to increase the strength of an electromagnet	**Increase** the **current**.
	Increase the **number** of **coils**.
	Use a **soft iron core**.
Uses of electromagnets	**Sorting metals** for **recycling**, **moving objects** in **scrapyards**, **electric motors**, **levitating trains**, **relay circuits**.

4.1 - Pathogens

Pathogens	**Micro-organisms** that cause **infectious diseases.** Four types: **bacteria, viruses, fungi** and **protists.**
Bacteria	Produce **toxins** which make us feel **ill.** E.g. **salmonella, gonorrhoea, cholera.**
Viruses	**Reproduce inside cells** -> causes them to **burst** -> **cell damage** makes us feel **ill.** E.g. **measles, colds, flu, HIV.**
Fungi	Come in **different shapes.** E.g. **athlete's foot.**
Protists	Often **spread** by **vectors** (e.g. an **insect**). E.g. **malaria** (spread by **mosquitos**)
Communicable Disease	**Infectious** disease caused by **pathogens. Spread** from one person to another.
How are pathogens spread?	**Contaminated food** and **water, coughs** and **sneezes, vectors, direct contact, bodily fluids** (e.g. **blood**) and **sexual intercourse.**

4.2 - The Body's Natural Barriers to Infection

Nose	Nose **hairs trap** pathogens.
Eyes	Tears contain an **enzyme** called **lysozyme** which **kills** pathogens.
Airways	**Mucus traps** pathogens. Tiny **hairs** on **cilia cells sweep** mucus out of the airways.
Stomach	Contains **hydrochloric acid** which **kills** pathogens.
Skin	Acts as a **physical barrier. Scabs** are formed when **platelets** cause **blood clotting.**

4.3 - Fighting Disease

Immune System	Body system that **destroys pathogens.** Made up of **white blood cells.**
How do white blood cells (WBCs) fight disease?	1. **Phagocytosis** – WBCs **engulf** and **digest** pathogens.
	2. WBCs produce **antitoxins** to **neutralise toxins.**
	3. WBCs produce **specific antibodies** which **lock onto** the **antigens** on the **surface** of the **pathogen.**
Antibiotics	**Cure infections** caused by **bacteria. Kill bacteria** but **cannot kill viruses.**
Painkillers	**Treat** the **symptoms** of disease but **cannot kill pathogens.**
Vaccinations	**Inject** a **weakened** form of **pathogen** (**dead** or **inactive**). White blood cells produce **specific antibodies.** If same pathogen re-enters, white blood cells can **rapidly produce antibodies** before they get ill. Person becomes **immune** to the disease.

4.4 - Healthy Lifestyle

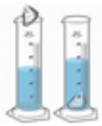
Smoking	**Nicotine**	Causes **addiction.**
	Tar	Is **carcinogenic** (causes **cancer**).
	Carbon monoxide	Reduces the amount of **oxygen** that **red blood cells** can carry.
Drugs	A **chemical substance** that affects the way your body works. Can be **medicinal** or **recreational.**	
Alcohol	Contains the **drug ethanol.** Can cause **liver cirrhosis.**	
Healthy Diet	Eat the **right amount** of each **nutrient. Avoid** food containing **high** amounts of **fat, sugar** and **salt.**	
Overweight Problems	**Type 2 diabetes, stroke, heart disease,** some **cancers.**	
Underweight Problems	**Lack** of **energy, weakened immune system,** risk of **deficiency disease.**	

DAA CYCLE 3 Knowledge Organiser	SUBJECT	SCIENCE	TOPIC(S)	Density, pressure and moments	YEAR GROUP	8

1 Density of Materials	
Density	Mass of a substance in a given volume
Volume of a cube/cuboid	Length x width x height
Density equation (kg/m³)	Density = mass ÷ volume (kg) (m³)

2 Density of a Regular Object	
Mass	1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume	1. Use a ruler to measure the length, width and height 2. Multiply the 3 numbers together (length x width x height)

3 Density of an Irregular Object (method 1)	
Mass	1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume 	1. Fill displacement can with water to the spout. 2. Place the can at the end of a table holding a measuring cylinder under the spout. 3. Carefully place object into can and wait for the water to pour out into the spout 4. Measure the water collected in the measuring cylinder - Volume

4 Density of an Irregular Object (method 2)	
Mass	1. Check top pan balance reads zero 2. Place the object on the scale and record mass
Volume 	1. Half fill a measuring cylinder with water 2. Place object into measuring cylinder 3. Measure the rise in water. 4. Minus the rise in water from the initial volume.

5 Gas Pressure	
Pressure	the amount of force that is put onto a certain area
Pressure equation	Pressure (N/m²) = FORCE(N) / (AREA (m²))
Unit of pressure	Another unit for pressure is the Pascal (Pa) 1Pa = 1N/m²
Temperature of gas	Is related to the average kinetic energy of the molecules
Increasing temperature	Increases the pressure (if the volume is kept the same) Increases the volume (if the pressure is kept the same)

6 Moments	
Moment (Nm	Force that causes objects to turn around a pivot
Moment equation	**Moment** = force X perpendicular distance (N) (m)

Density, Pressure, and moments

Key terms	
landscape	Key visual features of an area
Relief	The height and shape of the land
Altitude	The height if the land above sea level
Gradient	The steepness of the land
Contour line	A brown line on a map joining points of equal height above or below sea level
Glacier	Large masses of ice that move slowly downhill.
Erosion	Wearing away and removal of rock
Transportation	Movement of rock
Deposition	Dropping off of rock
Glacial abrasion	Rocks that have been frozen into the base and sides of the glacier scrape the rock beneath like sandpaper
Glacial plucking	Rocks become frozen to the glacier. As the glacier moves downhill it 'plucks' (pulls) rocks frozen into the glacier from the ground
Weathering	Breaking down of rocks in situ (staying in the same place) by water, wind or chemicals
Freeze thaw weathering	Water enters cracks, freezes and expands putting pressure on the rock. The ice melts then the process repeats, eventually the rock breaks off.
Till	Material that has been eroded by the glacier by abrasion or plucking
Moraine	Piles of unsorted and mixed till that has been deposited when a glacier has lost energy
Glacial landscape	A landscape containing glaciers
Deglaciated landscape	A landscape that previously contained glaciers
Corrie	An armchair shaped hollow with a steep back wall
U-shaped valley	A valley formed by glaciers with steep valley sides and a wide floor
Tarn	The small lake that forms when a corrie is filled with rainwater

Key terms	
Sustainable	An action taken today that does not harm (or lasts for) future generations.
National park	An area protected from major change by having extra laws
Honeypot	A small area that attracts a large amount of tourists
Mass tourism	When many people visit an area
Congestion	When there are more cars than the roads can cope with.

How do glaciers shape the land?

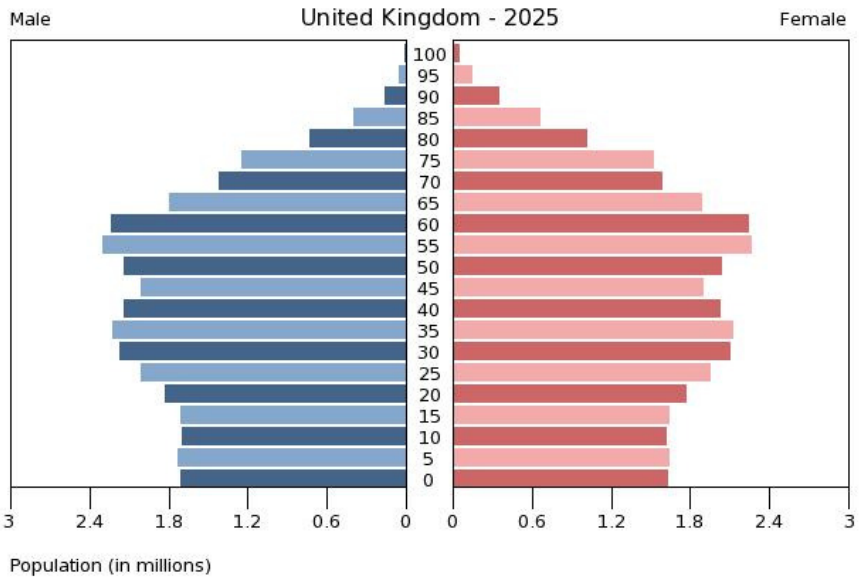
Erosion 	Wearing away and removal of rock	**Plucking:** surrounding rocks freeze onto the glacier and get pulled away **Abrasion:** rocks in the glacier scrape away the land
Transportation 	Movement of rock	Eroded material is carried either: • **In** the glacier • **On top of** the glacier
Deposition 	Dropping off of rock	Ice melts and drops what it was carrying: • Heavy boulders • Sediment: sand or mud

