

2023/2024

Cycle 2 Knowledge Navigator

Morning meeting homework
100% Sheets

Year 8

Name:

Form:

YEAR 8 Cycle 2 Knowledge Navigator

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Morning meeting homework

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100% Sheets

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Thursday	14/12/23	Staff only	04/01/24	English Page 15 Box 2	11/01/24	English Page 15 Box 3	18/01/24	English Page 15 Box 4	25/01/24	English Page 15 Box 1
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Wednesday	31/01/24	History Page 11 Box C Sparx Maths	07/02/24	Geography Page 14 Week 7 Sparx Maths	21/02/24	History Page 12 Box D Sparx Maths	28/02/24	Geography Page 14 Week 9 Sparx Maths	06/03/24	History Page 12 Box E Sparx Maths
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Monday	11/03/24	French Page 7 Week 11	18/03/24	French Page 7 Week 12	08/04/24	French Page 7 Week 13				
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YEAR 8
CYCLE 2 HOMEWORK

French	Town	CYCLE 2	Year 8
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Week 1				Week 2			
House		Home		Location		Places in Town	
une maison	house	une chambre	a bedroom	à côté	next to	une bibliothèque	a library
un appartement	appartement	un salle de bain	a bathroom	à gauche	on the left	une église	a church
une maison de ville	town house	une cuisine	a kitchen	à droite	on the right	un chateau	a castle
une gîte	holiday house	un salon	a lounge	au-dessus	above	une piscine	a swimming pool
une ferme	farm house	au rez-de-chaussée	on the ground floor	au-dessous	below	une patinoire	an ice rink
un pavillon	bungalow	des escaliers	the stairs	en face de	opposite	un supermarché	a supermarket
une grange	barn	un bureau	an office	en bas de/ en haut de	below / above	un musée	a museum
monument historique	listed building	un grenier	an attic	devant	in front of	un centre commercial	a shopping centre
trois étages	three floors	un jardin	a garden	derrière	behind	un parc d'attraction	a theme park
un studio	studio	une salle à manger	a dining room	sur le	on top of	un centre sportif	a sports centre

Week 2		Week 3		Week 4			
Places in town		Advantages vs Disadvantages		Adjectives			
une maison de jeunesse	a youth club	il y a	there is / are	sale	dirty	animé	dynamic
un commissariat	a police office	il n'y a pas de	there is / are not	propre	clean	peuplé	populated
un cinéma	a cinema	on peut	you can	grand/petit	big / small	pollué	polluted
des restaurants	some restaurants	on ne peut pas	you cannot	moderne/vieux	modern / old	distrayant (e)	distracting
une cathédrale	a cathedral	il y avait	there used to be	joli(e)	pretty	agréable	pleasant
des magasins	some shops	c'est	it is	tranquille	peaceful	désagréable	unpleasant
une mosquée	a mosque	c'était	it was	bruyant	noisy	touristique	touristic
un stade de foot	a football stadium	l'avantage	the advantage	occupé	busy	intéressant	interesting
un college/école	a secondary / primary school	l'inconvénient	the disadvantage	calme	quiet	affreux (euse)	dreadful

French	Town	CYCLE 2	Year 8
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Week 5		Week 5		Week 6			
Countryside – La campagne		City – La ville		Ideal Town - Conditional			
manque de variété	lack of variety	la transport	transport	J'irais	I would go	Je visiterais	I would visit
apprécier l'espace	to appreciate the space	des attractions	attractions	Je ferais	I would do	J'aurais	I would have
moins cher	less expensive	l'hôpital	hospital	Je voudrais	I would like	Je marcherais	I would walk
les gens sont moins pressés	the people are less in a hurry	le médecins	doctors	J'aimerais	I would like	Je jouerais	I would play
l'air pur	clean air	beaucoup de choses à faire	lots of things to do	Je mangerais	I would eat	J'acheterais	I would buy
apprécier les animaux de ferme	to appreciate the farm animals	une variété	a variety	Je pourrais	I could do	Je regarderais	I would watch
voyager loins	to travel far	plus développée	more developed	Je nagerais	I would swim	Je relaxerais	I would relax
la qualité de vie	the quality of life	les boîtes de nuit	night clubs	J'habiterais	I would live	Je détesterais	I would hate
une vie moins cher	a cheaper way of life	une vie de stresse	a stressful life	Il y aurait	There would be	Je louerais	I would hire
difficile to de se déplacer	difficult to move about	les monuments et bâtiments	the monuments and buildings	Ce serait	It would be	Je resterais	I would stay

