2024/2025

Cycle 1 Knowledge Navigator

Morning meeting homework

100% Sheets

Year 8

Name:

Form:

Determination | Integrity | Trust

DIXONS COTTINGLEY ACADEMY

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Morning meeting retrieval homework

100% sheets

	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	26/08/24	Bank Holiday	02/09/24	French Page 5 Week 1	09/09/24	French Page 5 Week 3	16/09/24	French Page 5 Week 4	23/09/24	French Page 5 Week 5
Tuesday	27/08/24	Staff Only	03/09/24	Science Page 7 Box 1	10/09/24	Science Page 7 Box 2	17/09/24	Science Page 7 Box 3/4	24/09/24	Science Page 7 Box 5
Wednesday	28/08/24	Staff Only	04/09/24	History Page 10 Box A Sparx Maths	11/09/24	Geography Page 12 Box 1 Sparx Maths	18/09/24	History Page 10 Box B Sparx Maths	25/09/24	Geography Page 12 Box 2 Sparx Maths
Thursday	29/08/24	Staff Only	05/09/24	English Page 14 Box A	12/09/24	English Page 14 Box B	19/09/24	English Page 14 Box C	26/09/24	English Page 14 Box A
Friday	30/09/24	Staff Only	06/09/24	Spellings Week 2	13/09/24	Spellings Week 3	20/09/24	Spellings Week 4	27/09/24	Spellings Week 5

	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	30/09/24	French Page 5 Week 6	07/10/24	French Page 6 Week 7	14/10/24	French Page 6 Week 8	04/11/24	French Page 6 Week 9	11/11/24	French Page 6 Week 10
Tuesday	01/10/24	Science Page 7 Box 6	08/10/24	Science Page 8 Box 1	15/10/24	Science Page 8 Box 2	05/11/24	Science Page 8 Box 3	12/11/24	Science Page 9 Box 1
Wednesday	02/10/24	History Page 10 Box C Sparx Maths	09/10/24	Geography Page 12 Box 3 Sparx Maths	16/10/24	History Page 11 Box D Sparx Maths	06/11/24	Geography Page 13 Box 4 Sparx Maths	13/11/24	History Page 11 Box E Sparx Maths
Thursday	03/10/24	English Page 14 Box B	10/10/24	English Page 14 Box C	17/10/24	English Page 14 Box A	07/11/24	English Page 14 Box B	14/11/24	Staff only
Friday	04/10/24	Spellings Week 6	11/10/24	Spellings Week 7	18/10/24	Spellings Week 8	08/11/24	Spellings Week 9	15/11/24	Staff only

	Week 11		Week 12		Week 13	
Monday	18/11/24	French Page 6 Week 11	25/11/24	French Page 6 Week 12	02/12/24	French Page 6 Week 13
Tuesday	19/11/24	Science Page 9 Box 2/3	26/11/24	Science Page 9 Box 4/5	03/12/24	Science Page 8 Box 6/7
Wednesday	20/11/24	Geography Page 13 Box 5 Sparx Maths	27/11/24	History Page 11 Box F Sparx Maths	04/12/24	Geography Page 13 Box 6 Sparx Maths
Thursday	21/11/24	English Page 14 Box C	28/11/24	English Page 14 Box A	05/12/24	English Page 14 Box B
Friday	22/11/24	Spellings Week 11	29/12/24	Spellings Week 12	06/12/24	Spellings Week 13

DIXONS COTTINGLEY ACADEMY

YEAR 8

CYCLE 1 HOMEWORK

French	EDUCATION	CYCLE 1	Year 8

Week 1		Week 2		Week 2		Week 3	
Verbs - Education		**Irregular verbs - Education**		**Subjects**		**School life**	
réviser	to revise	apprendre	to learn	L'anglais (m)	English	Le collège	Secondary school
comprendre	to understand	ecrire	to write	L'allemand (m)	German	L'école primaire	Primary school
etudier	to study	lire	to read	L'espagnol (m)	Spanish	La bibliothèque	Library
rentrer	to come in/ back to school	partir	to leave	Le français (m)	French	Le déjeuner	Lunch
encourager	to encourage	faire	to do	La géographie (f)	Geography	Leçon	Lesson
corriger	to mark	aller	to go	L'histoire (f)	History	Bâtiment	Building
commencer	to start	être	to be	L'informatique (f)	IT	Les toilettes	Toilets
regarder	to watch/look at	avoir	to have	Les maths (m)	Maths	Devoirs	Homework
expliquer	to explain	traduire	to translate	Les sciences (f)	Sciences	Contrôle/examen	Test/Exam
jouer	to play	finir	to finish	La technologie (f)	DT	Récréation	Break(time)

Week 4		Week 5		Week 6		Week 7	
Teachers		**Time and Day**		**Education – Modal Verbs**		**Uniform - Equipment**	
professeur/directeur	teacher/headteacher	journée	day	On doit	You must	Un pantalon (m)	Trousers
monsieur/madame	mr/mrs	semaine	week	On ne doit pas	You must not	Une jupe (f)	A skirt
amusant/ennuyeux	fun/boring	temps	time/weather	On peut	You can	Une veste (f)	A jacket
gentil/strict	kind/strict	le matin/le soir	morning/evening	On ne peut pas	You cannot	Une cravate (f)	A tie
intéressant/nul	interesting/rubbish	à midi/à minuit	at midday/at midnight	Je veux	I want	Un polo (m)	A polo
juste/affreux	fair/awful	avant/après	before/after	Je voudrais	I would like	Des chaussures (f,pl)	Shoes
sympa/méchant	nice/mean	hier/demain	yesterday/tomorrow	Il faut	You must	Des chaussettes (f,pl)	Socks
drôle/travailleur	funny/hard-working	d'habitude	usually	Il ne faut pas	You must not	Un sac (m)	A bag
compréhensif/préféré	understanding/favourite	tous les jours	everyday	Interdit	Forbidden	Un cahier/ Un stylo	A workbook/Pen
passionant/parresseux	fascinating/lazy	normalement	usually	Il est nécessaire de	It is necessary to	Une trousse	A pencil case

French	EDUCATION/WORK & FUTURE PLANS	CYCLE 1	Year 8

Week 8		Week 9		Week 10			
Uniform Adjectives		Education – Rules Verbs		Present		Imperfect	
beau/joli	beautiful/pretty	apporter son équipement	to bring ones equipment	Je vais	I go / am going	J'allais	I went/used to go
elegant	elegant	ecouter les conseils	to listen to advice	J'aime	I like / am liking	J'aimais	I used to like
moche	ugly	concentrer en classe	to concentrate in class	Je mange	I eat /am eating	Je mangeais	I used to eat
court/long	short/long	parler avec ses amis	to speak with friends	Je porte	I wear /am wearing	Je portais	I used to wear
vieux/moderne	old/modern	aider les autres	to help others	Je fais	I do / am doing	Je faisais	I used to do
utile/inutile	useful/useless	porter l'uniforme	to wear the uniform	Je révise	I revise / I am revising	Je révisais	I used to revise
important	important	respecter les règles	to respect the rules	Je joue	I play /am playing	Je jouais	I use to play
essentiel	essential	manger à la cantine	to eat in class	J'apprends	I learn /am learning	J'apprennais	I used to learn
difficile/facile	difficult/easy	fumer	to smoke	C'est / Ce sont	It is / they are	C'était	It was/used to be
noir(e)/blanc(he)	black/white	être à l'heure	to be on time	J'étudie	I study	J'étudiais	I used to study
bleu(e)/violet(te)	blue/purple	travailler en équipe	to work as a team	Je comprends	I undestand	Je comprennais	I used to understand

Week 11		Week 12		Week 13	
Ideal School - Conditional		Future Plans		Jobs/Future Possibilities	
J'irais	I would go	prendre une année sabbatique	to take a gap year	avocat/ecrivain	lawyer/writer
J'aimerais	I would like	devenir	to become	medecin	doctor
Je mangerais	I would eat	l'université/etudiant	university/student	serveur/chef	waiter/cook
Je porterais	I would wear	un travail	a job	chanteur	singer
Je ferais	I would do	un emploi à temps partiel	a part time job	facteur	postman
Je réviserais	I would revise	un salaire	a salary	chercheur/scientifique	researcher/scientist
Je jouerais	I would play	a l'étranger	abroad	aidant	carer
J'apprendrais	I would learn	un stage	work experience	au chômage	unemployed
Ce serait	It would be	une entreprise	a company	à l'avenir	in the future
J'étudierais	I would study	avoir des enfants	to have children	si	if
Je comprendrais	I would understand	réussir ses examens	to pass ones' exams	donc	so
Je deviendrais	I would become	mon métier idéal...	my ideal job...	un projet	a project

Science	Cells and Life Processes	CYCLE 1	YEAR 8

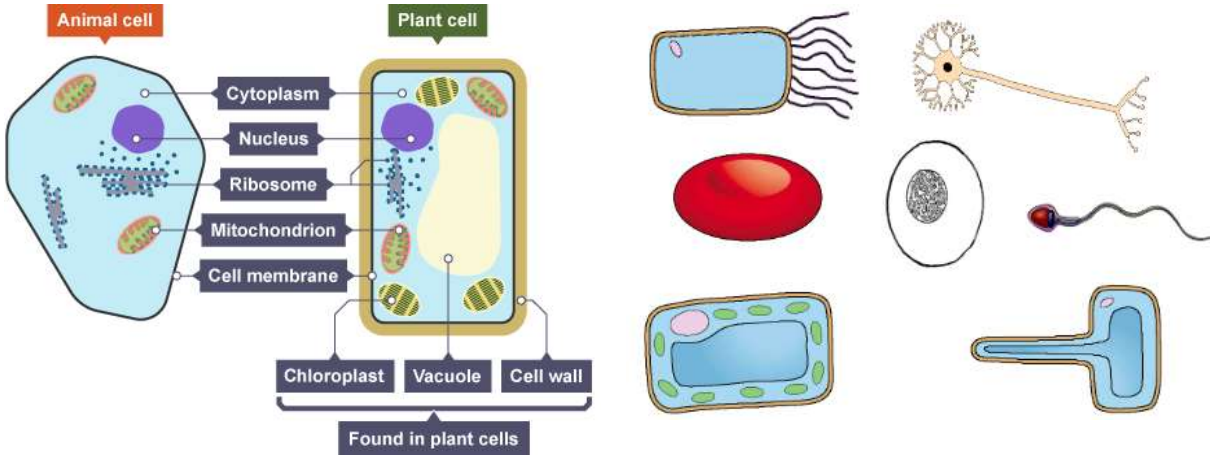
1. Multicellular vs. unicellular

Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.
There are many types of cell. Each has a different structure or feature so it can do a specific job.
Specialised cells include; sperm cells, nerve cells, red blood cells, palisade cells, root hair cells.
Cell: The unit of a living organism, contains parts to carry out life processes.
Uni-cellular: Living things made up of one cell.
Multi-cellular: Living things made up of many types of cell.

2. Cell organelles

Organelle	Function
Nucleus	Contains genetic material (DNA) which controls the cell's activities.
Cell membrane	Surrounds the cell and controls movement of substances in and out.
Cytoplasm	Jelly-like substance where most chemical processes happen.
Mitochondria	Site of respiration, where energy is released from food molecules.
Ribosomes	Site of protein synthesis.
Cell wall	Supports & strengthens the cell, in plant cells it is made of cellulose.
Chloroplast	Absorbs light energy so the plant can make food.
Vacuole	Contains liquid, and used to keep the cell rigid and store substances.

3. Specialised cells



4. Levels of organisation

Tissue: Group of one type of cells working together to perform a function.
Organ: Group of different tissues working together to carry out a job.
Organ system: Group of different organs working together to perform a function.

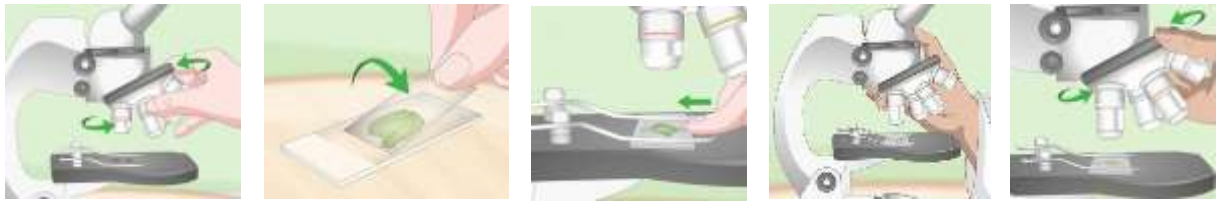
Diffusion: One way for substances to move into and out of cells.
Structural adaptations: Special features to help a cell carry out its functions.

5. Systems of the body

Immune system: Protects the body against infections.
Reproductive system: Produces sperm and eggs, and is where the foetus develops.
Digestive system: Breaks down and then absorbs food molecules.
Circulatory system: Transports substances around the body.
Respiratory system: Replaces oxygen and removes carbon dioxide from blood.
Muscular skeletal system: Muscles and bones working together to cause movement and support the body.

6. Using a light microscope

1. Place the microscope of a flat surface and switch on the light (or tilt the mirror) and ensure the stage is fully down.	5. Rotate the coarse focusing knob until an image is seen.
2. Turn to the smallest objective lens (usually x4).	6. Use the fine focusing knob to get a clear image.
3. Place the specimen on the slide and cover with a cover slip. This protects the specimen and the objective lens. Always hold the edges of the slide and handle with care to avoid cuts.	7. Turn the objective lens to the x10 magnification objective lens and adjust with the fine focusing knob.
4. Place the slide on the microscope stage and secure with the clips.	8. If possible, turn to the x40 objective lens. Again, only use the fine focusing knob to achieve a clear image.