Development key terms	
Low Income Country (LIC)	A country with a low GNI per capita (per person) e.g., Sudan
Newly Emerging Economy (NEE)	A country with a growing GNI per capita (per person) e.g., China
High Income Country (HIC)	A country with a high GNI per capita (per person) e.g., the UK
Development	To improve a place, the progress of a country in terms of economic growth and standard of living.
Sustainable	Meeting the needs of the present without harming the ability of people in the future to meet their needs.
Gross Domestic Product (GDP)	The total value of goods and services produced in a country in one year.
Gross National Income (GNI)	The total value of goods and services produced in a country in one year, including overseas investment.
Life expectancy	The average age that a person is likely to live to
People per doctor	The number of people for every doctor in an area or country
Human Development Index (HDI)	Measures development on a scale of 0-1 by combining data for life expectancy, education (average years of schooling) and GNI.
Development Gap	The difference in standards of living between the world's richest and poorest countries.
Transnational Corporation (TNC)	A large company that operates in several (or many) countries

Industry key terms	
Industrial structure	The percentage of people working in each of the four employment sectors.
Primary industry	Getting raw materials from the land and sea e.g., farming
Secondary industry	Making products from raw materials e.g., car manufacturing
Tertiary industry	Service industries e.g., retail, doctors and teachers
Quaternary industry	ICT, research and development (R&D) e.g., scientist

Population key terms	
Population	Number of people living in a place.
Birth rate	Number of live births per 1000 people in a year
Death rate	Number of deaths per 1000 in a year
Natural increase	Rise in population that happens when the birth rate is higher than the death rate
Natural decrease	Fall in population that happens when the birth rate is lower than the death rate
Aging population	An increase in the average age of the population
Population pyramid	A graph that shows the distribution of age groups in a population

Population pyramid



Across the world there are:

7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America

5 oceans: Arctic, Southern, Pacific, Indian, Atlantic

DAA CYCLE 2 Knowledge Organiser	SUBJECT	GEOGRAPHY	TOPIC(S)	Important locations	YEAR GROUP	8

Europe

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.

The United Kingdom

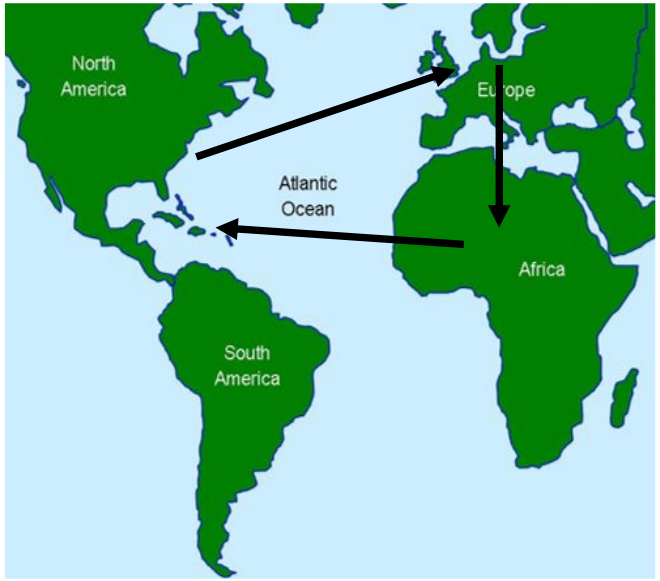
Egypt	Greece	Rome
• Indentured slavery • Captured from wars • Worked in palaces, fields, and building	• Allowed to practice religion • Had no rights and could not vote • Described as property	• Would work difficult jobs • Many would be treated badly • Captured from military conquest

1. Origins of Sugar Economic	
500BCE	First sugar grown in Northern India and China
350CE	First use of sugar as a food additive
750CE	First trading of sugar to Europe through Islamic Empires
800CE	First cultivation of sugar in Spain and North Africa

2. Expansion of Sugar Political	
1500CE	Spanish and Portuguese colonise islands for sugar plantations
1550CE	Britain seized control of Caribbean islands for sugar plantations
1625CE	Transatlantic Slave Trade begins
1800CE	Britain imports 150,000 tonnes of sugar, generating tax

3. The Triangle Trade Economic	
Europe to Africa	Traded manufactured goods such as weapons, pots, metalwork, alcohol, jewellery
Africa to Americas	Traded enslaved Africans across Middle Passage
Americas to Europe	Trade valuable cash crops such as sugar, cotton, and tobacco for high profits

Key Term	Definition
Enslaved person	Someone who is the legal property of someone else
Merchant	A person or company that is involved in trade, particularly between countries and overseas
Plantation	An estate farm on which sugar, coffee, or cotton are grown
Colony	An area of land that is under the control of another country
Indigenous	People who inhabited an area of land before colonists arrived there, native people
Indenture	To officially agree that someone will work for someone else for a fixed number of years without being free to leave
Industrialisation	The process of developing factory-based industries in a country



4. British Abolitionists Political	
Sons of Africa	Led by Olaudah Equiano and Ottobah Cugoano. Wrote about their experiences and fought legal battles
The Abolition Society	Set up in 1787 by William Wilburforce who campaigned for gradual abolition through meetings and petitions
Elizabeth Heydrick	Abolitionist who made speeches at anti-slavery women's societies demanding slaves be freed immediately, boycotted sugar

5. Uprisings of Enslaved Peoples Political	
Maroon Wars	Uprising in Jamaica against British slavers. Held off attack from British army and gained peace against the oppressors
Haitian Revolution	Toussaint L'Ouverture led a rebellion against French ownership. Defeated the British and French Empires

6. Abolition of Slavery Social	
Positives	Negatives
Complete emancipation came 1838	Had to work off their slavery through apprentice system
No longer considered property of others	Little space for freedmen to live
Had a right to earn money	Descendants of enslaved people faced prejudice and inequality

Key Term	Definition
Abolish	To put an end to an established system or way of doing things
Apprenticeship	A system where previously enslaved people had to work on the plantations of their ex-masters, unpaid, for up to six years
Legacy	Something that is handed down from one period of time to another period of time
Civil War	A war between citizens of the same country
Memorial	A statue or structure, built to remind people of a person or an event
Compensation	Money awarded to someone for loss or damage they suffered as a result of your actions

DAA CYCLE 2 Knowledge Organiser	SUBJECT	HISTORY	TOPIC(S)	HOW WAS THE INDUSTRIAL REVOLUTION SIGNIFICANT?	YEAR GROUP	8

1. Industrial Revolution **Economic**

Cause	Consequence
Britain was abundant with natural resources like coal and iron	Britain could industrialise and power factories easily
Farming was more efficient so required less workers	People began migrating to cities for work
Britain was capitalist	People wanted to make as much profit as possible

2. Living Conditions **Social**

Location	Conditions
Inner cities such as Manchester or Bradford	Back-to-Back housing. Diseases like cholera and TB common. Smog impacted public health
Model villages such as Saltaire	More spacious houses, libraries and schools for residents
Rural Britain	Conditions were less polluted but they were far poorer

3. Expansion of Empire **Political**

Trade Good	Location
Cotton, Sugar, Tobacco	The Americas
Rubber	Africa
Tea and Opium	Asia and Middle East
Spices	India
Gold and precious metals	Africa

4. Key Terms

Key Term	Definition
Laissez-Faire	Policy of not allowing governments to interfere with businesses
MPs	Member of Parliament, elected to govern by the people
Capitalism	Economic and political system in which property and business is owned by private individuals
Industrial Revolution	Period between 1750-1900 that saw increase in number of factories
Slums	An area of a city in which living conditions and housing are very poor
TB	Tuberculosis, a disease that impacts someone's lungs
Cottage Industry	Industry based in the household

5. Key Inventions of Industrial Revolution **Economic**

Date	Invention
1764	Spinning Jenny which spun thread faster than by hand
1769	Water frame used power from waterwheel to power spinning machine
1765	Steam engine used coal to power machines in mills more efficiently
1779	Spinning mule combined the water frame and spinning jenny to increase production
1803	Steam train meant transporting goods across the country was much faster

6. Imperial Benefits to Britain **Political**

Britain gained significant wealth from taxing trade goods from colonies
Britain had access to luxury goods like spices, tea, and gold
Britain had access to industrial goods like cotton, rubber, and metals

7. Consequences of Empire on colonies **Political**

Forced to pay taxes to British Empire
Christianity was pushed onto indigenous peoples
Indigenous people lost many of their rights to self-govern