Week 7 - Verbs linked to Town							
se déplacer	to move about	regarder	to watch	utiliser	to use	louer	to hire
aller	to go	apprécier	to appreciate	avoir	to have	rester / loger	to stay
faire	to do	profiter	to benefit	rencontrer	to meet	vivre	to live
jouer	to play	changer	to change	balader	to stroll	pratiquer	to practise
nager	to swim	déménager	to move house	danser	to dance	accueillir	to welcome
visiter	to visit	polluer	to pollute	manger	to eat	attirer	to attract
habiter	to live	se promener	to walk	boire	to drink	avoir besoin de	to need

French	Jobs and Careers	CYCLE 2	Year 8
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Week 8				Week 9		Week 10	
Jobs Vocabulary				Verbs Present Tense		Subjects at school	
Un psychologue	A psychologist	Un acteur/une actrice	An actor / actress	J'étudie	I study	Les mathématiques	Maths
Un médecin	A doctor	Un coiffeur (euse)	A hairdresser	Je fais	I do/ make	Les sciences	Sciences
Un architecte	An architect	Un homme d'affaires	A businessman	Je veux être	I want to be	Les langues	Languages
Un enseignant(e)	A primary school teacher	Un maçon	A builder	Je ne veux pas être	I do not want to be	Le sport	Sport
Un agent	An agent / officer	Un vendeur (euse)	A sales assistant	J'aide	I help	L'arts plastique/ Le dessin	Fine arts / art
Un policier (ère)	A police officer	Un Caissier (ere)	A check out worker / cashier	J'acquie	I acquire	La musique	Music
Un pompier	A fireman	Un ouvrier (ere)	A factory worker	Je cherche	I look for	L'entreprise / le commerce	Business
Un ingénieur	An engineer	Un menuisier (ere)	A carpenter / joiner	Je recherche	I research	La technologie	DT
Un fermier (ere)	A nurse	Un pharmacien (ne)	A pharmacist	Je comprends	I understand	L'anglais	English
Un dentiste	A dentist	Un facteur/factrice	A post man / woman	Je suis passioné	I am passionate	L'informatique	ICT



Week 11		Week 12	
Opinions		Conditional Tense Verbs	
J'apprécie	I appreciate	Je ferais	I would do
Je préfère	I prefer	J'irais	I would go
Je souhaite	I wish	Je travaillerais	I would travel
Je crois que	I believe that	J'expérimenterais	I would experiment
Je trouve que	I find that	J'essayerais	I would try
Je presume que	I presume that	Je trouverais	I would find
Je doute que	I doubt that	Je penserais	I would think
J'admits que	I admit that	Ce serait	It would be

***Week 13 full test:
Revise all the
previous weeks
complete RCWC on
week 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.

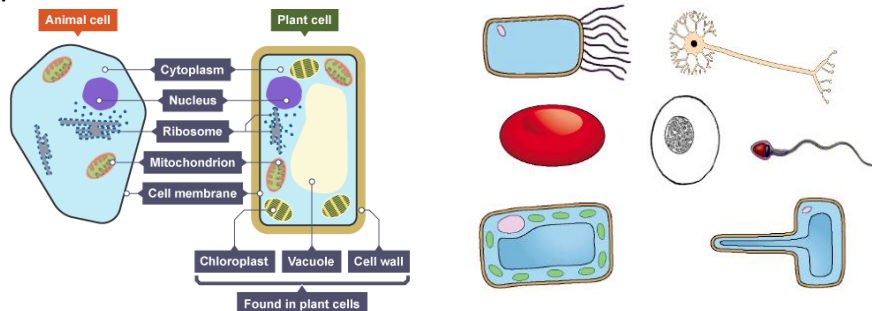
Uni-cellular: Living things made up of one cell.

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.