CYCLE 1	SUBJECT	SCIENCE	TOPICS	ELEMENTS, COMPOUNDS AND MIXTURES	YEAR GROUP	8

1. Elements

Most substances are not pure elements, but compounds or mixtures containing atoms of different elements. They have different properties to the elements they contain

Elements have symbols: hydrogen (H), oxygen (O), nitrogen (N), carbon (C), iron (Fe), zinc (Zn), copper (Cu), sulphur (S), aluminium (Al), iodine (I), bromine (Br), chlorine (Cl), sodium (Na), potassium (K) & magnesium (Mg).
Elements: What all substances are made up of, and which contain only one type of atom.

Atom: The smallest particle of an element that can exist.

Molecules: Two to thousands of atoms joined together. Most non-metals exist either as small or giant molecules.

Compound: Pure substances made up of two or more elements strongly joined together.

Chemical formula: Shows the elements present in a compound and their relative proportions.

Polymer: A molecule made of thousands of smaller molecules in a repeating pattern. Plastics are man-made polymers, starch is a natural polymer.

2. The periodic table

The **periodic table** of elements is a way of showing how elements can be ordered.

They are arranged in increasing order of **atomic number**.

Elements are arranged into groups and periods (see diagram).

Groups have elements with similar properties and react in similar ways because they have the same number of electrons in their outer shell.

Group 1 contains reactive metals called alkali metals.

Group 7 contains non-metals called halogens.

Group 0 contains unreactive gases called noble gases.

Each element has its own **symbol**.

Rules for element symbols;

1) The first letter of an elements symbol is always a capital letter. e.g. N (not n) for nitrogen.
2) If there are two letters in the elements symbol the second letter is always lower case.
   e.g. Co (not CO) for cobalt.

3. Separating mixtures

A pure substance consists of only one type of element or compound and has a fixed melting and boiling point. Mixtures may be separated due to differences in their physical properties.

The method chosen to separate a mixture depends on which physical properties of the individual substances are different.

Air, fruit juice, sea water and milk are mixtures. Liquids have different boiling points.

Solvent: A substance, normally a liquid, that dissolves another substance.

Solute: A substance that can dissolve in a liquid.

Dissolve: When a solute mixes completely with a solvent.

Solution: Mixture formed when a solvent dissolves a solute.

Soluble (insoluble): Property of a substance that will (will not) dissolve in a liquid.

Solubility: Maximum mass of solute that dissolves in a certain volume of solvent.

Pure substance: Single type of material with nothing mixed in.

Mixture: Two or more pure substances mixed together, whose properties are different to the individual substances.

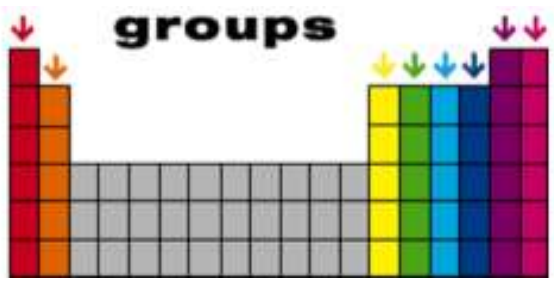
Filtration: Separating substances using a filter to produce a filtrate (solution) and residue.

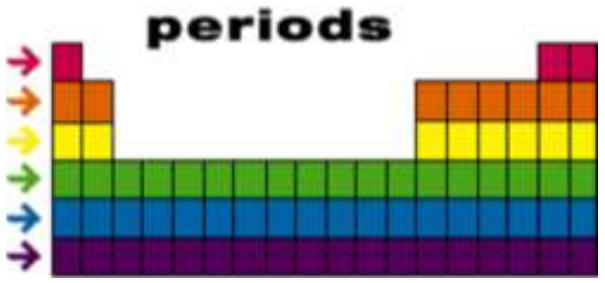
Distillation: Separating substances by boiling and condensing liquids.

Evaporation: A way to separate a solid dissolved in a liquid by the liquid turning into a gas.

Chromatography: Used to separate different coloured substances.

Groups and periods of the periodic table





CYCLE 1	SUBJECT	SCIENCE	TOPICS	ENERGY	YEAR GROUP	8

1. Energy and costs

Electricity is generated by a combination of resources which each have advantages and disadvantages.
Calculate the cost of home energy usage, using the formula: cost = power (kW) x time (hours) x price (per kWh).
Food labels list the energy content of food in kilojoules (kJ).
Power: How quickly energy is transferred by a device (watts).
Energy resource: Something with stored energy that can be released in a useful way.
Non-renewable: An energy resource that cannot be replaced and will be used up.
Renewable: An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.
Fossil fuels: Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.

2. Non- renewable energy resources

Non-renewable energy resources are resources that will run out one day. Fossil fuels (coal, oil and natural gas) and nuclear fuels are examples of non-renewable resources.
Fossil fuels release energy when they are burnt.
Advantage – large amounts of energy can be generated cheaply.
Disadvantage – release large amounts of carbon dioxide that can cause global warming.
Nuclear energy is released from the radioactive substance decaying.
Advantages – Large amounts of energy are released. No harmful gases are released.
Disadvantage – nuclear waste is very dangerous and needs to be stored safely.

3. Renewable energy resources

Renewable energy resources will never run out. The resource can be used again to transfer energy.
An advantage of all renewable resources is that they do not release harmful gases such as carbon dioxide.
Solar panels generate electricity from light. Disadvantage – it is not always sunny.
Wind turbine generates electricity as the wind spins. Disadvantages – it is not always windy/they don't look nice.
Waves can generate electricity by turning a turbine. Disadvantage – they need a lot of waves to work.
Geothermal energy uses steam from hot rocks to turn a turbine. Disadvantage – not many suitable places.

4. The Law of conservation of energy

Energy cannot be created of destroyed, it can only be transferred from one energy store to another

5. Energy transfer and stores

When energy is transferred, the total is conserved, but some energy is dissipated, reducing the useful energy.
Thermal energy store: Filled when an object is warmed up.
Chemical energy store: Emptied during chemical reactions when energy is transferred to the surroundings.
Kinetic energy store: Filled when an object speeds up.
Gravitational potential energy store: Filled when an object is raised.
Elastic energy store: Filled when a material is stretched or compressed.
Dissipated: Become spread out wastefully.

6. Work

Work is done and energy transferred when a force moves an object. The bigger the force or distance, the greater the work. Machines make work easier by reducing the force needed. Levers and pulleys do this by increasing the distance moved, and wheels reduce friction.
Work: The transfer of energy when a force moves an object, in joules.
Lever: A type of machine which is a rigid bar that pivots about a point.
Input force: The force you apply to a machine.
Output force: The force that is applied to the object moved by the machine.
Displacement: The distance an object moves from its original position.
Deformation: When an elastic object is stretched or squashed, which requires work.

7. Heating and cooling

The thermal energy of an object depends upon its mass, temperature and what it's made of. When there is a temperature difference, energy transfers from the hotter to the cooler object.
Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation.
Thermal conductor: Material that allows heat to move quickly through it.
Thermal insulator: Material that only allows heat to travel slowly through it.
Temperature: A measure of the motion and energy of the particles.
Thermal energy: The quantity of energy stored in a substance due to the vibration of its particles.
Conduction: Transfer of thermal energy by the vibration of particles.
Convection: Transfer of thermal energy when particles in a heated fluid rise.
Radiation: Transfer of thermal energy as a wave.

CYCLE 1	SUBJECT	History	TOPICS	Peasants and the plague	YEAR GROUP	7

BOX	Key Knowledge to learn

SECTION A Life in a village

PEASANTS – poor farmers who lived in villages and grew crops for a living. Low status in society.

The life of a VILLEIN (Freemen could leave the village at any time and were paid wages by the Lord)

	Lived	In a village, in a one-roomed hut. Shared hut with animals. No chimney therefore hut was smokey
	Worked	As a farmer. Given land by the Lord to farm. They ate what they grew and sold the rest. 2-3 days a week they had to work (for free) on the Lord's land.
	Freedom	None. Could not leave the village without permission.
	Religion	Everyone was religious and were Christian. The priest was an important person in the village. Peasants paid taxes to the Church and sometimes this would be given to charity. In return they were taught about the Bible, pray for forgiveness of sins, told how they could get to heaven, receive important messages about the world around them, receive sacraments such as baptism and marriage
	Health	Bad compared to us. Not many lived beyond 35 to 40 as knowledge of health and hygiene was poor

SECTION B The Black Death

Symptoms of the Black Death

- Bubonic Plague – lived in the blood of black rats and the fleas that lived on them
- The fleas would bite the humans and pass on the disease
- Victims would get a fever, large boils (buboes) with a rash of red and black spots
- Pneumonic Plague – travelled the air and attacked lungs
- Victims would cough up blood and breath would smell as their lungs rotted

Medieval People thought;

- God had sent the plague as a punishment for peoples sins
- It was caused by 'bad smells' (miasma)
- It was caused by cats and dogs
- It was caused by the body's humours (liquids) not being in 'balance'

How did they cure it?

- Whipped themselves to show God they were sorry for their sins and ask him to save them
- Built giant candles to send a message to God that they were sorry and wanted to be saved
- Some people went wild – drinking, dancing, partying. The king ordered the streets of towns to be cleaned of filth
- Some people tried to eat hot or cold foods, or went to a doctor to be bled to 'rebalance their humours'

SECTION C – How did life change by 1500

Yes	No
• No more villeins – peasants could leave the village when they wanted • There were more towns with more job opportunities (young people could learn a craft and set themselves up in business) • For a time after the plague wages were high • Some peasants could buy their own land • Peasants began to move around more, some moving to towns • When wages were high, houses improved, with fireplaces and chimneys • After the plague some women were able to gain more independence, inheriting businesses if widowed • The church for some became more powerful	• The plague came back several times and thousands more people died • People still couldn't cure major illnesses and most people only lived until the age of 40-50 • Wages went back down to the levels they were at before the plague, when the lords and barons complained to the king • Most people were still farmers living off the land • Bad weather could still lead to a complete failure of the harvest and starvation • Some began to question the role and power of the church as some as a result of plague outbreaks

CYCLE 1	SUBJECT	History	TOPICS	The Medieval Church and Reformation	YEAR GROUP	7

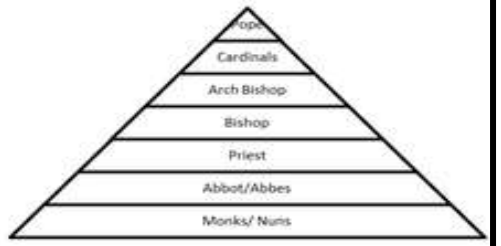
Week	Key Knowledge to learn

SECTION D – The Catholic Church

Structure of Church

Christian Church – the Christian Church's power stretched across all of Europe and was known in the Middle Ages as Christendom. It was led by the Pope based in Rome.

Pope	**Held a position of power and respect, he supervised religious activities across Europe and made all the important religious decisions.**
Archbishops	They followed and implemented the instructions of the Pope. They performed tasks following Church law and practices. Each Christian country may have several archbishops.
Bishop	A Bishop would be responsible for a smaller local area with many parishes and take orders from the Archbishop.
Priest	Each Priest would have a small community to guide in religious practices, they would be many Christians first point of contact with the Church.
Abbots, Monks, Nuns	This groups of people would have taken vows of obedience, poverty and chastity. They would live in a separate community but many Christians would go to monasteries or nunneries for help e.g education, medical attention, charity.



SECTION E – The Protestant Reformation

The Protestant Reformation

The people who questioned the authority and purpose of the Church were called Protestants or Reformers and those loyal to the Pope were called Catholics.

One of the most important of these was Martin Luther, who in October 1517 he published his '95 These'

His actions caused a rift within the Church which would eventually lead to the creation of a Protestant Church.

Criticism	Reason
Loss of Faith	Church leaders were seen as distant and unsympathetic, many leaders choose to stay away during outbreak of the plague
Indulgences	The church increasingly began to sell forgiveness, reformers said that only God can forgive based on your good deeds.
Taxation	Everyone paid taxes to the Church. Many said much of this money was spent on the glory of the people running the church rather than going to the poor.
Leadership	Church leaders, even the Pope, was interfering too much in the running of countries across Europe, and even argued amongst themselves over who was more powerful.
Message	Many said the Church has forgotten its message. Jesus preached humility and poverty not wealth and power, the church seemed to be moving away from this.

SECTION F – Religious Differences

Religious Differences

Catholic Church	Protestant Church
Priests should be separate from Church goers, wear special clothes and remain celibate (unmarried)	Priests should wear simple plain clothes and be part of the congregation and are free to marry
Churches decorated with stain glass and statues of saints be displayed	Churches should be plain and simple without decoration
The Bible should be in Latin and the Priest should relate its messages	The Bible should be translated into all languages so everyone can read its meaning
The bread and wine in the Eucharist are the blood and body of Christ due to a miracle when performed	The bread and wine in the Eucharist are symbols of the blood and body of Christ

Geography	Human Earth	Cycle 1	Year 8

Week	Key Knowledge to learn	
1 – Key terms	**Urban** - cities, towns **Rural** - countryside, villages **Megacity** - urban area with population more than 10 million people **Densely Populated -l**ots of people living in an area > crowded **Sparsely Populated** - only a few people living in an area **GDP** - Gross Domestic Product > money ($) made in country > in one year **LIC** - Low Income Countries > poorest countries > e.g. Nepal **NEE** - Newly Emerging Economies > getting richer > e.g. Brazil **HIC** - High Income Countries > Richest countries > e.g. The UK	**Birth rate** - number of live births (per 1,000 people) > high in LICs **Death rate** - number of deaths (per 1,000 people) > high in LICs **Life expectancy** - average age that a person is likely to live to (in a particular place) **Literacy Rate** - percentage of people who can read and write **Development** - to improve a place > e.g. better education, health care and jobs **Infrastructure –** Places and their connections e.g. roads, rail, buildings
2 – Factors affecting urbanisation and types of employment	**Key terms and Factors affecting urbanisation** **Migration** - moving from one area to another **Urbanisation** - increase in % of a country's population living in urban areas **Population - n**umber of people in a place **Rural to urban** - rural to urban migration → people moving from countryside to cities **Push factors** - people migrate <u>from</u> rural areas → negative reasons e.g. famine **Pull factors** - people migrate <u>to</u> urban areas → positive reasons e.g. better paid jobs **Natural Increase** - young adults → start a family → birth rate higher than death rate	
3 – Types of Employment and transport in Bradford	**Types of employment** **Primary** - getting raw materials from the land and sea e.g. farming → low pay **Secondary** - making products from raw materials e.g. car manufacturing **Tertiary** - service industries → e.g. doctors and teachers → higher pay **Quarternary-** ICT and research e.g. computer designers and scientists	**Examples of Transport in Bradford and Rio** **Bradford:** • **MG2 Managed motorway scheme** – development of extra lanes were build allowing better flow of traffic • **Cycle Superhighway** – development of a cycle lane from Leeds to Bradford reducing cars on roads and air pollution • **Bus lanes** – encouragement of people using a fast bus system going into Bradford **Rio:** • **Tram network** – cheap and easily accessible tram in centre of Rio reducing cars on roads • **Cable car** – connection between city centre and the favelas allowing people to go to work.