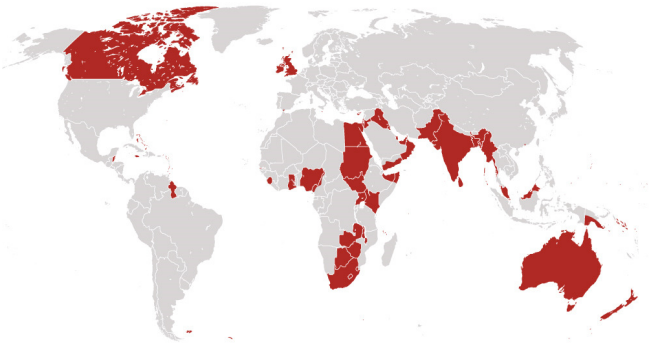
8. Impact on People **Social**

Social Group	Standard of living
Men	Had better paid jobs. Working conditions were very difficult. Gained reliable, year-round work
Women	Could work in mills for lower wages than men. Often worked in cottage industries selling home-made products
Children	Could work in mills from an early age. Would receive very low wages. Extremely dangerous work

9. Public Health **Social**

Date	Event
1848	First Public Health Act
1853	Compulsory childhood vaccination for smallpox
1854	John Snow discovers cause of cholera
1858	The Great Stink
1865	Joseph Bazalgette starts to build London's sewer system
1875	Second Public Health Act

10. Map of British Empire 1900



DAA CYCLE 2 Knowledge Organiser	SUBJECT	RE	TOPIC(S)	WHAT FORMS A FAIR AND EQUAL SOCIETY?	YEAR GROUP	8

1 & 2

Atheism	The belief that there is no God	**Faith**	Having trust in someone
Science	Collection of knowledge through observations & tests	**Omnipotence** **Omnibenevolence** **Omniscience**	All-powerful All-loving All-knowing
Immanence	God acts within the world		
Design Argument	God designed the world so He exists	**Transcendent**	God is beyond space & time
Impersonal	God beyond understanding	**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)

- This is how the world began. God created:
- Day 1- Light
- Day 2- *'God made the heavens & earth'*
- Day 3- Land & Sea
- Day 4- Sun, Moon & Stars
- Day 5- Fish & birds
- Day 6- Other animals, man & woman
- Day 7- God finished & rested

4 This encourages **responsibility** by:

- 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…*
• God designed the universe • Christians & Muslims believe God as the designer • We have a responsibility to look after the world	• *'Contemplate the wonders of creation'* • *'Do not be the aggressors'*	• 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…*
• Miracles break nature's laws • The Bible; Jesus' resurrection • The Quran; Moses parts sea • Cured from incurable illness	• *'I am the LORD who heals you'* • *'Jesus had risen'*	• Science can explain miracles • 'Fake' miracles shown by people wanting fame, money, attention

7 The Quran's influence	***The Quran*** *teaches…*	**Some** may *argue…*
• Book of authority in Islam • Guides diet/prayer/behavior • Looking after the poor/weak • Live like the Prophets	• *'Obey God & His Messenger'* • *'God keeps an account of all actions'*	• 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…*
• Spread God's message • Be truthful & patient • Share with & care for others • Do what is right even if it's hard	• *'The prophet is an excellent model'* • *'He does not speak with his own desire'*	• We can be responsible by learning from other role models

9 The Bible's influence	***The Bible*** *teaches…*	**Some** may *argue…*
• The Bible is inspired by God • It teaches to do good deeds • **10 commandments, The Good Samaritan, Exodus, Creation Story…**	• *'Serve the garden'* • *'Love thy neighbour as yourself'* • *'God loves a cheerful giver'*	• Responsibility is taught by family members, teachers & others • We are stronger together • We must be kind

10 Jesus' influence	***The Bible*** *teaches…*	***Many agree..***
• Jesus taught to love enemies • Care for others – he healed the sick • He gave himself up to clean humanity's sins through crucifixion **(atonement)**	• *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.*	• Looking after the world – stewardship (care) • Believe God as Jesus did • Treat others kindly • Trust in God's plans - there's a bigger picture

Always unpack quotes **11**	**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,*

DAA CYCLE 2 Knowledge Organiser	SUBJECT	RE	TOPIC(S)	DOES RELIGION TEACH US TO BE SUSTAINABLE?	YEAR GROUP	8

1 & 2

Biodiversity	The variety of plant & animal life	**Stewardship**	Look after the world & others
Wealth	A person's money/possessions	**Climate Change**	Changes in temperatures
Pollution	Adding something toxic to the environment	**Sustainability**	Causing little or no damage to the environment
Global warming	Release of greenhouse gases like CO_2 heating the world	**Compassion**	Treat others like you want to be treated: **Golden Rule**

3

Sustainability is about meeting the needs of the future without damaging or compromising the future. For example, if we need more energy or fuel is chopping down trees the only answer? Some become **vegetarian** as it's good for the environment e.g., more water is used to prepare meat.

4 **Reasons** to be sustainable	**Scripture** teaches…	**Some** may argue…
• Slows **climate change** • Reduces **global warming** & pollution & protects **biodiversity** • Save resources for future generations	• *'Serve the garden'* ***(Bible)*** • *'Do not cause corruption on earth'* ***(Quran)***	• We need to do more to protect our biodiversity & climate e.g., planting, use **renewable energy**…

5 **Christianity** & Sustainability	**The Bible** teaches…	**Some** may argue…
• Must be good **stewards** • God created the world & provides all **(Creation Story)** • The world benefits us all; food, resources, animals • We must give back too	• *'Love thy neighbour as yourself'* • *'God loves a cheerful giver'* • *Jesus feeds 5000 (5 loafs & 2 fish)*	• We are stronger together • Jesus' taught to live simple lives – **reduce excess**

6 **Islam** & Sustainability	**The Quran** teaches…	**Some** may argue…
• Duty to respect **biodiversity** • To **pollute** is to be reckless • To care for the world is to set aside your ego & greed • Respect natural world to survive	• *'Enjoin good & forbid evil'* • *'Do no cause corruption on earth'* • *'Don't walk arrogantly on earth'*	• The Prophet taught to live simple lives – reduce excess

Vegetarianism **7 & 8**	**Scripture** teaches…	**9** **Some** may argue…
• Good for the environment as meat waste can **pollute waters** & damage **biodiversity** • God hasn't made animal sacrifice compulsory (Islam) • Muslims eat anything **halal** (permitted) so they can be vegetarians too • Some **Christians** are as they believe all of **creation** must be saved.	• *'Thou shall not kill'* ***(Bible)*** • *'Do not destroy the work of God'* ***(Bible)*** • *'Don't let your stomachs become graveyards'* ***(Hadith)*** • *'God taught the honey bee… their drink heals men'* ***(Quran)*** • *'Contemplate the wonders of creation'* ***(Quran)***	• Being vegetarian is a way of respecting **biodiversity.** • Religion can inspire us to act in good, **healthy** ways • **Bees pollinate & support biodiversity**

10 **Is *only* sustainability important?**	**The Quran** teaches…	**Some** may argue…
• Religions inspire us to solve other issues in the world • **Poverty, poor health, oppression, no education.** • Use wealth sensibly; no waste	• *'Hold the rope of God together'* • *'Humanity is one community'*	• Sustainability is not the most important issue today due to poverty, wars & oppression. • We must show **compassion**

11 **Solutions** to global warming	**The Quran** teaches…	**Some** may argue…
• **Use clean energy**; no coal/oil/gas • Use wind, solar & water energy as they're sustainable (don't run out) • **Protect natural habitats** with laws • Protect oceans against plastics / chemicals	• *'Do not exceed limits'* • *'Establish prayer & zakat'*	• Religious or non-religious people alone cannot bring change, we must work together

Always unpack quotes **12**	**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,*

DAA CYCLE 2 Knowledge Organiser	SUBJECT	SPANISH	TOPIC(S)	Healthy Living	Year 8

¿Qué comes y bebes?
(What do you eat and drink?)

Normalmente *(Normally)* Siempre *(Always)* A menudo *(Often)* Raramente *(Rarely)* Nunca *(Never)*	como *(I eat)* comía *(I used to eat)*	verduras *(vegetables)* patatas fritas *(crisps / chips)* carne *(meat)* ensalada de fruta *(fruit salad)* hamburguesas *(burgers)* arroz con pollo *(chicken with rice)* jamón *(ham)* pescado *(fish)* huevos *(eggs)*	y *(and)*	mucho sal y azúcar *(lots of salt and sugar)* mucho aceite y grasa *(lots of oil and fat)* alimentos saludables *(healthy foods)* bocadillos de queso *(cheese sandwiches)* pan *(bread)* helado *(ice-cream)* tapas *(tapas)*	porque ya que *(because)*	es sano *(it is healthy)* es rico *(it is tasty)* soy vegetariano/a *(I am a vegetarian)* soy vegano/a *(I am vegan)* me gusta la comida basura *(I like junk food)*
	bebo *(I drink)* bebía *(I used to drink)*	leche *(milk)* agua *(water)* zumo de naranja *(orange juice)*		café *(coffee)* té *(tea)* zumo de manzana *(apple juice)*		

¿Llevas una vida sana?
(Do you lead a healthy life?) [You lead a life healthy?]