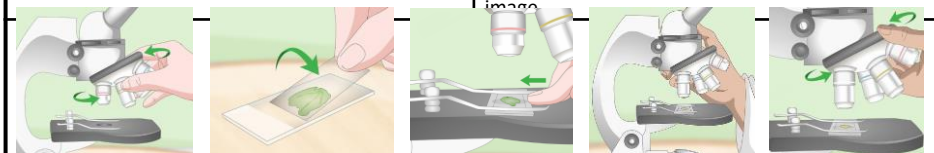
Circulatory system: Transports substances around the body.

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

- Place the microscope on a flat surface and switch on the light (or tilt the mirror) and ensure the stage is fully down.
- Turn to the smallest objective lens (usually x4).
- 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.
- Place the slide on the microscope stage and secure with the clips.
- Rotate the coarse focusing knob until an image is seen.
- Use the fine focusing knob to get a clear image.
- Turn the objective lens to the x10 magnification objective lens and adjust with the fine focusing knob.
- If possible, turn to the x40 objective lens. Again, only use the fine focusing knob to achieve a clear image.



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.

4. Groups and periods of the periodic table



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: $\text{cost} = \text{power (kW)} \times \text{time (hours)} \times \text{price (per kWh)}$.

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 or 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.

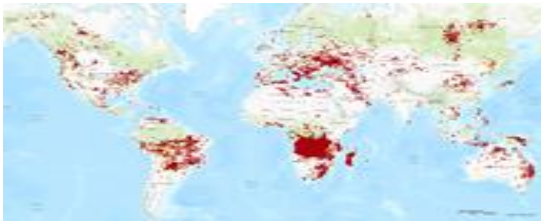
Conduction: Transfer of thermal energy by the vibration of particles.

Convection: Transfer of thermal energy when particles in a heated fluid rise.

Radiation: Transfer of thermal energy as a wave.

History		Mughal Empire	CYCLE 3	Year 7
BOX	Key Knowledge to learn			
SECTION A	<p>Empire - A group of states or countries ruled over by a single person</p> <p>Barbur - The first Emperor of the Mughal dynasty in the Indian subcontinent.</p> <p>Economy - The money within a country, this could also refer to the buying and selling of goods.</p> <p>Expansion - The action of becoming larger. In the case of the Mughal's the empire expansion refers to the empire becoming bigger.</p> <p>Architecture - The designing and construction of buildings.</p> <p>Humayun - The second emperor of the Mughal Empire, who ruled over territory in what is now Afghanistan, Pakistan, Northern India, and Bangladesh from 1530 to 1540 and again from 1555</p> <p>Jizya tax - A tax that non-muslims were required to pay during some eras during the Mughal Empire.</p> <p>Devout - To have deep religious beliefs</p> <p>Wealth - an abundance of valuable possessions or money. a plentiful supply of a particular desirable thing.</p> <p>Art - creative activity resulting in the production of paintings, drawings, or sculpture.</p> <p>Literature - written works, especially those considered of superior or lasting artistic merit.</p> <p>Trade - the action of buying and selling goods and services.</p> <p>Government - the group of people with the authority to govern a country or state; a particular ministry in office. the system by which a state or community is governed.</p>			
SECTION B	<p>Trade</p> <p>Elizabethan adventurers made a huge difference to English trade. They discovered sea routes and opened up new markets - trading English produce for luxuries. Several new trading companies were formed:</p> <p>This growth in trade boosted the English economy and made merchants - and lots of people who invested in the trading companies - very rich.</p> <p>In the 1550s, the cloth trade - England's main trade for centuries - collapsed. Merchants needed new markets for their goods, and new goods to sell. They wanted a sea route to India or China, so they didn't have to rely on overland merchants.</p> <p>During the Mughal Empire, Indian trade became a significant player in world trade. Various European companies (especially Portugal and Great Britain) sought to dominate Indian Trade. In 1700 English merchants established the English East India Company that traded from main ports in centres such as Madras, Bombay and Calcutta. However, before European dominance in the later centuries, India's trade flourished under certain principles. For example, each village had its own smaller markets whose commodities reached large ports. Furthermore, there was a great extent of professionalism among Moghul Indian traders who specialized in various trades (most notably the production and trading of cotton and silk). Towards the end of the 17th century, Indian textile exports dominated more than 25% of the world's market share.</p> <p>Luxuries like spices and silk were imported to England from China and India by overland trade routes, which meant that supply relied on foreign merchants</p>			
SECTION C	<p>Ralph Fitch Motivation: Commissioned by the Turkey Company to find out about trade opportunities in India, South East Asia and if possible China. ☑ Wanted to persuade the Mughal Empire and China to trade with England. Achievements: 1583 - arrested and imprisoned as spies in the Portuguese trading post of Hormuz and taken across the Indian ocean to Goa. Amazed by what they saw in India – large diamonds for sale/ production of cotton and cloth, peppers, spices. ☑ Travelled through India, as far as the Himalayas and became the first Englishman to travel in Burma. He picked up valuable information about the sea trade with China and the Moluccas (Spice Islands). First Englishman to find out about the possibilities of trade with South East Asia.</p> <p>James Lancaster Motivation: Invested in the East India Company – this company was founded in 1600 and wanted to transform England's trade with the East. Achievements: In 1602, he established England's first factory (warehouse) in the East at Bantam on the island of Java At last, English ships began to return from the East laden with spices. This was an important moment in world history - in the 17th C the East India Company would open many factories on the coast of India and go onto becoming the biggest trading company the world had ever known.</p>			