Geography	Human Earth	Cycle 1	Year 8

Week	Key Knowledge to learn	
4 – Challenges and Opportunities in Bradford (HIC)	**Challenges in Bradford, UK (HIC)** **Social** - There has been a generally poor standard of education in Bradford with many failing schools leading to a poor standard of education, low educated workforce and lack of high skilled employers **Economic** - 25% of people 16 to 25 are unemployed in Bradford leading to a cycle of poverty **Environmental** - There is congestion and air pollution in Bradford as many people use cars for short journeys, e.g. Leeds Road	**Opportunities in Bradford, UK (HIC)** **Social** - Improvement in schools in Bradford e.g. Dixons Trust gets outstanding GCSE results **Economic** - Development of Bradford Broadway has meant there are now more employment opportunities **Environmental** - Development of Green spaces and improving infrastructure in city centre e.g. City Hall foundations
5– Challenges and Opportunities in Rio (NEE)	**Challenges in Rio de Janeiro, Brazil (NEE)** **Social** - squatter settlements (favelas) → e.g. Rocinha → no sewage system → poor sanitation → waterborne diseases → diarrhea **Economic** - inequalities → some areas much poorer → power cuts → few employment opportunities in favelas → high levels of crime **Environmental** - traffic congestion → roads very busy → lots of air pollution litter and sewage problem → especially on the beaches/sea	**Opportunities in Rio de Janeiro (NEE)** **Social** – Improvement in housing→ provides locals with building materials→ improve homes **Economic** - transport systems extended e.g. cable car→ now includes the favelas → gives residents the opportunity to travel to work in the city center **Environmental** - improved train system → less cars → reduce air pollution ships fined for dumping waste into sea near Rio de Janeiro coast
6 – Sustainable Future in Bradford	**Sustainable –** Meeting the needs of the present without compromising those of future generations **Urban Greening -** refers to public landscaping and **urban** forestry projects that create mutually beneficial relationships between city dwellers and their environments e.g. lister park in Bradford **Renewable energy -** energy that is collected from renewable resources, which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides, waves, and geothermal heat e.g. in Denholme and other surrounding parts of Bradford, wind power is commonly used **Hybrid cars** - These cars produce 90% fewer emissions than traditional models. This is because these vehicles have twin-powered engines, so they consume less fuel and emit less CO2 comparable diesel or petrol powered cars e.g. in Bradford some taxi drivers are now using hybrid cars	

Year 8 Cycle 1 – Knowledge Organiser – Reading and Writing Fiction & Shakespeare

Box A: Shakespeare		Box B: Vocabulary & Skills for Writing		Box C: Word Class and Language Techniques	
1. stage directions	this is an **instruction** in the text of a play indicating the **movement, position, or tone** of an actor, or the **sound effects and lighting**	**1. when to change paragraphs**	a change in **time, place, topic or person** (being described or speaking)	**1.nouns**	words that **name people, places, things** and **ideas**
				2.verbs	words that **show an action**
2. aside	remarks made by characters which **only the audience can hear**	**2. time connectives**	At first, Next, After that, Meanwhile, A little later, Finally,	**3.adjectives**	words that **describe nouns** (things or ideas)
3. soliloquy	where a character **speaks their thoughts aloud** to the audience	**3. opposite adverbs**	suddenly – gradually hastily – reluctantly joyfully- miserably	**4.adverbs**	words that **describe verbs, adjectives** or **other adverbs**
4. patriarchy	a society or organisation where **men are more powerful**. In Jacobean society, fathers or later husbands saw women as a possession.			**5.simile**	a **comparison** using '**like**' or '**as**'
		4. full stops	use full stops to **end sentences** – a chunk of information that makes sense on its own	**6.metaphor**	describing one thing **as though it is another**
5. hierarchy	The uneven distribution of power where a **small number of people** hold the **majority of the power**			**7.personification**	describing something that is **not human** and **non-sentient** (not alive) as having **human behaviours** or **characteristics**
6. Great Chain of Being	The Great Chain of Being is like a **ladder** that shows the importance of everything in the world. The hierarchy of the Great Chain of Being starts with **God** at the top, followed by **angels, humans, animals, plants, and non-living things.**	**5. capital letters**	use capital letters for the **starts of sentences, initials and proper nouns (names)**	**8.tone**	the **mood** of the writing created by **vocabulary choices**
				9.pathetic fallacy	**attribution** of **human emotions** to something **non-living**
7. Jacobean Era	The **literary and artistic period** marked by the rule of **King James I** (1603-1625)	**6. commas**	use commas after **connectives, adverbs, and subordinate clauses** at the starts of sentences and in **lists**	**10.dialogue**	**speech** between characters
				11.repetition	using the **same word** or **phrase** again and again

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
1. believe	1. beneath	1. buried	1. business	1. caught
2. disappear	2. disappoint	2. embarrass	2. energy	2. engagement
3. interesting	3. interrupt	3. issue	3. jealous	3. knowledge
4. sieve	4. design	4. simmering	4. dairy	4. vitamins
5. bibliography	5. series	5. book	5. system	5. catalogue
6. commemorate	6. commission	6. committee	6. compatible	6. comparative
7. feasible	7. February	7. foreign	7. humorous	7. irreparable
8. output	8. cursor	8. password	8. delete	8. preview
9. tourist	9. globalisation	9. tourism	9. habitat	9. transport
10. vertical	10. amount	10. minus	10. volume	10. approximately
WEEK 6	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**
1. chocolate	1. climb	1. column	1. concentration	1. material
2. enquire	2. environment	2. evaluation	2. evidence	2. potential
3. listening	3. lonely	3. lovely	3. marriage	3. sincerely
4. diet	4. water	4. evaluation	4. weight	4. fats
5. thesaurus	5. chapter	5. classification	5. content	5. copyright
6. connoisseur	6. corroborate	6. courteous	6. accommodate	6. assassin
7. livelihood	7. maintenance	7. strategy	7. stratagem	7. truly
8. digital	8. processor	8. program	8. documents	8. programming
9. human	9. transportation	9. igneous	9. tsunami	9. industry
10. multiply	10. weight	10. average	10. multiplication	10. axis
WEEK 11	**WEEK 12**	**WEEK 13**		
1. honorary	1. humorous	1. hypocrisy		
2. illiterate	2. immigrant	2. incidentally		
3. indispensable	3. irrelevant	3. irreparable		
4. weighing	4. fermentation	4. whisking		
5. dedication	5. dictionary	5. editor		
6. acknowledge	6. accidental	6. knowledge		
7. twelfth	7. withhold	7. valuable		
8. graphic	8. scanner	8. hardware		
9. urban	9. infrastructure	9. volcano		
10. axes	10. negative	10. calculate		

CYCLE 1 SPELLINGS

CYCLE 1		SUBJECT	MATHS		YEAR GROUP	8

BOX 1: Key facts

Symbols
= means equal to
≠ means not equal to
≡ means identical to
≤ means less than or equal to
< means less than
≥ means more than or equal to
> means more than
$\sqrt{\ }$ means square root

ONE	TWO	THREE	FOUR	FIVE	SIX
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5	6 x 1 = 6
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15	6 x 3 = 18
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20	6 x 4 = 24
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35	6 x 7 = 42
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40	6 x 8 = 48
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45	6 x 9 = 54
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55	6 x 11 = 66
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60	6 x 12 = 72

SEVEN	EIGHT	NINE	TEN	ELEVEN	TWELVE
7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
7 x 11 = 77	8 x 11 = 88	9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
7 x 12 = 84	8 x 12 = 96	9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144

Metric conversions
mm is short for millimeters
cm is short for centimetres
m is short for metres
km is short for kilometres
ml is short for millilitres
cl is short for centilitres
l is short for litres
mg is short for milligrams
g is short for grams
kg is short for kilograms
t is short for tonne

Mili means one thousandth
Centi means one hundred **or** one hundredth
Kilo means one thousand

There are 10mm in 1cm
There are 100cm in 1m
There are 1000mm in 1m
There are 1000m in 1km

There are 10ml in 1cl
There are 100cl in 1l
There are 1000ml in 1l
There are 1000 litres in 1 cubic metre

There are 10mg in 1cg
There are 100cg in 1g
There are 1000mg in 1g
There are 1000g in 1kg
There are 1000kgs in 1 tonne

Probability

The probability of an event being certain is 1
The probability of an event being impossible is 0
The probability of an event having an even chance of happening is 0.5

There are 6 sides on a normal dice.

There are 52 cards in a pack: 13 cards are red hearts; 13 cards are red diamonds, 13 cards are black spades, 13 cards are black clubs. Each set has an ace, a king, a queen, a jack, and the numbers 2 to 9

Drawing facts

Diagrams and graphs should always be drawn with a pencil and ruler

NOT TO SCALE means the diagram has not been drawn accurately and so you can't make assumptions about lengths and angles

A protractor is used to measure angles. A compass is used to construct arcs and circles

Data

The range of a set of numbers is the difference between the highest and lowest numbers

The mode of a set of numbers is the number that appears the most

The median of a set of numbers is the middle number when the data is in order

The mean, or common average, of a set of numbers can be found by adding all the numbers together and dividing by how many numbers there are

Correlation describes the relationship between two sets of data

CYCLE 1		SUBJECT	MATHS		YEAR GROUP	8

BOX 2: Number sense

Significant Figures	Starting from the **first digit** in a number which is **not a zero.**
Estimate a calculation	The process of rounding numbers to **one significant figure** and then **calculating** to get an **approximate** answer.
Approximate	An answer **close** to the exact value.

BOX 3: Sequences

VOCABULARY	
Sequence	A **pattern** of terms/numbers which follow a **rule**
Term	Each **value in a sequence** is called a term.
Position	The place it is **located.** *e.g. In the sequence: 3, 5, 7, 9 the term '5' has a position of **2** (as is the **2nd term**).*

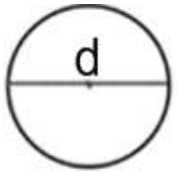
RULES	
Term-to-term rule	A rule which allows you to find the **next term** in a sequence if you know the **previous term.**
Position-to-term rule *(n^{th} Term)*	A rule which allows you to calculate the term that is in the **nth position** of the sequence.
Generate	To **produce** or **create**

TYPES OF SEQUENCES	
Linear Sequences	A sequence where the **difference between terms** increases or decreases by the **same** amount each time. Also known as a **Arithmetic** Sequence. *Algebraically:* $x_n = \boldsymbol{an + b}$

BOX 4: Ratio and scale

LINKS TO: FRACTIONS, DECIMALS, PERCENTAGES

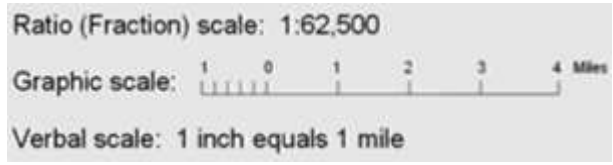
e.g. the ratio **15**:35 is: $\frac{15}{50}$ in fractional form
0.3 in decimal form
30% in percentage form

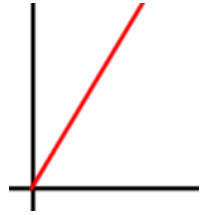
RATIO	
Ratio	**Compares** the size of one part to **another part**.
Ratio Notation	The ratio of A to B is written as **A:B**
Part *(Share)*	A **proportion** of the original amount.
Proportion	Proportion **compares** the size of one part to the size of the **whole**.
Unit	A **standard** amount used to **measure** something
Compound Units	A unit made of **two other units**. *e.g. speed = distance ÷ time* *m/s* *Density = mass ÷ volume* g/cm^2 *Pressure = force ÷ area* N/m^2
Circumference of a circle	Circumference = **pi x diameter** $C = \boldsymbol{\pi d}$ OR $C = \boldsymbol{2\pi r}$ 
Gradient (H)	How **steep** a line is. Can be positive or negative. **(Change in y)** / **(Change in x)** It gives the **rate of change**.

BOX 5: Multiplicative change

SCALE	
Scale	The **ratio** of the lengths in a model/map/diagram to the lengths in **real life**
Scale Factor	The **ratio** of **corresponding sides** of two similar shapes.
Similarity	Two shapes are similar when one is an **enlargement** of the other. All **angles** are the same, but the **lengths of sides** are different.