***Diría que** (I would say that)*	llevo una vida sana *(I lead a healthy life)*	porque *(because)*	hago mucho ejercicio *(I do a lot of exercise)* nunca fumo *(I never smoke)* nunca bebo alcohol *(I never drink alcohol)* soy muy activo/a *(I am very active)*	y también *(and also)*	como una dieta equilibrada *(I eat a balanced diet)* bebo mucho agua *(I drink a lot of water)*
	no llevo una vida sana *(I don't lead a healthy life)*		nunca practico deportes *(I never play sports)* veo mucha tele *(I watch a lot of TV)* tengo mucho estrés *(I have a lot of stress)* soy perezoso/a *(I am lazy)*	así que *(so that)*	soy fuerte *(I am strong)* soy débil *(I am weak)* soy malsano/a *(I am unhealthy)*

¿Cómo es tu rutina diaria?
(What is your daily routine like?) [How it is your routine daily?]

Siempre *(Always)* A veces *(Sometimes)* Primero *(First)*	me ducho *(I have a shower)* *[myself I shower]* me baño *(I have a bath)* *[myself I bathe]* me lavo la cara *(I wash my face)* *[myself I wash the face]* me visto *(I get dressed)* *[myself I dress]*	a las seis y media *(at 6.30am)* *[at the 6 and half]* a las siete menos cuarto *(at 6.45am)* *[at the 7 minus quarter]* a las siete en punto *(at 7.00am exactly)* *[at the 7 on point]* a las siete y cuarto *(at 7.15am)* *[at the 7 and quarter]* a las veinte en punto *(at 8.00pm on the dot)* *[at the 20 on point]*	después *(afterwards)* luego *(then)* finalmente *(finally)*	me peino *(I do my hair)* *[myself I comb]* me maquillo *(I do my make-up)* *[myself I make up]* me cepillo los dientes *(I brush my teeth)* *[myself I brush the teeth]* me acuesto *(I go to bed)*

¿Qué te pasa? *(What's the matter?*

Me duele *(It hurts me)*	la cabeza *(the head)* la garganta *(the throat)* el brazo *(the arm)* el cuerpo *(the body)*	y (and)	necesito *(I need)* ***tengo que** *(I have to)* hay que *(it is necessary to)*	tomar medicina *(to take medicine)* ir al médico *(to go to the doctor)* ir al dentista *(to go to the dentist)* descansar *(to rest)* dormir *(to sleep)*
Me duelen *(They hurt me)*	los dientes *(the teeth)* los ojos *(the eyes)*			
Estoy *(I am)*	enfermo/a *(ill/sick)* cansado/a *(tired)* mal *(bad)*			
Tuve un accidente *(I had an accident)*				

¿Quién es tu famoso preferido? *(Who is your favourite celebrity? Why?) [Who is your celebrity favourite?]*

***Diría que** *(I would say that…)* Pienso que. *(I think that...)*	mi famoso preferido es *(my favourite celebrity is)* mi estrella preferida es *(my favourite star is)*	[insert celebrity's name here],	es *(he/ she is)*	calvo/a *(bald)* pelirrojo/a *(ginger-haired)* alto/a *(tall)* pequeño/a *(short)* joven *(young)* delgado/a *(slim)* gordo/a *(fat)* moreno/a *(dark-skinned)*	y es *(and he/ she is)*	alegre *(cheerful)* divertido/a *(fun)* listo/a *(clever)* tonto/a *(silly)* gracioso/a *(funny)* independiente *(independent)* deportivo/a *(sporty)*
Tiene *(He/She has)*	el pelo *(the hair)*	rubio *(blonde)* negro *(black)* moreno *(brown)* rojo *(red)*	y *(and)*	largo *(long)* corto *(short)* liso *(straight)* rizado *(curly)*		
	los ojos *(the eyes)*	verdes *(green) [greens]* azules *(blue) [blues]* marrones *(brown) [browns]* grises *(grey) [greys]*	y lleva *(and he/she wears)*	gafas *(glasses)* trenzas *(braids)* velo *(a headscarf)* barba *(a beard*		

Admiro a *(I admire)* Sigo a *(I follow)*	[insert celebrity's name here]	porque *(because)*	es (he/ she *is)*	más *(more)* menos *(less)* tan *(as)*	creativo/a *(creative)* nervioso/a *(uptight)* perezoso/a *(lazy)* contento/a *(happy)* rico/a *(rich)* famoso/a *(famous)* conocido/a *(well-known)* talentoso/a *(talented)* guapo/a *(good-looking)* feo/a *(ugly)*	que *(than)* como *(as)*	[insert celebrity's name here]

¿Qué piensa tu familia / tus amigos de las personas famosas? ¿Por qué?
(What does your family / your friends think/s about famous people? Why?)

Mi madre *(My mum)* Mi padrastro *(My stepdad)* Mi primo/a *(My cousin)*		prefiere *(prefers)* admira a *(admires)*	los/las deportistas (*sports people)* los/las autores *(authors)* los/las artistas *(artists)* los/las cantantes *(singers)* los/las músicos/as *(musicians)* los jugadores de tenis / rugby *(tenis/rugby players)* los actors *(actors)* las actrices *(actresses)*	alemanes (German) argentinos/as (Argentinian) británicos/as (British) chilenos/as (Chilean) chinos/as (Chinese) colombianos/as (Colombian) cubanos/as(Cuban) españoles/as (Spanish) europeos/as (European) francéses/as (French) ingléses/as (English) Italianos/as (Italian) mexicanos/as (Mexican) latinos/as (Latin American)	tal como *(such as)*	[insert celebrity's name here]
A	mi sobrino/a *(my nephew/ niece)* mi amigo/a *(my friend)*	le gustan *(likes) [they please him/her]* le encantan *(loves) [they enchant him/her]*				

porque *(because)* dado que *(because)* ya que *(because)*	es *(he/she is)*	muy *(very)* tan *(so)* bastante *(quite)* un poco *(a bit)*	creativo/a *(creative)* contento/a *(happy)* rico/a *(rich)* generoso/a *(generous)* simpático/a *(kind)* talentoso/a *(talented)* guapo/a *(good-looking)* feo/a *(ugly)* bonito/a *(pretty)* alegre *(cheerful)* divertido/a *(fun)* listo/a *(clever)* gracioso/a *(funny)* independiente *(independent)* deportivo/a *(sporty)*

DAA CYCLE 2 Knowledge Organiser	SUBJECT	URDU	TOPIC(S)	HOLIDAY AND FOOD & DRINK	Year 8

Year 8 Urdu: Cycle 2

8.1 Holiday Activities

Urdu	Roman Urdu (pronunciation)	English
چھٹیاں	chuTTiyaan	holidays
سرگرمی	sarrgharrmee	activity
کھیلنا	khaylnaa	to play
دیکھنا	daykhnaa	to see
خریدنا	khreednaa	to buy
جانا	jaanaa	to go
سفر کرنا	saffar karrna	to travel
خوبصورت نظارے	khoobsoorat nzaaray	beautiful scenery
قلعہ	qilaa	castle
محل	mahell	palace
تحفے	tuhfay	presents
باہر کا ملک	baahir kaa mulk	foreign country
کشتی چلانا	kashtee chlaanaa	ride a boat
سمندر کے کنارے	samandar kay kinaaray	seaside

8.2 Describing a Holiday

میں گیا / گئی	mai gyaa/ee	I went (m/f)
میں ٹھہرا / ٹھہری	mai Tehraa/ee	I stayed (m/f)
میں نے کھیلا	mai nay khaylaa	I played
میں نے دیکھا	mai nay daykhaa	I saw
میں نے خریدا	mai nay khreedaa	I bought
میں نے تیراکی کی	mai nay tairaaki kee	I went swimming
ہم پہنچے	ham pahonchay	We arrived
رات کو	raat ko	at night
دن کو	din ko	during the day
کتنی دیر کے لیے؟	kitnee dayr kay liyay?	For how long?
ایک ہفتہ	ayk hafta	a week
تین دن	teen din	three days
ہوائی اڈا	hwaai aDDaa	airport

8.4 Transport – *zaraaae aamd-o-raft*

میں نے ___ سے سفر کیا۔	mai nay ___ say saffar kiyaa	I travelled by ___.
بس	bus	bus
گاڑی	gaaRee	car
سائیکل	cycle	cycle
ریل گاڑی	rayl ghaaRee	train
ہوائی جہاز	hwaai jahaaz	aeroplane
بحری جہاز	behri jahaaz	ferry, ship
کشتی	kashtee	boat
پیدل	paidal	on foot