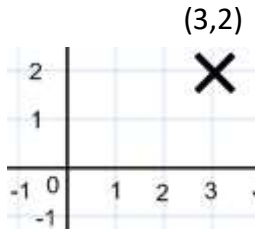
EXAMPLES: MAP SCALES



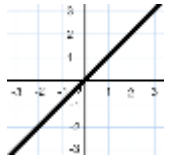
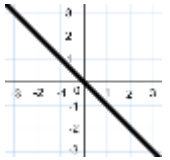
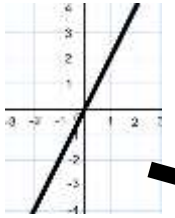
PROPORTION	
Direct Proportion	If two quantities are in direct proportion, as one increases, the other **increases** at the same rate
Direct proportion graphically (H)	

CYCLE 1		SUBJECT	MATHS		YEAR GROUP	8

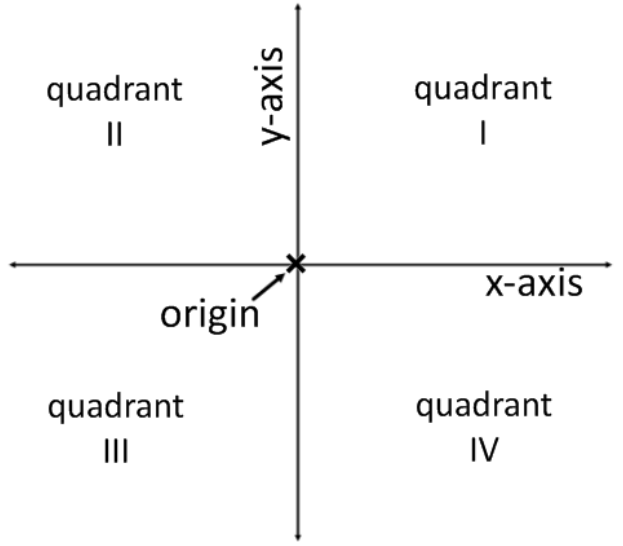
BOX 6: Working in the Cartesian plane

COORDINATES		
Axis (plural: axes)	The **x** axis is horizontal. The **y** axis is vertical.	
Quadrant	The **four regions** separated by the axes.	
Coordinate	Give a **position** of a **point** on a grid. The first number (**x**) moves **left** (-) or **right** (+). The second number (**y**) moves **up** (+) or **down** (-). (**x**, **y**) *e.g. (3,2) means the **point** that is 3 to the right and 2 up from the origin.*	
Origin	The coordinate **(0, 0)**	
Line Segment	A line joining **two points**.	
Midpoint	The **middle** of a line segment.	

Links to: DIRECT PROPORTION	
Direct Proportion	If two quantities are in direct proportion, as one increases, the other **increases** at the same rate If y is directly proportional to x, this can be written as **$y \propto x$**
y = kx	An equation of the form **y=kx** represents direct proportion, where k is the **constant of proportionality**.

LINEAR GRAPHS		
y = x	Every point on this line, the y coordinate is **equal to** the x coordinate. *e.g. (3,3), (-2,-2), (0,0)*	
y = -x	Every point on this line, the y coordinate is **equal to** the **negative** of the x coordinate *e.g. (3, -3), (-2,2)*	
y = a	These lines are always **horizontal**. *For example y = 2* *Every point on this graph, the y coordinate equals 2* *e.g. (0,**2**), (5,**2**)*	
x = a	These lines are always **vertical**. *For example x = 2* *Every point on this graph, the x coordinate equals 2* *e.g. (**2**,0), (**2**,5)*	
y = kx	These lines always go through the **origin.** *For example y = 2x* *Every point on this graph, the y coordinate is double the x coordinate*	

LINEAR GRAPHS	
y = mx + c	The general equation of a linear graph, where **m** is the **gradient** and **c** is the **y-intercept.**
Gradient	How **steep** a line is. Can be positive or negative. $\frac{\text{(Change in y)}}{\text{(Change in x)}}$ It gives the **rate of change**.
y- intercept	Where the line **crosses** the **y-axis**

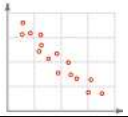
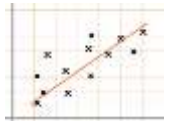


Links to: SEQUENCES	
Linear Sequence	A sequence where the **difference between terms** is the **same** each time, can be increasing or decreasing. Also known as a **Arithmetic** Sequence. *Algebraically:* $x_n = \boldsymbol{an + b}$

CYCLE 1		SUBJECT	MATHS		YEAR GROUP	8

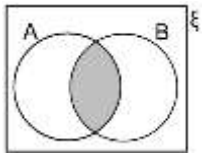
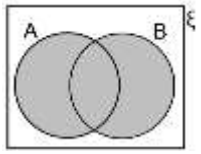
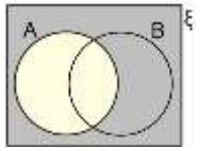
BOX 7: Collecting and representing data

TYPES OF DATA	
Hypothesis	A statement that **might be true**, which can be **tested**
Data	A collection of **information**
Primary	Data collected **yourself** for a specific reason
Secondary	Data you are using that was collected by **someone else** for a different reason
Qualitative	Data that can only be written in **words**, not numbers, e.g. eye colour, favourite animal
Quantitative	**Numerical** data, e.g. shoe size, height of a plant.
Continuous	Numerical data that can be **measured**, e.g. height of a plant. It has an infinite number of possible values within a selected range
Discrete	Data which can only take **certain values**, e.g. eye colour, shoe size
Grouped	Numerical data that has been ordered and **sorted into groups** called classes

DISPLAYING BIVARIATE DATA		
Bivariate data	Data containing **two variables**	
Variable	Something that can **change or vary.**	
Scatter graph	A **graph** to show **bivariate** data	
Correlation	When there is a **relationship** between two sets of data, but we don't know if one caused the other	
Causation	When the independent variable **causes** the dependent variable	
Positive correlation	As one variable increases, the other **increases**	
Negative correlation	As one variable increases, the other **decreases**	
No correlation	There is **no relationship** between the two variables.	
Line of best fit	A line that **best represents** the data on a scatter graph. In maths GCSE it is always straight, but in science it can be curved.	
Outlier	A value that '**lies outside**' most of the other values in a set of data. An outlier is **much smaller** or **much larger** than the other values in a set of data.	
Interpolate	**Estimating** a value **within** the range of data we have	
Extrapolate	**Estimating** a value from **outside** of the data range we have. It is **not reliable.**	

BOX 8: Tables and probability

PROBABILITY NOTATION	
P(A) =	The **probability of an event A** =
P(A') =	The probability that event A **will not occur** = The complement of A.
P(A ∩ B) =	The probability that **both events A and B** will occur = **The intersection**.
P(A ∪ B) =	The probability that **event A or B or both** will occur = **The union**.

VENN DIAGRAMS		
Venn Diagram	A diagram using circles or other shapes, to **show the relationship** between sets	
Set	A **collection of items** with one of each member	
The Intersection	(A ∩ B) **In A and in B**	
The Union	(A ∪ B) **In A or in B or in both**	
The Compliment	A' **Not in A**	

1.1 - Skeletal and Muscular Systems	
Skeletal System	Allows **movement**, holds us **upright** and **protects organs**.
Muscular System	Muscles **contract** and **pull** on **bones** to allow **movement**.
Joint	Where two **bones join together**. The ends of the bones are covered in **cartilage,** and **synovial fluid** lubricates the joint.
Ligament	**Elastic tissue** that **joins two bones** together.
Tendon	**Inelastic tissue** that **joins** a **muscle** to a **bone**.
Antagonistic Muscles	Muscles that work in **pairs**. When one **contracts** (shortens), the other **relaxes** (lengthens).
1.2 - Food Groups	
Carbohydrate	Main source of **energy**.
Lipids (fats and oils)	Act as a **store** of **energy**. Body fat keeps us **warm**.
Proteins	For **growth** and **repair**.
Vitamins & Minerals	Needed in **small amounts** to **maintain health**. E.g. **calcium** for **strong bones** and **teeth, iron** for **red blood cells**.
Water	Needed for **chemical reactions** in cells and **body fluids**.
Fibre	Helps food **move** through the **gut**. Prevents **constipation**.
1.3 - Digestive System	
Enzymes	Chemicals that **break down** food into **smaller soluble molecules** so that they can be **absorbed** into the **blood.**
Mouth	**Teeth chew** food and mix it with **saliva**. Saliva contains **enzymes** that digest **carbohydrates**.
Oesophagus	**Connects** the **mouth** to the **stomach**.
Stomach	Food is **churned** in **hydrochloric acid** which kills bacteria. **Enzymes** digest **proteins**.
Small Intestine	**Enzymes** digest **carbohydrates**, **lipid** and **proteins**. Food is **absorbed** into the **blood**.
Large Intestine	**Water** is **absorbed** into the **blood**.
Rectum	**Undigested** food is compacted and stored as **faeces** then leaves the body through the **anus**.

1.4 - Respiratory System		
Trachea	**Windpipe** that carries air into the lungs. Splits into two tubes called the **bronchi**, then smaller tubes called **bronchioles**.	
Alveoli	Small **air sacs** where **gas exchange** occurs. **Oxygen** diffuses into the blood. **Carbon dioxide** diffuses into the alveoli.	
Adaptations of Alveoli for Gas Exchange	**Many** small alveoli -> give a **large surface area**.	
	Moist -> allows gases to **dissolve.**	
	Thin walls -> gases do **not** have far to **travel.**	
	Good **blood supply** -> maintains **steep** concentration gradient.	
Diaphragm	Sheet of **muscle** under the ribcage.	
Breathing In	Diaphragm **contracts** and moves **down**. Ribs move **up** and **out**. Lung volume **increases**, pressure **decreases**, air goes **in**.	
Breathing Out	Diaphragm **relaxes** and moves **up**. Ribs move **in** and **down**. Lung volume **decreases**, pressure **increases**, air goes **out**.	
1.5 - Circulatory System		
Heart	**Pumps blood** around the body.	
Double Circulatory System	One loop pumps blood from the **heart** to the **lungs** to be **oxygenated**.	
	Other loop pumps blood from the **heart** to the **body cells** where **oxygen** is used in **respiration**.	
Blood Vessels	**Arteries**	Carry blood **away** from the heart.
	Veins	Carry blood **towards** the heart.
	Capillaries	Connect **arteries** and **veins**. Allow substances to be **exchanged** between the **blood** and **tissues**. E.g. oxygen and glucose.
Parts of the Blood	**Red blood cells**	Carry **oxygen**.
	White blood cells	Fight **infections**. Kill **micro-organisms**.
	Platelets	Allow blood to **clot** and form **scabs**.
	Plasma	**Liquid** part of the blood.

Y8 Science Cycle 1 - Sheet 1
the Body

2.1 - Properties and Uses of Metals	
Copper	Used for **electrical wiring** -> good **conductor** of **electricity** and **ductile**.
Gold	Used to make **jewellery** -> **shiny** and **resistant** to **corrosion**.
Steel	Used for **buildings**, **bridges** and **cars** -> very **strong**. Steel is an **alloy** of **iron**.
Aluminium	Used for **aeroplanes** and **overhead cables** -> has a **low density** so it is **lightweight**.
Titanium	Used for **hip replacements** -> **resistant** to **corrosion**, **strong** and **low density**.

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

2.3 - Reactions of Metals	
Metal + Acid	**metal + acid -> salt + hydrogen**
	Metal will **react** if it is **more reactive** than **hydrogen**.
	Test for **hydrogen gas** using a **lit splint**. Listen for **squeaky pop.**
Metal + Oxygen	**metal + oxygen -> metal oxide**
	Oxidation reaction as **metal gains oxygen**.
Metal + Water	**metal + water -> metal hydroxide + hydrogen**
	Only **very reactive** metals e.g. **group 1 alkali metals**.
	Metal hydroxide produces **alkaline** solution. Turns **universal indicator purple**.
Displacement Reaction	A **more reactive** metal **displaces** a **less reactive** metal from its **compound**.
Rusting	Occurs when **iron** or **steel** reacts with both **oxygen** and **water.**

2.4 - Extraction and Recycling of Metals	
Ore	A **rock** that you can **extract** a **metal** from.
Extraction using Carbon	Use if the metal is **less reactive** than **carbon**.
	Heat meal oxide with **carbon**. **Carbon displaces metal** from its oxide.
	E.g. carbon + iron oxide -> iron + carbon dioxide.
Extraction using Electrolysis	Use if the metal is **more reactive** than **carbon**.
	Split up metal oxide using an **electrical current**.
	e.g. aluminium oxide -> aluminium + oxygen
Advantages of Recycling	**Less waste** sent to **landfill. Less energy** used as **less mining** and **extraction** required. **Conserves ores** which are **limited resources**.

Y8 Science Cycle 1 - Sheet 2
Metals

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

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

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

3.4 - Terminal Velocity for a Sky Diver (Don't draw diagrams)	
Stage 1 	**Weight** is much **greater** than **air resistance.** Resultant force acting **down**. Sky diver **accelerates** as he falls.
Stage 2 	As sky diver **accelerates**, air resistance **increases.** Resultant force is **less** but still acts **down**. Sky diver still **accelerates** but at a **slower** rate.
Stage 3 	**Air resistance** is now **equal** to the **weight**. Forces are **balanced** – no resultant force. Sky diver falls at a **constant** speed known as **terminal velocity**.
Stage 4 	**Air resistance** now **greater** than **weight** as parachute provides a **larger surface area**. Resultant force now acts **up**. Sky diver is still falling but **decelerates**.
Stage 5 	As sky diver **decelerates**, air resistance **decreases**. Forces are **balanced** again – no resultant force. Sky diver fall at a new **slower terminal velocity**.

Y8 Science Cycle 1 - Sheet 3

Forces & Motion

1.1 - Pathogens	
Pathogens	**Micro-organisms** that cause **infectious diseases**. Four types: **bacteria**, **viruses**, **fungi** and **protist**.
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.**
Protist	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**.
1.2 - The Body's Natural Barriers to Infection	
Nose	Nose **hairs trap** micro-organisms.
Eyes	Tears contain an **enzyme** called **lysozyme** which **kills** micro-organisms.
Airways	**Mucus traps** micro-organisms. Tiny **hairs** on **cilia cells sweep** mucus out of the airways.
Stomach	Contains **hydrochloric acid** which **kills** micro-organisms.
Skin	Acts as a **physical barrier**. **Scabs** are formed when **platelets** cause **blood clotting**.

1.3 - 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.	
1.4 - 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**.	

Y8 Science Cycle 2 - Sheet 1

Health & Disease

RE	Islam Practices	CYCLE 1	Year 8

Area	Key Knowledge to learn
1. Salah, Hajj Zakah and Sawm	• The five pillars of Islam are the five major practices for **Sunni** Muslims. They are: **Shahadah, Salah, Zakah, Hajj and Sawm.** • Sunni Muslims would pray five times a day, however, Shia Muslims would pray three times a day. Prayer is important because it is **compulsory**, a way to seek forgiveness and it helps Muslims get closer to Allah. Both Sunni and Muslims recite the same number of prayers • Both Shi'a and Sunni Muslims pay zakah which Is money given to the poor. Muslims need to give around 2.5% of their annual wealth to support the poor and needy. Zakah is important as it purifies wealth, a way to gain great reward from Allah and it helps the Muslim **community.** • Hajj is a annual **pilgrimage** (religious journey to Mecca) and must be done at least once in your lifetime. Both Sunni and Shi'a Muslims support Hajj as It removes all sins and bring Muslims closer to Allah. • Sawm is fasting during the month of **Ramadhan**. Sunni and Shi'a Muslims agree sawm is important as rewards are multiplied during this month. Fasting reminds Muslims about the poor and brings Muslims closer to Allah.
2. The Ten Obligatory Acts if Shi'a Islam	• The ten obligatory acts are ten practices Shi'a Muslims must complete. They are; **Salah, Zakah, Sawm,Hajj, Munkar, Maroof, Tawalla, Tabarra, Khums and Jihad.** • Khums is a 20% tax paid based on income. It is split five ways. Muhammad (pbuh), relatives of Muhammad, orphans, the needy and travellers in need of money to return home. Only Shi'a Muslims practice khums. The money owed to Muhammed and his relatives now goes to the leaders of Shi'a Islam to help protect their faith • Jihad is important to all Muslims and it means to struggle or to strive to serve Allah. Today Muslims use jihad in two contexts. **Greater jihad** is the internal struggle to serve Allah and to stay on the right path. **Lesser jihad** is the struggle to fight and defend Islam. • Maroof means to direct others to do good and Munkar means commanding what is just and **forbidding** evil. These practices help Shi'a Muslims to become better Muslims. • Tawalla is a Shi'a obligatory act. It means to show love to those in Allah's path. Secondly, Tabarra is to express hatred/disassociation with those who oppose Allah. Many Sunni Muslims do not have this belief and there are **scholars** today who say that Tawalla and Tabarra should be rejected as they cause **division** in the religion, so rejecting them would help bring Muslim unity.
3 **Islam Festivals**	• Eid ul-Fitr is the Eid festival celebrated at the end of Ramadan. It is the start of the new month, **Shawwal**, brought in by the sighting of the new Moon. Eid is welcomed by all Muslims. Muslims would prepare food, decorate their houses, visit cemeteries to remember the dead and exchange gifts. • Eid ul-Fitr is important because it reminds Muslims of people who regularly go hungry and they would give zakah during this celebration to help the poor. It teaches Muslims time should not be wasted. Prayer and Quran should be the main **priority.** • Eid ul -Adha is the Eid festival celebrated to **commemorate** Ibrahim for passing the test God gave him. Muslims would celebrate this Eid in the same way as they would for Eid ul-Fitr, however, they would also perform **qurbani,** which is sacrificing an animal and sharing the meat among your friends, relatives and the poor. • The day of **Ashura** is remembered by both Sunni and Shia Muslims, however they remember it for different reasons. Sunni Muslims remember the day of Ashura as a day of **atonement.** Sunni Muslims would often fast on this day as they believe their previous sins would be forgiven. However, for Shi'a Muslims it is a day of **sorrow**. The day remembers the death of Husayn and members of his family in the battle of Karbala. Shi'a Muslims would wear black to symbolize grief, read poems about the tragic event.

RE	Animal rights	CYCLE 1	Year 8

Week	Key Knowledge to learn
4 **Stewardship and Dominion**	• **Stewardship** is the idea to protect something. Both religious and non religious people believe humans have the duty to protect as the world and all it contains for many reasons. • Hindus believe that the supreme being, **Brahman,** created the world, which of course makes it **sacred**. They also believe Brahman is present in everything, so doing harm to the world us doing harm to Brahman as well. Both Christians and Muslims believe God created the world and instructed humans to take care of the earth. • Many non-religious people are also deeply concerned for the future of the planet. **Atheists** argue that humans should protect the earth and all it contains for future generations. • Many Jews believe God gave humans the duty of **stewardship** as God made the world and all it contains. In Sikhism God created the world as a gift, therefore Sikhs should protect the earth. • Buddhists believe all life should be respected. As we will use the earth during many lifetimes, we should protect it for ourselves as well as for our children. • **Dominion** is the idea to rule over the earth and all it contains. Some Christians and Muslims believe God gave them the right to rule over the earth. This means humans can use the world in any way they want. For example, some Muslims and Christians accept **deforestation** because God gave them permission to do so. • Some Muslims believe nature is inferior to humans and can be used to improve people's wellbeing.
5 **Using Animals for Food**	• Muslims believe certain animals can be used for food as long as they have been **ritually slaughtered**. The Quran supports the idea of animals as food and prophet Muhammad also ate meat. This means many Muslims would eat meat as it is supported by God. However, some Muslims do not eat meat for many reasons such as personal choice, diet, health issues and dislike the taste of meat. • Christians also support the idea of eating meat as Jesus ate meat such as fish. However, some Christians do not eat meat and are **vegetarians** because they have medical problems or they do not like the taste of meat or they disagree with farming or slaughter methods. • Many Buddhists are vegetarian out of respect for all life- animals are also part of the cycle of rebirth. Keeping the first **precept** or non harming would encourage vegetarianism. • Most Hindus are vegetarian out of respect for life and **ahimsa** (non violence). Teachings in the Vedas forbids the killing of animals. • Many Sikhs consider ritually killing an animal for food is cruel treatment. Many are vegetarians out of respect for God's creation., However, Guru Gobind Singh permitted the eating of meat so some Sikhs accept the idea of using animals for food.
6 **Animal Rights and Experiment-tion**	• Animal rights are the rights animals have to live without **cruelty** and to have good treatment. Laws are in place to protect animals and this means we cannot just do what we want with/to them. • Animals have the right to be treated properl yand fairly , even when we intended to use them for food or in experimentation. • Animals have many uses such as pets, helpers, guides/workers, providers (eggs, wool and milk), food, sport and experimental subjects. • Some animals are bred deliberately for life as an experiment subject. Most experiments test for toxicity, of medicine and medical techniques. Animals are also tested on to improve surgical skills for operations. • Animals can and often do suffer greatly in experiments and any animal used in an experiment is then humanely destroyed, even if the experiment was successful. Many experiments seem unnecessary and scientists have developed other means of testing, without using animals, but they are very expensive. Some people are against all forms of animal experimentation. • Buddhists believe animals should not be harmed as the first precept teaches humans to not harm other living beings. • Christians believe animals are apart of creation and deserve **respect** and protection. Muslims believe that Muhammad (pbuh) insisted animals were well treated. However many Christians and Muslims accept animal experimentation if it wil help to improve human life. • Hindu respect all animals as many **deities** are linked to specific animals and Hindus support the idea of ahimsa (nonviolence) and will avoid harming all forms of life.

French	Key Information	CYCLE 1	All Years

Les jours de la semaine

- lundi
- mardi
- mercredi
- jeudi
- vendredi
- samedi
- dimanche

Les mois

- janvier
- février
- mars
- avril
- mai
- juin
- juillet
- août
- septmebre
- octobre
- novembre
- décembre

Les nombres en français

0	zero	10	dix	20	vingt	30	trente
1	un	11	onze	21	vingt-et-un	31	trente-et-un
2	deux	12	douze	22	vingt-deux	32	trente-deux
3	trois	13	treize	23	vingt-trois	33	trente-trois
4	quatre	14	quatorze	24	vingt-quatre	34	trente-quatre
5	cinq	15	quinze	25	vingt-cinq	35	trente-cinq
6	six	16	seize	26	vingt-six	36	trente-six
7	sept	17	dix-sept	27	vingt-sept	37	trente-sept
8	huit	18	dix-huit	28	vingt-huit	38	trente-huit
9	neuf	19	dix-neuf	29	vingt-neuf	39	trente-neuf
40	quarante	50	cinquante	60	soixante	70	soixante-dix
41	quarante-et-un	51	cinquante-et-un	61	soixante-et-un	71	soixante-onze
42	quarante-deux	52	cinquante-deux	62	soixante-deux	72	soixante-douze
43	quarante-trois	53	cinquante-trois	63	soixante-trois	73	soixante-treize
44	quarante-quatre	54	cinquante-quatre	64	soixante-quatre	74	soixante-quatorze
45	quarante-cinq	55	cinquante-cinq	65	soixante-cinq	75	soixante-quinze
46	quarante-six	56	cinquante-six	66	soixante-six	76	soixante-seize
47	quarante-sept	57	cinquante-sept	67	soixante-sept	77	soixante-dix-sept
48	quarante-huit	58	cinquante-huit	68	soixante-huit	78	soixante-dix-huit
49	quarante-neuf	59	cinquante-neuf	69	soixante-neuf	79	soixante-dix-neuf

80	quatre-vingt	90	quatre-vingt-dix
81	quatre-vingt-et-un	91	quatre-vingt-onze
82	quatre-vingt-et-deux	92	quatre-vingt-douze
83	quatre-vingt-et-trois	93	quatre-vingt-treize
84	quatre-vingt-et-quatre	94	quatre-vingt-quatorze
85	quatre-vingt-et-cinq	95	quatre-vingt-quinze
86	quatre-vingt-et-six	96	quatre-vingt-seize
87	quatre-vingt-et-sept	97	quatre-vingt-sept
88	quatre-vingt-et-huit	98	quatre-vingt-dix-huit
89	quatre-vingt-et-neuf	99	quatre-vingt-dix-neuf

100	cent	600	six cents	105	cent cinq	1,001	mille et un	74,000	soixante-quatorze mille
200	deux cents	700	sept cents	149	cent quarante-neuf	1,500	mille cinq cents	100,000	cent mille
300	trois cents	800	huit cents	181	cent quatre-vingt-un	1,766	sept cent soixante-six	1,000,000	un million
400	quatre cents	900	neuf cents	501	cinq cent un	2,001	deux mille un	3,000,000	trois millions
500	cinq cents	1,000	mille	565	cinq cent soixante-cinq	40,000	quarante mille	1,000,000,000	un-millard

French	Marking Sticker	CYCLE 1	All Years

Title:					
Detail	**WWW**	**EBI**	**Tenses**	**WWW**	**EBI**
Connectives	1 2 3		Present tense	1 2 3	
Opinions	1 2 3		Past Perfect	1 2 3	
Reasons (adjectives)	1 2 3		Imperfect	1 2 3	
Intensifiers	1 2 3		Conditional	1 2 3	
Time expressions	1 2 3		Simple Future	1 2 3	
Adverbs	1 2 3		Pluperfect	1 2 3	
Negatives	1 2 3		Perfect Conditional	1 2 3	
			Subjunctive	1	
Comparatives	plus moins		Modal Verbs	1	
Superlatives	le plus le moins le pire le meilleur		Other Persons	1 2 3	
			Quality of Work	Si j'avais le choix	
Si clause	1 2 3				
Openers	1 2 3		**1 Excellent**	Quand j'étais plus jeune	
Exclamation	1 2 3		**2 Good**	Pour que je sois contente	
Questions	1 2 3			Quand je serai plus âgé	
Total:			**4 Poor**	vu que	
				tandis que	
				Si je pourrais	
				Pour que je puisse	

French	French Literacy Mat	CYCLE 1	All Years

Connectives
car / parce que = because
mais = but
puisque = since
aussi = also
donc = therefore
puis = then
après = after
Ensuite = next/then
ou = or
cependant = however
par conséquent = as a result
étant donné que = given that
tandis que = whereas
vu que = considering that
Malgré = despite
Afin que = so that
Pourvu que = given that
Sauf = except
En outre = furthermore
Pour que = so that

Openers
D'abord = Firstly
Par contre = On the other hand
Premièrement = Firstly
Deuxièment = Secondly
Troisièmement = Thirdly
Finalement = Finally
Pour moi = As for me

Subjunctive
Pour que je sois = so that I am
Pour que je puisse = so that I can
Il faut que = It is necessary that
Il est essential qu'il aie = it is essential that there is…
Il est necessaire qu'on fasse = it is necessary that we do

Questions
Pourquoi? = Why
Qui? = Who?
Quand? = When?
Comment? = How?
Quel (le) = What?
N'est-ce pas? = Isn't it?
As-tu / Avez-vous? = Do you have?

Intensifiers
très = very
assez = quite
un peu = a little
vraiment = really
beaucoup = a lot

Complex Opinions
Je pense que = I think that
J'estime que = I consider that
Je crois que = I believe that
Il me semble que = It seems to me that
Je trouve que = I find that
À mon avis = In my opinion
En ce qui me concerne = Concerning me
Je suis d'accord car = I agree because

Time Expressions
Aujourd'hui = Today
Hier = Yesterday
Demain = Tomorrow
En été = In summer
En hiver = In winter
L'année dernière = Last year
L'année prochaine = Next year
À l'avenir = In the future
La semaine dernière = Last week
Le mois prochain = Next month

Adjectival Agreement
un garçon intelligent = a clever boy
une fille intelligente = a clever girl
un pull bleu = a blue jumper
une veste grise = a grey blazer
une cravate violette = a purple tie
une chemise blanche = a white shirt

Adverbs
d'habitude = usually
normalement = normally
quelquefois = sometimes
tous les jours = every day
généralement = generally

Superlatives
le / la moins = the least
le / la plus = the most
le / la pire = the worst
le / la meilleur (e) = the best

Exclamation
Quelle surprise! = What a surprise!
Quelle chance! = What luck!
Quel dommage! = What a shame!
Quelle horreur! = What horror!