8.5 Fruits – *phal*

Urdu	Roman Urdu (pronunciation)	English
کیلا	kaylaa	banana
سیب	sayb	apple
مالٹا	maalTa	orange
ناشپاتی	naashpaati	pear
انگور	angoor	grapes
خربوزہ	kharrbooza	melon
تربوز	tarrbooz	watermelon
آم	aam	mango
کھجور	khajoor	dates
انار	anaar	pomegranate
انناس	ananaas	pineapple
امرود	amrood	guava
آڑو	aaRoo	peach
لیموں	laymoo	lemon

8.6 Vegetables – *sabzi*

آلو	aaloo	potato
پیاز	pyaaz	onion
لہسن	lehsan	garlic
پالک	paalak	spinach
لوبیا	lobiyaa	beans
مٹر	maTar	peas
مولی	mooli	raddish
گاجر	gaajar	carrot
کھیرا	kheeraa	cucumber
کدو	kaddoo	pumpkin
پھول گوبھی	phool ghobi	cauliflower
بینگن	baingan	aubergine

8.7 Likes & Dislikes – pasand & naapasand

مجھے ___ ناپسند ہے۔	mujhay ___ naapasand hai	I dislike ___.
مجھے ___ اتنا پسند نہیں ہے۔	mujhay ___ itnaa pasand nehi	I don't like ___ that much
مجھے ___ سے نفرت ہے۔	mujhay _ say naffrat hai	I hate ___.
مجھے ___ دلچسپ لگتا ہے۔	mujhay ___ dillchasp lagtaa hai.	I find___ interesting.

8.8 Food & Drink – *khaana peena*

ناشتہ	naashta	breakfast
دوپہر کا کھانا	dopehr kaa khaana	lunch
رات کا کھانا	raat kaa khaana	evening meal
دودھ	doodh	milk
ڈبل روٹی	Dabal roTi	bread
انڈا	anDaa	egg
چائے	chaa-ay	tea
دلیہ	dalya	porridge/ cereal
پھلوں کا رس	phalo ka rass	fruit juice
پانی	paanee	water
دہی	dahee	yoghurt
مچھلی	machhlee	fish
تلے ہوئے آلو	talay huway aaloo	chips
سالن	saalan	curry
روٹی	roTi	chapatti
شہد	shehd	honey
گوشت	goasht	meat
دال	daal	lentils

DAA CYCLE 2 Knowledge Organiser	SUBJECT	URDU	TOPIC(S)	SHOPPING AND TECHNOLOGY	Year 8

8.9 Shops – *dukaanay*		
خریداری کرنا	khreedaaree karrnaa	to shop
کپڑوں کی دکان	kapRo kee dukaan	clothes shop
ڈاک خانہ	Daak khaana	post office
کتابوں کی دکان	kitaabo ki dukaan	bookshop
بجلی کے سامان کی دکان	bijjlee kay samaan kee dukaan	electrical store
قصاب	qassaab	butchers
سنار کی دکان	sunaar kee dukaan	jewellers

8.10 Pocket money - *jayb kharch*		
میں __ خرچ کرتا/تی ہوں۔	mai __ kharch karrtaa/ee hoon.	I spend __.
پانچ پونڈ	paanch pound	five pounds
میں پیسے بچاتا/تی ہوں۔	mai paisay bachata/ee hoo	I save money
آپ کو کتنے پیسے ملتے ہیں؟	aap ko kitnay paisay milltay hain?	How much money do you get?
مجھے __ ملتے ہیں۔	mujhay __ milltay hain.	I get __.
میں __ خریدتا/تی ہوں۔	mai khreedtaa/ee hoon	I buy __.

8.11 Going shopping – *khreedaari karrna*		
رعایت	riaayat	sale
خریداری کرنا	khreedaaree karrnaa	to shop
کپڑے پہن کر دیکھنا	kapRay pehn kar daykhnaa	to try on clothes
خریداری کی ٹوکری	khreedaari kee Tokri	shopping basket
زیورات	zaywraat	jewellery
قیمت	qeemat	price
قطار	qitaar	queue

8.12 Technology & Mobile Phones		
ٹیکنالوجی	teknaaloji	technology
موبائل فون	mobile phone	mobile phone
لیپ ٹاپ	laip Taap	laptop
آئی پیڈ	I-pad	I-pad
ٹیبلٹ	Tablet	Tablet
میڈیا	media	media
گھنٹی کی آواز	ghanTee ki aawaaz	ringtone
پیغام	paighaam	message
معلومات	maaloomaat	information
حفاظت	hifaazat	protection
احتیاط	ihtiyaat	precaution

8.13 Using Technology		
پرنٹ کرنا	print karrna	to print
فون کرنا	phone karrna	to call
استعمال کرنا	isstimaal karrna	to use
وصول کرنا	wsool karrna	to receive
بھیجنا	bhaynja	to send
اپ لوڈ کرنا	upload karrna	to upload
مٹانا	miTaana	to delete
ڈھونڈنا	DhoonDh-na	to search
ڈاؤن لوڈ کرنا	Download karrna	to download
آگے بھیجنا	aagay bhaynja	to forward
شیئر کرنا	share karrna	to share

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 me masculine.
Adjectives used to describe nouns will *agree* with them e.g. peel**ee** kurrs**ee** (yellow chair) and peel**a** darrwaaz**a** (yellow door).

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.**

Important Verbs		
میں گیا/گئی	mai gyaa/ee	I went (m/f)
ہم گئے	ham ga-ay	We went
میں جاتا/تی ہوں۔	mai jaataa/ee hoon	I go (m/f)
ہم جاتے ہیں۔	ham jaatay hain	We go
میں ٹھہرا/ی	mai Tehraa/ee	I stayed (m/f)
ہم ٹھہرے	ham Tehray	We stayed
میں ٹھہرتا/تی ہوں۔	mai Tehrtaa/ee hoon	I stay
ہم ٹھہرتے ہیں۔	ham Tehrtay hain	We stay
میں نے دیکھا	mai nay daykhaa	I saw
ہم نے دیکھا	ham nay daykhaa	We saw
میں دیکھتا/تی ہوں	mai daykhtaa/tee hoon	I see
ہم دیکھتے ہیں	ham daykhtay hain	We see
میں سفر کرتا/تی ہوں۔	mai saffar karrta/ee hoon	I travel (m/f)
میں نے سفر کیا۔	mai nay saffar kiyaa	I travelled

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*.

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 tittle 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 2 Key Vocabulary:

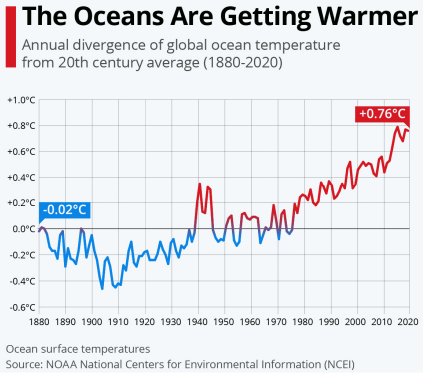
Biodiversity (noun) the number and types of plants and animals that exist in a particular area or in the world generally.
Challenge (noun) (the situation of being faced with) something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.
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 3 Mlle Hipolyte

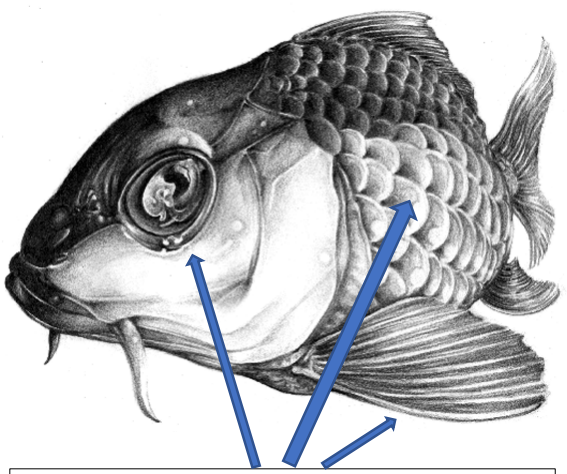
Mlle is a French designer Who creates colourful paper Sculptures from carefully cut Paper shapes. These works Are inspired by the coral reef And the danger it is in due to Global warming. The rising Sea temperature threatens to Destroy all life and Mlle's sculptures show us all the different colours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

Section 4 Global Warming

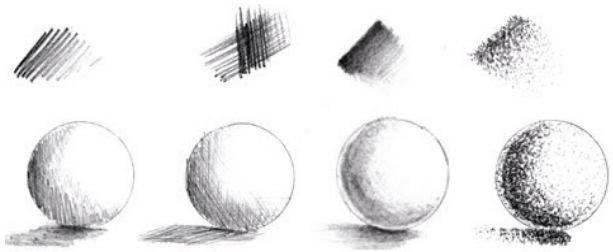
The ocean absorbs large quantities of heat as a result of increased concentrations of greenhouse gases in the atmosphere, mainly from fossil fuel consumption. This causes Coral Bleaching. This means the fish and other organisms that live in and around the corals can no longer live there and die out.



Section 5 Shading techniques



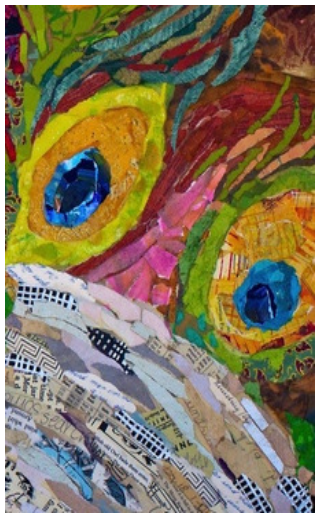
Shading tonal textures.
Fins, eyes, scales, bumpy, smooth, shiny.

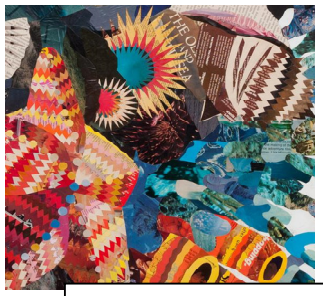


Grades of pencil

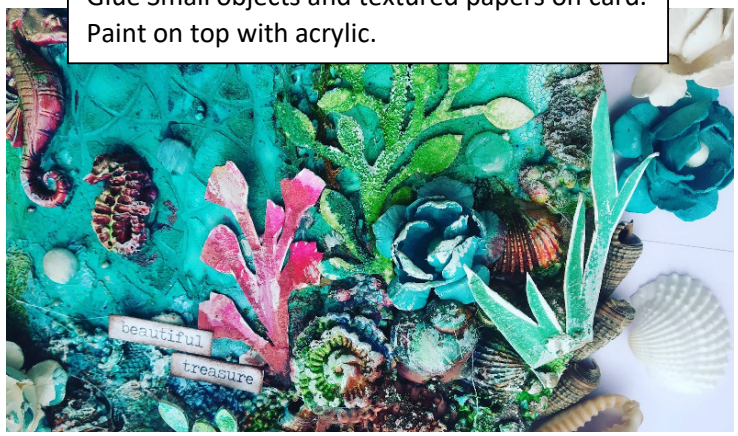
Pencils come in different grades, the softer the pencil, the darker the tone.
H=Hard B=Black
In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB(hard black) in the middle of the scale.

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.

DAA CYCLE 2 Knowledge Organiser	SUBJECT	DESIGN TECHNOLOGY	TOPIC(S)	Responsibility - Chocolate bar graphics project.	YEAR GROUP	8

This cycle we will be designing and making our own chocolate bar this will include the brand, logo and bar itself.

1. Pictorial
(Illustrative Representation)

Apple · Merrill Lynch · Lacoste · Starbucks

2. Letterforms
(Monogram-like)

McDonald's · H & M · General Mills · Unilever

3. Emblems
(Contained in or Referencing a Shape)

Harley-Davidson · The Salvation Army · Samsung · Ups

4. Wordmarks
(Stylized Type, No Symbol)

Disney · Makita · ACTIVISION · ecco

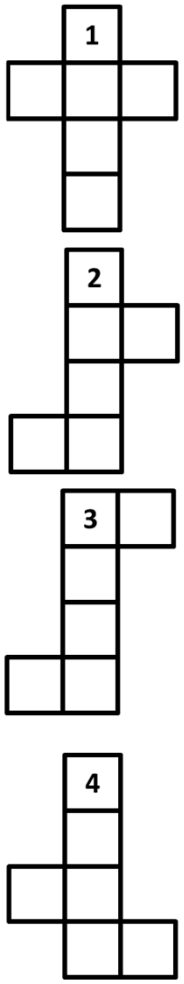
5. Abstract
(Symbolic)

Merck · Nike · Sprint · Mercedes

6. Characters
(Brand Mascot)

Piggly Wiggly · Michelin · Starkist · Planter's

Box Nets:



Key Vocabulary:

Net (verb) is a flat two-dimensional shape, which contains score lines and when is folded and glued together forms a three-dimensional shape.

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.

Sandpaper (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 rotation Knowledge Organiser	SUBJECT	Photography Rotation	TOPIC	Introduction to Photography	YEAR GROUP	7,8,9

Section 1 Top 5 tips when taking a Photograph

Lighting— Do not face the sun, your subject needs the most light. Think about Shadows too.

Angle Matters— Think about the meaning of your photograph and the impact you want.

Composition— There is more than your subject, consider the background too. Do you need to think about the rule of thirds? Get closer to your subject.

Do not Shake— Hold your breath and keep your elbows in tightly when you press the button.

Get Creative— Be adventurous when taking photographs, take multiple photographs with different angles. Use a torch, get really close and have fun.

Section 2 Digital Camera Parts

The digital camera has the capability to take photographs and store them digitally through memory cards. They have limited functions and their capture method is to 'point and shoot'.

Section 3 Photography Rules

Rule of Thirds Position subject on the crosshairs		**Framing** Frame subject with surrounding objects - buildings, people, trees	
Repetition Look for repeating objects - pile of fruit, row of poles etc		**Leading Lines** Road, rails, lines of lampposts, buildings etc leading to subject	
Negative Space Leave space for subject to move into		**Colour** Use complimentary or opposing colours in background	
Balancing Elements Balance background interest with foreground subject		**Differential Focus** Subject in sharp focus to guide the eye	
Symmetry Half of the image is a mirror of the other half		**Patterns** Look for naturally occurring & constructed patterns	
Depth (layers) Position subject in front of and behind objects to create 3D depth		**Depth of Field** Blur background &/or foreground to separate your subject	
Viewpoint Photograph from different angles - get low, get high		**Triangles & Diagonals** Look for diagonals in a scene, create triangles	
Fill the Frame Get in close and fill the frame with your subject		**Simplicity** Cut out distractions - get close, blur background, darken background	
Left to Right Rule Moving subjects should go from left of frame to right of frame		**Rule of Space** Leave space around your subject	
Rule of Odds Look for odd numbered design elements - 3 arches, 5 windows etc		brought to you by www.thelenslounge.com	

Section 4 Slinkachu and Peter Root

Slinkachu (Devon, UK) has been "abandoning" his miniature people on the streets of cities around the world. His work embodies elements of street art, sculpture, installation art and photography and has been exhibited in galleries and museums globally.

Peter Root's work involves turning staples into Cityscapes. Thousands of staples are stacked and aligned to look like cities. These are then Photographed using strong depth of field and focus. There are many hours put into these.

Section 5 Key Vocabulary

Ambient light/Natural light Is the light that is already present in the scene you are shooting.
Camera Angle Is the specific location at which the camera is located so it can take the shot.
Contrast (noun) Is the difference between the light and dark areas within your images. High contrast means the blacks are darker and whites are brighter, vice versa
Depth of Field (noun) is the distance between the closest and farthest subjects in a scene that look noticeably sharp in an image.
Exposure (noun) Is the amount of light entering the camera's sensor. Too much light and the image is overexposed and not enough light and it's underexposed.
Focal Point (noun) Is the main part of the image or a point of interest within the image.
Blur (noun) The loss of sharpness in a photographic image resulting from motion of the subject or the camera during exposure.

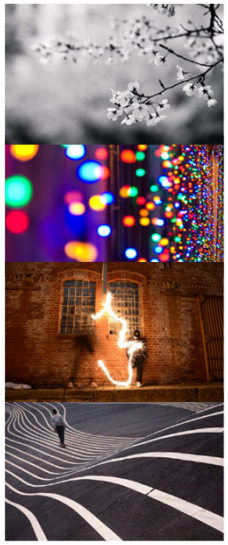
Section 6 The Formal Elements

Black & White— Images that have zero colour. It consists of shades of grey tone.

Colour— Images that capture the full spectrum of colour.

Experimental— Are the use of capturing images in the non- traditional way. It's about taking your photographs beyond the norm to create unique pieces of art.

Line— A line in a photo is a point that moves, leading towards something. Some obvious, and some are implied. The viewer's eyes are naturally drawn along.

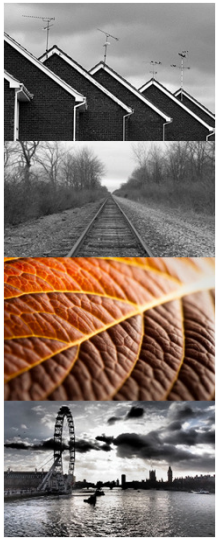


Pattern— Images that have captured a repetition of the formal elements this includes shapes, colours or textures, perfect examples of repetition exist all around us.