Negatives
ne… pas = not
ne… jamais = never
ne… que = only
ni… ni = neither… nor
ne… plus = no longer/not anymore

Comparatives
plus… que = more… than
moins… que = less… than
mieux que = better than
pire que = worse than

Reasons (Adjectives)
c'est… = it is…
c'était… = it was…
ce sera… = it will be…
ce serait…=it would be…

intéressant = interesting
passionnant = exciting
sympa = nice
époustouflant = mind-blowing
triste = sad
affreux = terrible
épouvantable = dreadful
bizarre = strange
sale = dirty
propre = clean
bruyant = noisy
tranquille = calm
beau/joli = nice
cher = expensive
différent = different
ennuyeux = boring
mauvais/mal = bad
paresseux = lazy
vieux = old
propre = clean
facile = easy
moche/ laid = ugly
grand = big
petit = small

French	Tense Timeline	CYCLE 1	All Years

= MINUS tense

= PLUS tense

Imperfect

I used to play

Je jouais

Present

I play

Je joue

Simple Future

I will play

Je jouerai

Conditional Perfect

I would have played

J'aurais joué

Pluperfect

I had played

J'avais joué

Past Perfect

I played

J'ai joué

Near Future

I am going to play

Je vais jouer

Conditional

I would play

Je jouerais

French	Verbs	CYCLE 1	All Years

Present Tense Regular Verbs

ER verb habiter = to live			**IR verb** finir = to finish			**RE verb** attendre = to wait		
Je (J')	habit **e**	*I live*	**Je (J')**	fin **is**	*I finish*	**Je (J')**	attend **s**	*I wait*
Tu	habit **es**	*You live (s/informal)*	**Tu**	fin **is**	*You finish (s/informal)*	**Tu**	attend **s**	*You wait (s/informal)*
Il	habit **e**	*He lives*	**Il**	fin **it**	*He finishes*	**Il**	attend **_**	*He waits*
Elle	habit **e**	*She lives*	**Elle**	fin **it**	*She finishes*	**Elle**	attend **_**	*She waits*
On	habit **e**	*We live*	**On**	fin **it**	*We finish*	**On**	attend **_**	*We wait*
Nous	habit **ons**	*We live*	**Nous**	fin **issons**	*We finish*	**Nous**	attend **ons**	*We wait*
Vous	habit **ez**	*You live (pl/formal)*	**Vous**	fin **issez**	*You finish (pl/formal)*	**Vous**	attend **ez**	*You wait (pl/formal)*
Ils	habit **ent**	*They live (m/mixed)*	**Ils**	fin **issent**	*They finish (m/mixed)*	**Ils**	attend **ent**	*They wait (m/mixed)*
Elles	habit **ent**	*They live (f)*	**Elles**	fin **issent**	*They finish (f)*	**Elles**	attend **ent**	*They wait (f)*

Present Tense Irregular Verbs

avoir = to have			**être = to be**			**faire = to do**			**aller = to visit**		
Je (J')	**ai**	*I have*	**Je (J')**	**suis**	*I am*	**Je (J')**	**fais**	*I do*	**Je (J')**	**vais**	*I go*
Tu	**as**	*You have (s/informal)*	**Tu**	**es**	*You are (s/informal)*	**Tu**	**fais**	*You do (s/informal)*	**Tu**	**vais**	*You go (s/informal)*
Il	**a**	*He has*	**Il**	**est**	*He is*	**Il**	**fait**	*He does*	**Il**	**va**	*He goes*
Elle	**a**	*She has*	**Elle**	**est**	*She is*	**Elle**	**fait**	*She does*	**Elle**	**va**	*She goes*
On	**a**	*We have*	**On**	**est**	*We are*	**On**	**fait**	*We do*	**On**	**va**	*We go*
Nous	**avons**	*We have*	**Nous**	**sommes**	*We are*	**Nous**	**faisons**	*We do*	**Nous**	**allons**	*We go*
Vous	**avez**	*You have (pl/formal)*	**Vous**	**êtes**	*You are (pl/formal)*	**Vous**	**faites**	*You do (pl/formal)*	**Vous**	**allez**	*You go (pl/formal)*
Ils	**ont**	*They have (m/mixed)*	**Ils**	**sont**	*They are (m/mixed)*	**Ils**	**font**	*They do (m)*	**Ils**	**vont**	*They go (m/mixed)*
Elles	**ont**	*They have (f)*	**Elles**	**sont**	*They are (f)*	**Elles**	**font**	*They do (f)*	**Elles**	**vont**	*They go (f)*

French | Verbs | CYCLE 1 | All Years

INFINITIVE: porter = to wear (Regular er)

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
I had worn	I used to wear	I wore	I am wearing/I wear	I am going to wear	I will wear	I would wear	I would have worn
Je (J') avais **porté**	**Je (J')** port **ais**	**Je (J')** ai **porté**	**Je (J')** port **e**	**Je (J')** vais **porter**	**Je (J')** porter **ai**	**Je (J')** porter **ais**	**Je (J')** aurais **porté**
Tu avais **porté**	**Tu** port **ais**	**Tu** as **porté**	**Tu** port **es**	**Tu** vas **porter**	**Tu** porter **as**	**Tu** porter **ais**	**Tu** aurais **porté**
Il avait **porté**	**Il** port **ait**	**Il** a **porté**	**Il** port **e**	**Il** va **porter**	**Il** porter **a**	**Il** porter **ait**	**Il** aurait **porté**
Elle avait **porté**	**Elle** port **ait**	**Elle** a **porté**	**Elle** port **e**	**Elle** va **porter**	**Elle** porter **a**	**Elle** porter **ait**	**Elle** aurait **porté**
On avait **porté**	**On** port **ait**	**On** a **porté**	**On** port **e**	**On** va **porter**	**On** porter **a**	**On** porter **ait**	**On** aurait **porté**
Nous avions **porté**	**Nous** port **ions**	**Nous** avons **porté**	**Nous** port **ons**	**Nous** allons **porter**	**Nous** porter **ons**	**Nous** porter **ions**	**Nous** aurions **porté**
Vous aviez **porté**	**Vous** port **iez**	**Vous** avez **porté**	**Vous** port **ez**	**Vous** allez **porter**	**Vous** porter **ez**	**Vous** porter **iez**	**Vous** auriez **porté**
Ils avaient **porté**	**Ils** port **aient**	**Ils** ont **porté**	**Ils** port **ent**	**Ils** vont **porter**	**Ils** porter **ont**	**Ils** porter **aient**	**Ils** auraient **porté**
Elles avaient **porté**	**Elles** port **aient**	**Elles** ont **porté**	**Elles** port **ent**	**Elles** vont **porter**	**Elles** porter **ont**	**Elles** porter **aient**	**Elles** auraient **porté**

INFINITIVE: finir = to finish (ir)

I had finished	I used to finish	I finished	I am finishing/ I finish	I am going to finish	I will finish	I would finish	I would have finished
Je (J') avais **fini**	**Je (J')** finiss **ais**	**Je (J')** ai **fini**	**Je (J')** fin **is**	**Je (J')** vais **finir**	**Je (J')** finir **ai**	**Je (J')** finir **ais**	**Je (J')** aurais **fini**
Tu avais **fini**	**Tu** finiss **ais**	**Tu** as **fini**	**Tu** fin **is**	**Tu** vas **finir**	**Tu** finir **as**	**Tu** finir **ais**	**Tu** aurais **fini**
Il avait **fini**	**Il** port **ait**	**Il** a **fini**	**Il** fin **it**	**Il** va **finir**	**Il** finir **a**	**Il** finir **ait**	**Il** aurait **fini**
Elle avait **fini**	**Elle** finiss **ait**	**Elle** a **fini**	**Elle** fin **it**	**Elle** va **finir**	**Elle** finir **a**	**Elle** finir **ait**	**Elle** aurait **fini**
On avait **fini**	**On** finiss **ait**	**On** a **fini**	**On** fin **it**	**On** va **finir**	**On** finir **a**	**On** finir **ait**	**On** aurait **fini**
Nous avions **fini**	**Nous** finiss **ions**	**Nous** avons **fini**	**Nous** fin **issons**	**Nous** allons **finir**	**Nous** finir **ons**	**Nous** finir **ions**	**Nous** aurions **fini**
Vous aviez **fini**	**Vous** finiss **iez**	**Vous** avez **fini**	**Vous** fin **issez**	**Vous** allez **finir**	**Vous** finir **ez**	**Vous** finir **iez**	**Vous** auriez **fini**
Ils avaient **fini**	**Ils** finiss **aient**	**Ils** ont **fini**	**Ils** fin **issent**	**Ils** vont **finir**	**Ils** finir **ont**	**Ils** finir **aient**	**Ils** auraient **fini**
Elles avaient **Fini**	**Elles** finiss **aient**	**Elles** ont **fini**	**Elles** fin **issent**	**Elles** vont **finir**	**Elles** finir **ont**	**Elles** finir **aient**	**Elles** auraient **fini**

INFINITIVE: attendre = to wait (re)

I had waited	I used to wait	I waited	I am waiting/ I wait	I am going to wait	I will wait	I would wait	I would have waited
Je (J') avais **attendu**	**Je (J')** attend **ais**	**Je (J')** ai **attendu**	**Je (J')** attend **s**	**Je (J')** vais **attendre**	**Je (J')** attendr **ai**	**Je (J')** attendr **ais**	**Je (J')** aurais **attendu**
Tu avais **attendu**	**Tu** attend **ais**	**Tu** as **attendu**	**Tu** attend **s**	**Tu** vas **attendre**	**Tu** attendr **as**	**Tu** attendr **ais**	**Tu** aurais **attendu**
Il avait **attendu**	**Il** attend **ait**	**Il** a **attendu**	**Il** attend _	**Il** va **attendre**	**Il** attendr **a**	**Il** attendr **ait**	**Il** aurait **attendu**
Elle avait **attendu**	**Elle** attend **ait**	**Elle** a **attendu**	**Elle** attend _	**Elle** va **attendre**	**Elle** attendr **a**	**Elle** attendr **ait**	**Elle** aurait **attendu**
On avait **attendu**	**On** attend **ait**	**On** a **attendu**	**On** attend _	**On** va **attendre**	**On** attendr **a**	**On** attendr **ait**	**On** aurait **attendu**
Nous avions **attendu**	**Nous** attend **ions**	**Nous** avons **attendu**	**Nous** attend **ons**	**Nous** allons **attendre**	**Nous** attendr **ons**	**Nous** attendr **ions**	**Nous** aurions **attendu**
Vous aviez **attendu**	**Vous** attend **iez**	**Vous** avez **attendu**	**Vous** attend **ez**	**Vous** allez **attendre**	**Vous** attendr **ez**	**Vous** attendr **iez**	**Vous** auriez **attendu**
Ils avaient **attendu**	**Ils** attend **aient**	**Ils** ont **attendu**	**Ils** attend **ent**	**Ils** vont **attendre**	**Ils** attendr **ont**	**Ils** attendr **aient**	**Ils** auraient **attendu**
Elles avaient **attendu**	**Elles** attend **aient**	**Elles** ont **attendu**	**Elles** attend **ent**	**Elles** vont **attendre**	**Elles** attendr **ont**	**Elles** attendr **aient**	**Elles** auraient **attendu**

French	Verbs	CYCLE 1	All Years

Past Pluperfect	Past Imperfect	Past Perfect	Present	Near Future	Simple Future	Conditional	Perfect Conditional
INFINITIVE: aller = to go **(Irregular)**							
I had gone	I was going / I used to go	I have gone / I went	I am going / I go	I am going to go	I will go	I would go	I would have gone
Je (J') étais **allé(e)**	**Je (J')** all **ais**	**Je (J')** suis **allé(e)**	**Je (J')** v **ais**	**Je (J')** vais **aller**	**Je (J')** ir **ai**	**Je (J')** ir **ais**	**Je (J')** serais **allé(e)**
Tu étais **allé(e)**	**Tu** all **ais**	**Tu** es **allé(e)**	**Tu** v **as**	**Tu** vas **aller**	**Tu** ir **as**	**Tu** ir **ais**	**Tu** serais **allé(e)**
Il / Elle / On était **allé(e)**	**Il / Elle / On** all **ait**	**Il / Elle / On** est **allé(e)**	**Il / Elle / On** v **a**	**Il / Elle / On** va **aller**	**Il / Elle / On** ir **a**	**Il / Elle / On** ir **ait**	**Il / Elle / On** serait **allé(e)**
Nous étions **allé(e/s)**	**Nous** all **ions**	**Nous** sommes **allé(e/s)**	**Nous** all **ons**	**Nous** allons **aller**	**Nous** ir **ons**	**Nous** ir **ions**	**Nous** serions **allé(e/s)**
Vous étiez **allé(e/s)**	**Vous** all **iez**	**Vous** êtes **allé(e/s)**	**Vous** all **ez**	**Vous** allez **aller**	**Vous** ir **ez**	**Vous** ir **iez**	**Vous** seriez **allé(e/s)**
Ils / Elles étaient **allé(e/s)**	**Ils / Elles** all **aient**	**Ils / Elles** sont **allé(e/s)**	**Ils / Elles** v **ont**	**Ils / Elles** vont **aller**	**Ils / Elles** ir **ont**	**Ils / Elles** ir **aient**	**Ils / Elles** seraient **allé(e/s)**
INFINITIVE: faire = to do / make **(Irregular)**							
I had done	I was doing / I used to do	I have done / I did	I am doing/ I do	I am going to do	I will do	I would do	I would have done
Je (J') avais **fait**	**Je (J')** fais **ais**	**Je (J')** ai **fait**	**Je (J')** f **ais**	**Je (J')** vais **faire**	**Je (J')** fer **ai**	**Je (J')** fer **ais**	**Je (J')** aurais **fait**
Tu avais **fait**	**Tu** fais **ais**	**Tu** as **fait**	**Tu** f **ais**	**Tu** vas **faire**	**Tu** fer **as**	**Tu** fer **ais**	**Tu** aurais **fait**
Il / Elle / On avait **fait**	**Il / Elle / On** fais **ait**	**Il / Elle / On** a **fait**	**Il / Elle / On** f **ait**	**Il / Elle / On** va **faire**	**Il / Elle / On** fer **a**	**Il / Elle / On** fer **ait**	**Il / Elle / On** aurait **fait**
Nous avions **fait**	**Nous** fais **ions**	**Nous** avons **fait**	**Nous** f **aisons**	**Nous** allons **faire**	**Nous** fer **ons**	**Nous** fer **ions**	**Nous** aurions **fait**
Vous aviez **fait**	**Vous** fais **iez**	**Vous** avez **fait**	**Vous** f **aitez**	**Vous** allez **faire**	**Vous** fer **ez**	**Vous** fer **iez**	**Vous** auriez **fait**
Ils / Elles avaient **fait**	**Ils / Elles** fais **aient**	**Ils / Elles** ont **fait**	**Ils / Elles** f **ont**	**Ils / Elles** vont **faire**	**Ils / Elles** fer **ont**	**Ils / Elles** fer **aient**	**Ils / Elles** auraient **fait**

DR/MRS VANDERTRAMP verbs take <u>être</u> not <u>avoir</u>

Descendre – je suis descendu(e)(s) - to come down (stairs)
Rester – je suis resté(e)(s) - to stay
Monter – je suis monté(e)(s) - to climb
Revenir – je suis revenu (e)(s) - to return
Sortir – je suis sorti(e)(s) - to go out
Venir – Je suis venue (e)(s) - to come
Aller – je suis allé(e)(s) - to go
Naître - je suis né(e)(s) - to be born

Devenir – je suis devenu(e)(s) - to become
Entrer – je suis entré(e)(s) - to enter
Rentrer – je suis rentré(e)(s) - to re-enter
Tomber – je suis tombé(e)(s) - to fall
Retourner – je suis retourné(e)(s) - to return
Arriver- je suis arrivé(e)(s) - to arrive
Mourir – je suis mort(e)(s) - to die
Partir – je suis parti(e)(s) - to leave

Performing Arts - DRAMA	Conventions	CYCLE 1	Year 8

Box A – Drama Skills	Box B – Tier Three Words	Box C – Vocal skills
Body Language – Using your body to communicate your character. E.g. an old man would have hunched body language. **Facial Expressions** – Using your face to communicate your characters emotions. **Voice** – altering the tone, pitch, and pace of your voice to fit your character. **Levels** – How high or low your character is to the ground. Can be used to communicate status, class or power. **Proxemics** – How close or far away you stand to other characters on stage based on your relationship. **Posture** – How you stand during your performance to represent your character **Gestures** – using body parts to communicate non-verbally. E.g waving, thumbs up, shaking head.	**Stimulus** a starting point. **Actor** a person who takes on a character or role. **Director** leads the theatre makers in achieving the artistic vision **Devising** creating a performance from a stimulus. **Artistic Vision** how a performance is visualised. It can be described as the 'image' of the performance.	PITCH PACE PAUSE ACCENT/ DIALECT TONE VOLUME

Box D – Rehearsal Techniques	Box E – Devising and Stimulus	Box F - Characterisation
Conscience Alleyway The group takes on 2 contrasting viewpoints to provide a tunnel or circle of thoughts to explore a dilemma or circumstance. **Improvisation** An actor invents and creates content on the spot based on a given stimulus. **Thought Track** A character tracks their thoughts, verbalising them in soliloquy form to the audience. **Cross Cutting/ Split Scene** Two scenes are performed with a specific link such as same time but different location.	**What is Devising?** Have you carried out sufficient research? Is your devised piece predictable? What genre is your piece of theatre? What are your intentions for your audience? What are your intentions for your character? Devising means to create. **Stimulus** A text, object, image, poem, song or newspaper article to inspire a piece of drama.	There are several rehearsal techniques to explore and cement a character. **Hot Seating**– asking specific questions to a person who is in role and sustains their character whilst answering. **Role on The Wall** – Creating a detail role on the wall for your character allows you to create a background story for your character giving you a greater understanding. **Uta Hagan's Given Circumstances** – Detailed responses to questions regarding several aspects of your character. For example: WHAT SURROUNDS ME? (Animate and inanimate objects-complete details of environment) WHAT ARE THE GIVEN CIRCUMSTANCES? (Past, present, future and all of the events).

CYCLE 1	SUBJECT	Music	TOPICS	Global Traditions	YEAR GROUP	8

BOX A: Brazilian Samba

Surdo

Caixa

(ky-sha)

Repinique

Maracas

Agogo bells

BOX B: KEY WORDS

Key Word	Definition
Polyrhythm	Many different rhythms performing together
Timbre	Different sounds produced by instruments
Samba	Brazilian dance music used in carnival
Accurate	Performing the music correctly
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Dynamics	Changes in volume of the music

BOX D: <u>African Drumming</u>

Djembe

You can hit different parts of the drum to create different sounds (timbres)

BOX E: <u>KEY WORDS</u>

Key Word	Definition
Djembe	African drum
Timbre	Different sounds produced by instruments
Call & Response	Performance technique where one performer plays and other performers copy
Accurate	Performing the music correctly
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Dynamics	Changes in volume of the music

CYCLE 1	SUBJECT	Music	TOPICS	Blues Music	YEAR GROUP	8

BOX A: WHAT IS THE BLUES?

Blues is a style of popular music originating from the south American states in the 1900s

It was created by the black community and was based on work

This chord sequence has helped to build the majority of popular music since its inception

It is based on a simple chord sequence that is repeated

BOX D: THE 12 BAR BLUES

I	I	I	I
IV	IV	I	I
V	IV	I	I

Play each chord 4 times before moving to the next one

I = Chord 1
IV = Chord 4
V = Chord 5
E.g. In C major:
1 = CEG
4 = FAC
5 = GBD

BOX B: CHORDS

Chord

When you play 3 notes together

C major Chord

Root note

The first note of the chord and the chord's name

BOX B: ROBERT JOHNSON

Robert Johnson was one of the first popular Blues musicians who lived from 1911-1938 and was from Mississippi.
One of the earliest Blues recordings was his recording of 'Crossroads'

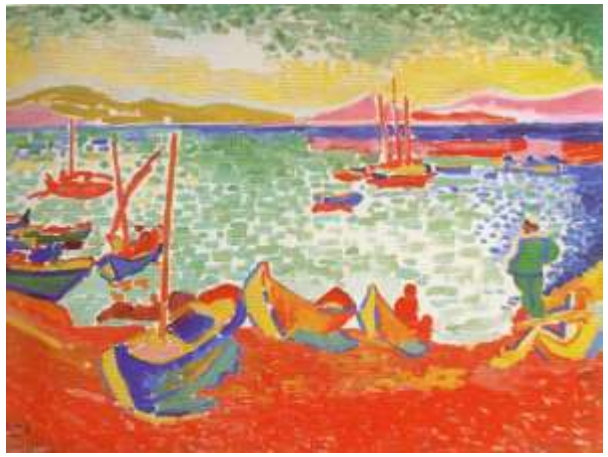
BOX E: KEY WORDS

BLUES - Popular Music from USA.
ROOT NOTE – The first note of a chord.
BASS LINE – Low-pitched instrument part that usually uses root notes.
PULSE – A continuous beat to count the music.
ACCURATE – Performing the music correctly.
FLUENT – Being able to perform confidently and independently.
CONFIDENT - When performers know what they are performing and know they will get it right.
SEVENTH CHORDS – The seventh note of a scale added to a chord. E.g. C7 is made by taking the major triad of G (C - E - G) and adding an B (C - E - G - B).

CYCLE 1	SUBJECT	ART	TOPICS	THE ILLUSION OF DEPTH	YEAR GROUP	8

Section A – Fauvism

Fauvism is the style of les Fauves (French for "the wild beasts"), a loose group of early twentieth-century modern artists whose works emphasized painterly qualities and strong colour.
The Fauvists saw colours as warm or cold.

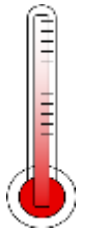


This is a painting by Andre Derain called 'Boats in the Port of Collioure' made in 1905. The cool colours in the sky are dominant and appear to go away from us. The warm colours in the beach appear to come towards us. This gives us the feeling of distance.

Temperature is the warmth or coolness of a colour.

Charles Hayter's colour wheel of 1813 is probably the first to introduce the warm and cool contrast.

Temperature



Research has shown that certain colours stimulate us and increase our temperature slightly, and some colours relax us and decrease our temperature.

Warm colours appear to come towards us and cool colours appear to go away from us.
Artists can use this to create the impression of distance in their work.

Warm dominant | Equally warm and cool | Cool dominant

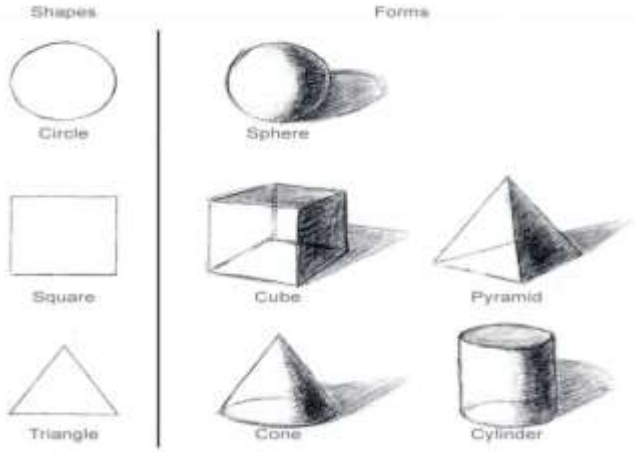
KEY TERMS AND VOCABULARY

Fauvism – A group of artists who experimented with colour. Using complementary colours and warm and cold colours to create the illusion of depth.
Complementary Colours- Colours that are opposite each other on the colour wheel that bring out the best in each other.
Tertiary colours- We use the six tertiary colours to mix all primary and secondary colours. We see this in the Double primary Colour system used by artists and designers.
Background – Elements that are seen as far away in an artwork.
Foreground – What we see in the front or close to us when looking at an artwork.
Warm colours – Colours that stand out and come foreword when seen in an artwork. These include red and Orange.
Cold Colours – Colours that seem to go back in an artwork. These include Blues and greens.

CYCLE 1	SUBJECT	ART	TOPICS	MARKMAKING	YEAR GROUP	8

SECTION D: 3d FORM

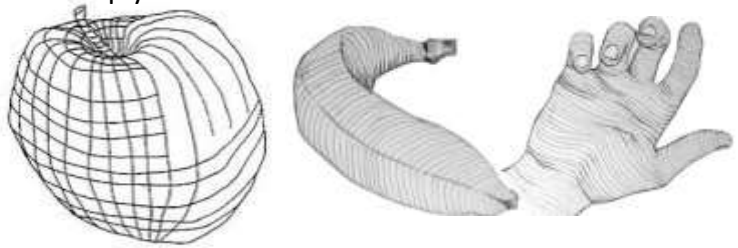
For a 3d object to look 3d on a page we need to marks that show light and dark tone.



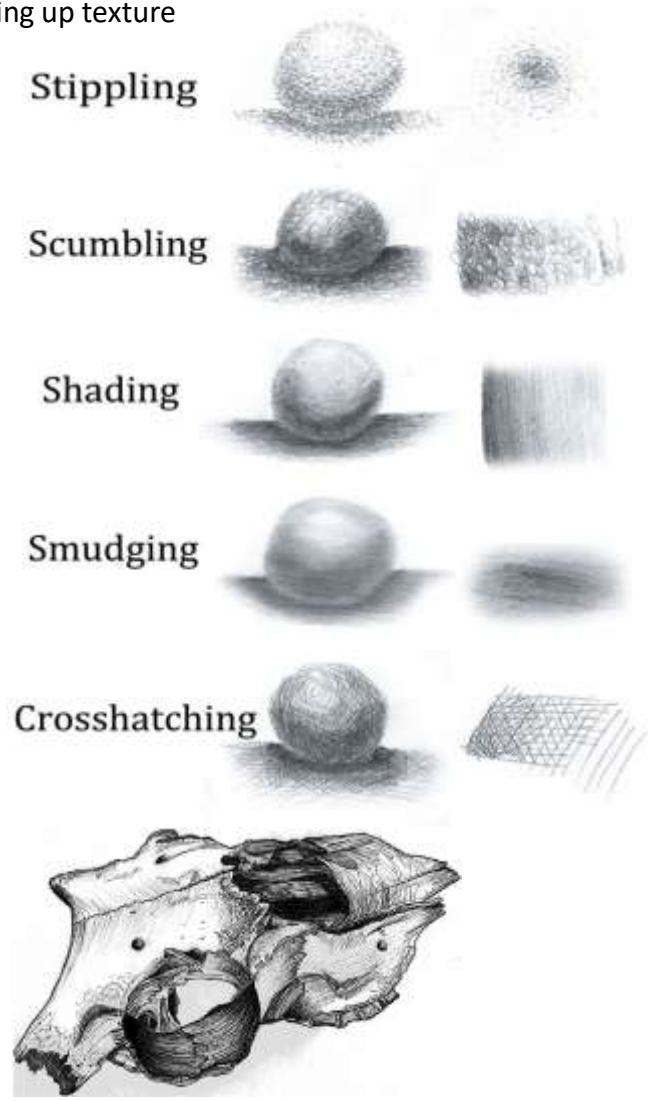
Shading can be smooth blended shading or other techniques like stippling. But which ever type of shading used it must show a range of TONES

Tonal Bar- showing different tones you can use in your drawing

Contour lines- that follow the shape of an object can help your work look 3d



Types of marks that can be used for tonal shading or building up texture



3d FORM: Shading applied to an object makes it look 3d

Dark tones recede, light tones project towards us so make it look 3d

SECTION E:

Textures- by building up different marks you can create realistic looking texture (how something looks like it feels)

This is also called **Implied Texture**

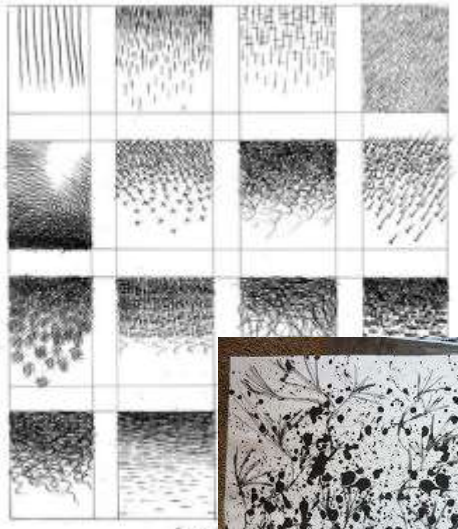
Texture can also be drawn that do not look like anything real these are called **Invented Textures**

SECTION F

Expressive marks can be used to show mood or emotion or express something that can not be drawn .