Perspective— The sense of depth or spatial relationship between objects in a, along with their dimensions with respect to what viewer of the image sees.

Texture—An image that shows the visual quality of the surface of an object. Texture brings life and vibrancy to images that would otherwise appear flat and uninspiring.

Tone— A photograph that captures a variety of light in an image. The 'tone' is the difference between the lightest and darkest areas on a.



During year 8 you will use a wide range of foods that can be used to avoid food waste and use seasonal foods.

In the projects you will work out your ideas with some precision, taking into account how food products will be make, stored and eaten and who will use them. You will apply your understanding of healthy food balance by using the eat well guide. designing and making and improving your practical skills. You will use a range of equipment safely with a moderate to high degree of accuracy.

The main aim of these projects is, food waste, seasonal food and food miles.

Environmental impacts of food production and transportation Section 1

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

Processing and transporting our food by planes, cars, trains and boats uses fuel which is expensive and pollutes the air (C02) this is creating global warming and leading to ice caps melting and lots of animals not surviving.

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

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

Key Vocabulary Section 2

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

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

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

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

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

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

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

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

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

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

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

Modifications (noun) changes to make something better.

Evaluation (noun) making a judgement about something.

Seasonal foods Section 3

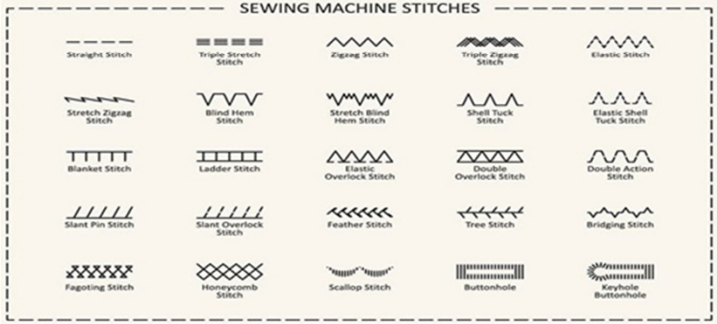
	Fruit	Veg
January February	Apples, Pears	Beetroot, Brussels Sprouts, Cabbage, Carrots, Celeriac, Celery, Chicory, Kale, Leeks, Mushrooms, Onions, Parsnips, Spring Greens, Spring Onions, Squash
March April	Rhubarb	Artichoke, Beetroot, Cabbage, Carrots, Chicory, Leeks, Parsnip, Purple Sprouting Broccoli,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

DAA CYCLE 2 Knowledge Organiser	SUBJECT	TEXTILES	TOPIC(S)	DIRECTION	YEAR GROUP	8

This cycle we are going to be creating a tie-dye pattern and working on embroidery inspired by a country or culture of your choice.

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.



Key Equipment and it's use:

Sewing Machine: This is used to stitch fabric together faster and neater.

Needle: This is used to stitch by hand using thread.

Cotton Thread: This is used with a needle to stitch.

Pins: These are used to hold fabric in place.

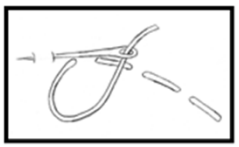
Stitch Ripper: This is used to remove incorrect stitches.

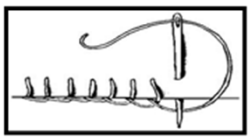
Velcro: This is used to hold 2 edges of fabric together.

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

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.





Hand Stitches:

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.

3

Fortissimo	*ff*	VERY LOUD
Forte	*f*	LOUD
Mezzo-forte	*mf*	Fairly Loud
Mezzo-piano	*mp*	Fairly Soft
Piano	*p*	Soft
Pianissimo	*pp*	Very Soft

4

DR SMITH
MUSICAL ELEMENTS

D – DYNAMICS
How loud or quiet
The volume of the music

R – RHYTHM
A pattern of long and short sounds

S – STRUCTURE
The order the different sections of a song or piece of music are played in

M – MELODY
A series of different tones, notes or sounds, in a piece of music

I – INSTRUMENTATION
The combination of musical instruments used in a piece of music

T – TIMBRE, TONALITY, TEMPO
Timbre – the quality of the sound
Tonality – major or minor
Tempo – the speed of the music

TEXTURE
Different layers of sound in music and the relationship between them

H – HARMONY
The sound created when two or more sounds of different pitches are played at the same time

Instruments of the Orchestra

1

Section 1 - Key Terms

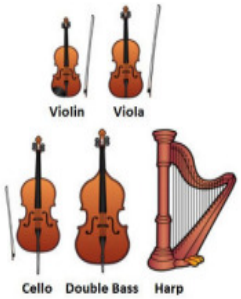
1. **ORCHESTRA** – A large **ENSEMBLE** (group of musicians) of performers on various musical instruments who play music together. No set numbers of performers although a large orchestra can have between **80-100+** performers.
2. **CONDUCTOR** – Leads the orchestra with a **BATON** (white 'stick') and hand signals. Stands at the front so they can be seen my all performers. Sets the **TEMPO** and **BEATS/ TIME.** Brings different instruments 'in and out' when it is their turn to play. Keeps the performers together. Takes charge in rehearsals. In ultimate control of the performance of the music, adjusting **DYNAMICS, TEMPO,** and mood.
3. **FAMILIES/SECTIONS** – 4 families or sections: **STRINGS, WOODWIND, BRASS** and **PERCUSSION.**
4. **TUNING UP** – Before the orchestra rehearses or plays, all instruments need to be **IN TUNE** with each other. **PITCH** - The **HIGHNESS** or **LOWNESS** of a sound, a musical instrument or musical note. The **OBOE** always sounds the note '**A**' which all other instruments **TUNE** to.
5. **SONORITY** (also called **TIMBRE**) – Describes the **UNIQUE SOUND OR TONE QUALITY** of different instruments and the way we can identify orchestral instruments as being distinct from each other –Sonority can be described by many different words including – ***velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic***

2

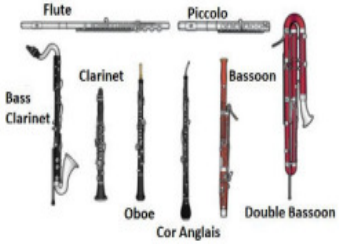
Section 2 - Orchestral Families

Strings
Largest section of the orchestra who sit at the front, directly in front of the conductor.
Usually played with a **BOW (ARCO)**, (not the **HARP**) but can be **PLUCKED (PIZZICATO)**.

VIOLINS split into two groups: **1st VIOLINS** (often have the main **MELODY** of the piece of music) and **2nd VIOLINS**.



Woodwind
Originally made from wood (some now metal and plastic). All are **BLOWN**.
FLUTES: Flute and Piccolo – air blown over hole.
SINGLE REED (small piece of bamboo in the mouthpiece): Clarinet, Bass Clarinet & Saxophone (not traditionally in the orchestra, but some modern composers have used it)
DOUBLE REED (two reeds in the mouthpiece): Oboe, Cor Anglais, Bassoon, Double Bassoon.



Brass
Four types of brass instruments in an orchestra, all made from brass and **BLOWN** by the player 'buzzing their lips' into a **MOUTHPIECE**. The Trumpet, French Horn and Tuba all have three **VALVES** which adjust the length of the tubing allowing for different notes to be played. The Trombone has a **SLIDE** which adjusts the length of the tubing. Brass have often been used to play **FANFARES**: to mark the arrival of someone important, give a signal e.g. battles, opening ceremonies or sporting events.

Percussion
Always located at the very back of the orchestra (due to their very loud sounds!). Large number of instruments which produce their sound then ***hit, struck, scraped, or shaken.***

TUNED PERCUSSION (able to play different pitches/notes)

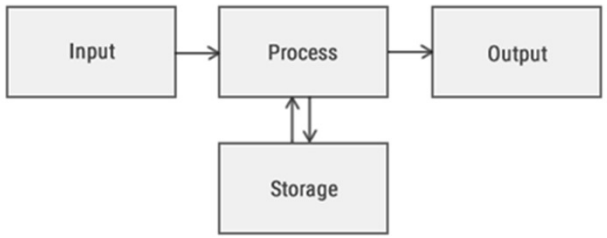
UNTUNED PERCUSSION (only play 'sounds').

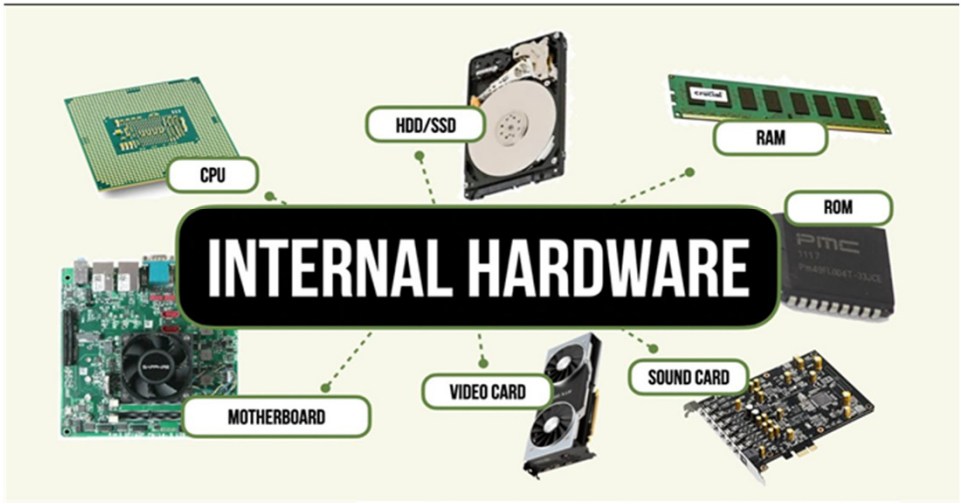
DAA CYCLE 2 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	COMPUTING	YEAR GROUP	8

Computing Keywords:

Computer System	Process	Binary	Star	Advantages
Input Devices	Storage	ASCII Table	Ring	Disadvantages
Output Devices	Software	Hexadecimal	LAN	Packets
Computer System	Systems Software	Networking	WAN	Topology
Input Devices	Application Software	Topology	Packets	Utility Software

Section 1	
Hardware	Any part of a computer that you can touch is hardware.
Internal Hardware	Internal hardware is parts inside the computer that you can't touch them unless you open the computer. e.g., motherboard, processor etc.
External Hardware	External hardware is parts you can touch outside of the computer. E.g., mouse, keyboard, monitor, speakers, microphone etc.
Peripherals	Peripherals include input hardware, output hardware and storage devices. They are there to give the computer additional features. e.g., printer.
Components	Components are all the different parts inside the computer.
Input	When data is put inside the computer. e.g., taking a photo.
Output	What data or something comes out. e.g., printing the photo.
Process	Action or steps take place before the result. e.g., edit the photo.





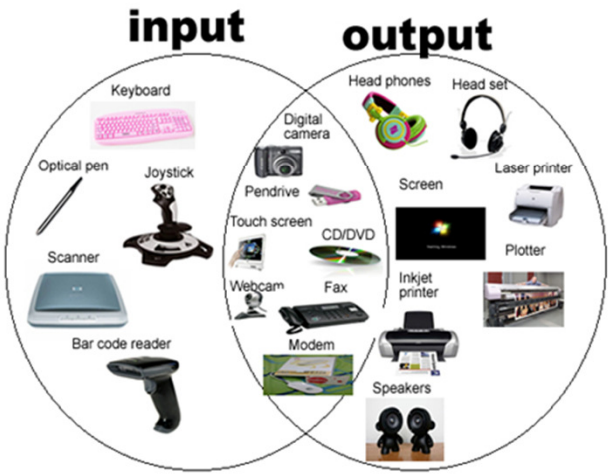
DAA CYCLE 2 Knowledge Organiser	SUBJECT	ICT & COMPUTING	TOPIC(S)	COMPUTING	YEAR GROUP	8

Computing Keywords:

Computer System	Process	Binary	Star	Advantages
Input Devices	Storage	ASCII Table	Ring	Disadvantages
Output Devices	Software	Hexadecimal	LAN	Packets
Computer System	Systems Software	Networking	WAN	Topology
Input Devices	Application Software	Topology	Packets	Utility Software

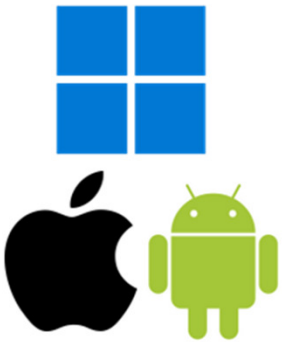
Section 2

Computer System	A computer system is an electronic device that can follow instructions. It is able to take a set of inputs, process them and create a set of outputs. This is done by a combination of hardware and software.
Input Devices	An input device is something you connect to a computer that sends information into the computer .e.g., mouse, keyboard, scanner, microphone etc.
Output Devices	An output device is something you connect to a computer that has information sent to it e.g., printer, monitor, speakers.



Section 3

Software	Software is a computer program (or programs) that provide the instructions for telling a computer what to do and how to do it
Application Software	Application software is the everyday programs that you use such as Microsoft Office, graphics packages and web browsers.
System Software	System software are the files and programs that make up your computer's operating system.
Operating System	Operating system is a platform that every software functions on. Without the operation system then you cannot use the applications. Example of an Operating System is Windows.
Utility Software	Utility software or utility tools add extra functions to an operating system or add the ability to carry out technical tasks.



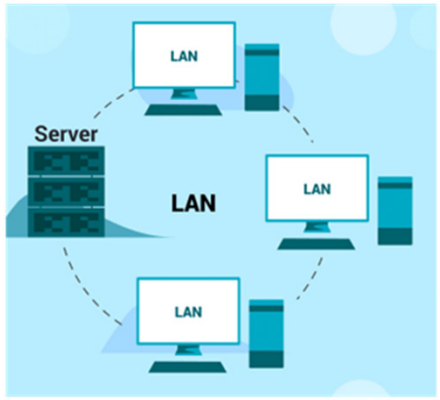
Section 4	
Binary	It's a computer language made up of 1s and 0s.
Denary	The number system used by people.
ASCII Table	The ASCII character set is a 7-bit set of codes that allows 128 different characters. That is enough for every upper-case letter, lower-case letter, digit and punctuation mark on most keyboards. ASCII is only used for the English language.
Hexadecimal	Hexadecimal (or Hex) is a number system which uses base 16. Hexadecimal is a shortcut for representing binary. Hex is a compact way of representing binary.
Sequence	A pattern or a particular order.

The Binary Conversation Table:							
128	64	32	16	8	4	2	1

Section 6	
Router	A router is a device that communicates between the internet and the devices in your home that connect to the internet. As its name implies, it "routes" traffic between the devices and the internet.

Section 5	
Computer Network	A computer network is a set of computers connected for the purpose of sharing resources e.g., Printer, file server or even the Internet.
LAN	Stands For **Local Area Network**, A LAN covers a small area such as one site or building, e.g. a school or a college.
WAN	Stands For **Wide Area Network,** A WAN covers a large geographical area. Most WANs are made from several LANs connected together.
Packets	The main purpose of networking is to share data between computers. A file has to be broken up into small chunks of data known as packets.
Advantages of computer networks	• Sharing devices such as printers saves money • Files can easily be shared between users • Network users can communicate by email and instant messenger. • Data is easy to backup as all the data is stored on the file server
Disadvantages of computer networks	• Purchasing the network cabling and file servers can be expensive. • Managing a large network is complicated, requires training and a network manager usually needs to be employed. • Viruses can spread to other computers throughout a computer network. • There is a danger of hacking, particularly with wide area networks. Security procedures are needed to prevent such abuse, e.g. a firewall.

Types of Network:



Network Topologies:

Stay safe,

tell someone…

All the staff are here to help and support you

DIXONS ALLERTON ACADEMY

Safeguarding Team:

Mr Bibby (Designated Safeguarding Lead)

Ms McDonald (SENDCO)

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 0800 1111

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

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

For non-emergency advice you can email DAA_safeguarding@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

kooth

ChildLine
0800 1111

change 4 life

Eatwell Guide

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.

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturates	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

Eat at least 5 portions of a variety of fruit and vegetables every day

Fruit and vegetables

Raisins

Chopped tomatoes

Frozen peas

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Potatoes, bread, rice, pasta and other starchy carbohydrates

Potatoes

Whole grain cereal

Cous Cous

Porridge

Bagels

Whole wheat pasta

Rice

Spaghetti

Beans, pulses, fish, eggs, meat and other proteins

Lentils

Beans lower salt and sugar

Tuna

Lean mince

Plain nuts

Chick peas

Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

Dairy and alternatives

Low fat soft cheese

Semi skimmed milk

Soya drink

Plain Low fat Yoghurt

Choose lower fat and lower sugar options

Oil & spreads

Veg Oil

Lower fat spread

Choose unsaturated oils and use in small amounts

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Sauce

Crisps

Eat less often and in small amounts

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

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

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

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

DIXONS
ALLERTON
ACADEMY

Dixons Allerton Academy, Rhodesway, Bradford , BD8 0DH

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