The action of how you make a mark or the type of line you do might change how people view your work..

Eg paint might be sprayed on creating a disorganised random effect

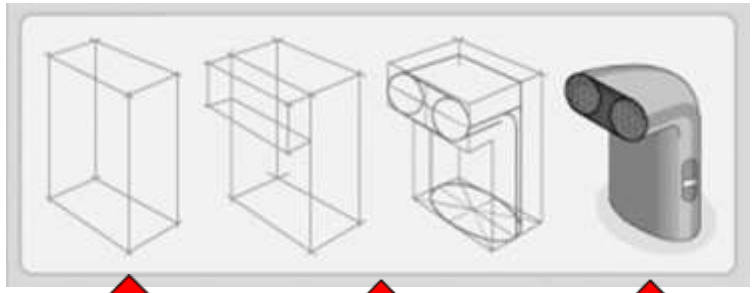


CYCLE 1 | DESIGN TECHNOLOGY | YEAR 8

BOX 1: Crating & Sketching

Crating is a technique used in three-dimensional drawing. Because it's hard to measure up and locate points when one is drawing a complex form, it is best to draw a box around it first. This box is known as the crate. From the crate it is possible to find any points within.

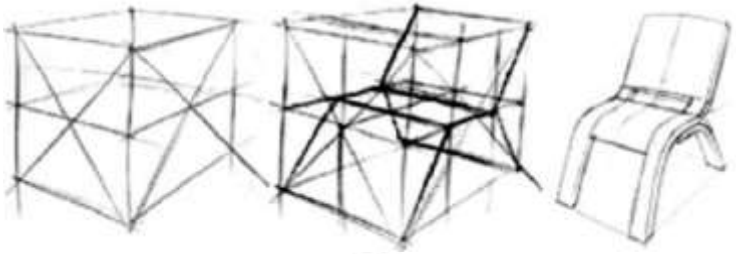
The Crating Technique – Step by Step

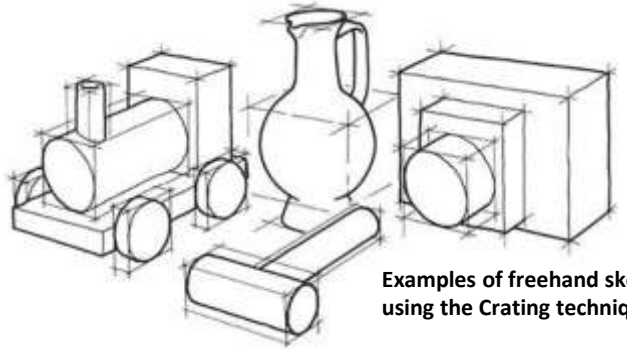


Crate sketched freehand

Start to add detail to shape

Detail and shading added to drawing

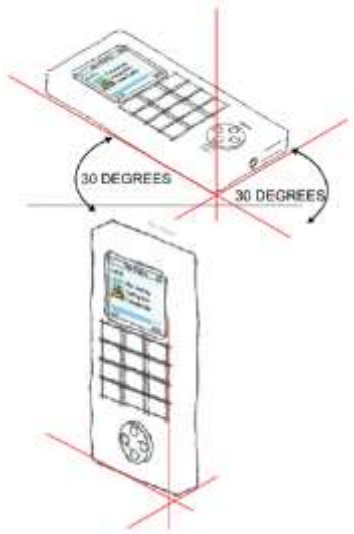




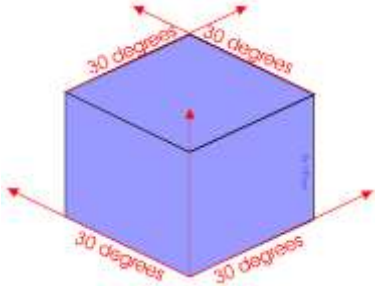
Examples of freehand sketching using the Crating technique

BOX 2: Isometric Drawing

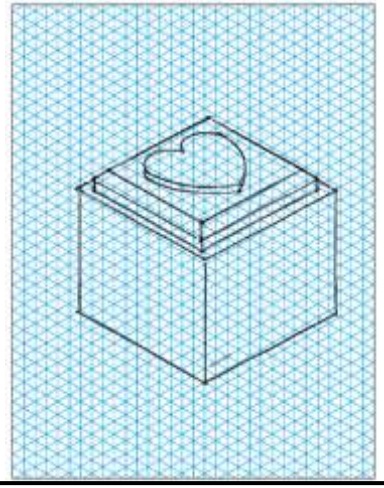
Isometric drawing is way of presenting designs/drawings in three dimensions. In order for a design to appear three dimensional, a 30 degree angle is applied to its sides. The cube opposite, has been drawn in isometric projection.



- When drawing in isometric there are many different techniques you can use.
- If you feel confident with drawing in isometric use blank paper otherwise use isometric paper (seen opposite).
- This paper has 30 degree lines and vertical lines already printed on it (similar to graph paper). Drawings can drawn directly onto the isometric grid or plain paper can be placed on top of the grid. The grid lines can be seen through the paper and can be used as a guide when constructing drawings.



- FREE HAND SKETCHING IN ISOMETRIC:
  Designs drawn in isometric projection are normally drawn precisely using drawing equipment. However, designers find 'free hand' sketching in isometric projection useful.
- The mobile phone / music player opposite, has been sketched in free hand isometric projection. It allows the designer to draw in 3D quickly and with a reasonable degree of accuracy. The design is still drawn at a 30 degree angle, although this is estimated, rather than drawn with graphics equipment.

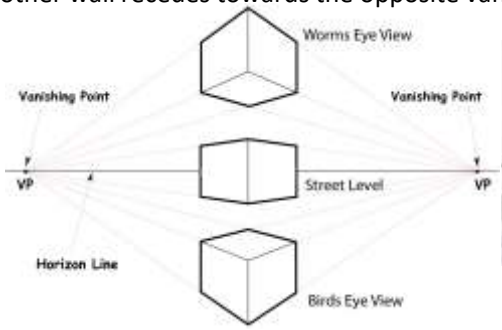


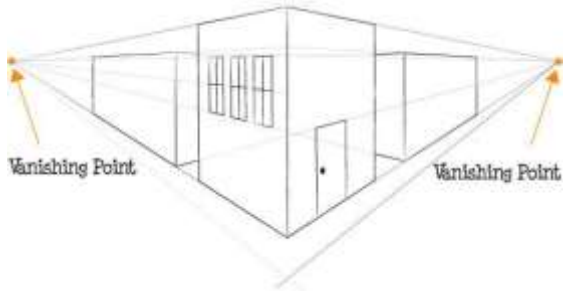
BOX 3: Two Point Perspective

Perspective (from the Latin: *perspicere* "to see through") is an approximate representation, generally on a flat surface (such as paper), of an image as it is seen by the eye. The two most characteristic features of perspective are that objects appear smaller as their distance from the observer increases; and that they are subject to *foreshortening*, meaning that an object's dimensions along the line of sight appear shorter than its dimensions across the line of sight.
Perspective drawing is a good technique to use when drawing in 3D. There are different styles including single point and two point perspective.

Two Point Perspective

A drawing has two-point perspective when it contains two vanishing points on the horizon line. In an illustration, these vanishing points can be placed randomly along the horizon. Two-point perspective can be used to draw the same objects as one-point perspective, rotated: looking at the corner of a house, or at two forked roads shrinking into the distance, for example. One point represents one set of parallel lines, the other point represents the other. Seen from the corner, one wall of a house would recede towards one vanishing point while the other wall recedes towards the opposite vanishing point.





BOX 4: Adhesives

Adhesives, also known as glue, cement or paste, are any non-metallic substances applied to one or both surfaces of two separate items or materials that binds them together and resists their separation.

Adhesives may be found naturally or produced synthetically. The earliest human use of adhesive-like substances was approximately 200,000 years ago, when Neanderthals produced tar from the dry distillation of birch bark for use in binding stone tools to wooden handles.

Super glue (Cyanoacrylate)is another adhesive that join a wide range of materials together including plastics, very quickly. Great care must be taken when using this type of glue as it will just as easily glue fingers together.

Hot glue can be used to join a variety of materials. This glue usually gives a semi-permanent joint as surfaces glued together can sometimes come apart. The glue is a type of plastic that melts when hot and solidifies when it cools. Be careful to select that right type of glue stick - this depends on the material to be glued. General purpose glue sticks are usually used in schools.

P.V.A. or Wood Glue (Polyvinyl Acetate) Glues are very popular as they do not need preparation. These glues are supplied in a plastic container and can be used straight away. A good example of this is 'Evo-stik Woodworkers Adhesive'.

BOX 5: Surface Finishes

The main **surface finishes for Wood and Plastic** that are available include paints, wax and polishing. This can protect the wood and also add decoration.

Surface finishes for wood

Sanding Sealer
Used to SEAL the wood surface before applying a surface finish. Applied with brush and needs to be lightly sanded before applying final surface finish

Paint
Available in a wide range of colours. Applied with brush or spray can.

Wax
Applied with cloth and polished to a sheen. Wax Polish dries very quickly.

Finish for Plastic

Polishing
Once scratches have been removed from the edges of acrylic then a buffing wheel can be used to put the shine back onto the cut surfaces.

BOX 6: Materials

Manufactured Boards

Medium Density Fibre board (MDF)
This board is composed of fine wood dust and resin pressed into a board. This material can be worked, shaped and machined easily.

Plywood
Plywood is a material manufactured from t hin layers or "plies" of wood veneer that are glued together with adjacent layers having their wood grain rotated at 90 degrees to one another.

BOX 7: Joining methods

Joints can either be **Temporary** or **Permanent** depending on the type of joint and if glue is used.

Permanent:	*Temporary:*
When we do not want to take the pieces apart again for example glues, welding & rivets.	When we will, or might need to take pieces apart again for example Screws, nuts/bolts & nails.

Temporary fixings

Joint with wood screws

Nailed Joint

NUTS AND BOLTS

Permanent fixings

Dowel Joint

Corner Halving Joint

Joint with wood glue or PVA

CYCLE 1	SUBJECT	IT	TOPICS	HTML	YEAR GROUP	8

BOX 1: Understanding how code works

All HTML webpage code has to start with <html>. You are creating a starting point for your webpage.

The <title> refers to the title of the actual webpage. So on the tab of the window, it will say 'Mr Patel's amazing website'.

The <style> tag refers to the style your webpage is going to be.

body refers to how you are going to edit the body of webpage.

The background-colour section allows you to choose the colour of the background. h1,h2,h3 etc allow you include different colours to your headings. So every time you put h1,h2 it'll create a new heading.

Remember, every time you open a tag (for example <style>) you have to close it when you've finished adding code to that section. So here, we have finished editing the style of the webpage so the code used is </style>

<body> allows you to insert information into the body of the webpage.

The section where it says style="font-family:verdana" allows you to insert a particular type of font for that section of the website. For example, here h1 will have the font verdana.

<h1> <h2> <h3

> etc allows you to add different styles of headings.

<p> allows you to insert paragraphs into your text.

</body> means we have now finish inserting text into the body of the webpage. </html> means we have now finished editing the webpage all together.

<a href=.....> allows you to insert a website link into your page. You can also change what the link says.

<img src = "batman.jpg..... allows you to insert an image that is saved within your computer.

alt= "image of batman" allows you to give a title to the image. So I have called mine image of batman.

Width:800px; height:600px> allows me to determine the size of the image I want.

My Favourite hero - Notepad

File Edit Format View Help

```
<html>

<title>Marvel Heroes</title>

<img src="cool title.gif" alt "cool and funky logo" align = "left">

<style>
body {
    background-color: Red;
}
h1 {
    color: Dark-blue;
}
h2 {
    color: Dark-blue;
}
h3 {
    color: Yellow;
}
</style>

<body>

<h1 style="font-family:Arial" > Welcome to a website about my favourite superhero </h1>
<h2 style= "font-family:Courier new"> My favourite superhero is Batman </h2>
<h3 style= "font-family:Courier new"> He is cool </h3>
<h4 style= "font-family:Courier new"> Hello Year 9</h4>

<p> Batman is a fictional superhero appearing in American comic books published by DC Comics. The character was crea

<img src="batman.jpg" alt="image of Batman"width:800px;height:600px">

<a href="http://batman.com/">The Batman website </a>

</body>

</html>
```

Knowledge Navigator - Make sure you understand how the code works.

CYCLE 1	SUBJECT	IT	TOPICS	HTML	YEAR GROUP	8

BOX 2:
Practice task

Practice your revision below. Make sure you learn the meaning of all the key tags below.

Remember that HTML stands for HyperText Markup Language and it is mainly used for making websites.

<html>

<style>

<h1> <h2> <h3

<p>

<title>

background-colour

<a href=.....>

<img src = "batman.jpg

alt= "image of batman"

Width:800px; height:600px>