History		Mughal Empire		CYCLE 3	Year 7
BOX	Key Knowledge to learn				
SECTION D	<p>What was the Mughal Empire? The Mughal (or Mogul) Empire ruled most of India and Pakistan in the 16th and 17th centuries. It consolidated Islam in South Asia, and spread Muslim (and particularly Persian) arts and culture as well as the faith. The Mughals were Muslims who ruled a country with a large Hindu majority. However, the Mughal Empire was well known for its religious tolerance..</p> <p>The Mughals brought many changes to India:</p> <ul style="list-style-type: none"> •Centralised government that brought together many smaller kingdoms •Delegated government with respect for human rights •Persian art and culture <ul style="list-style-type: none"> •Persian language mixed with Arabic and Hindi to create Urdu •Periods of great religious tolerance •A style of architecture (e.g. the Taj Mahal) •A system of education that took account of pupils' needs and culture <p>This map shows the spread of the Mughal Empire throughout India.</p>				
SECTION E	<p>Government</p> <ul style="list-style-type: none"> •The Mughal Empire was ruled through a system of Absolute Monarchy. Throughout the Empire's history it was ruled by a number of Emperors. By the 1500s the Mughal Empire was solidified and one of the most formidable Emperors was Akbar. •During Akbar's rule (1556-1605) significant political, administrative and military changes were made to the existing structures of the Mughal Empire. Akbar decided to impose a centralized system of administration and governance, where mansabdars (warrior-aristocrats) could be appointed to rule from various bureaucratic or military positions 	<p>Women</p> <ul style="list-style-type: none"> •During the Mughal rule, the Sultan's wives were usually highly respected and some were encouraged and free to receive or seek education. Some of the women who formed a part of the nobility attempted to help other women from poorer communities by giving them financial aid as these women were reduced to the control of their husbands and were forced to work in the rural areas. One of the most influential women from the Moghul Empire is Meher-un-Nissa (commonly known as Nur Jahan), the wife of Jahangir (the son of Akbar the Great), who in many cases considered her as his equal. Nur Jahan, for example, started various campaigns that attempted to support disadvantaged citizens of the empire. 	<p>Religion</p> <ul style="list-style-type: none"> •The Mughal emperors were Muslims, but as they conquered northern India they began by proclaiming freedom of religion. For the most part they let Hindus and Parsees and Buddhists worship whatever gods they wanted. By this time, there were not very many Buddhists in India, except in the Himalaya Mountains in the north. More people were becoming Sikhs. Further south in the Deccan and the Chola kingdoms, most people continued to practise Hinduism. •But beginning in 1658, Shah Jahan's son Aurangzeb really began to persecute anyone who wasn't a Muslim, just the way people did further west. He destroyed famous Hindu temples, and forced people to convert to Islam. Aurangzeb insisted that Sikhs and Hindus and Christians should all become Muslims. 		
SECTION F	<p>Architecture</p> <p>All the early Mughal Rulers except Aurangzeb were great builders. With the coming of the Mughals, Indian architecture was greatly influenced by Persian styles. The Mughals constructed excellent mausoleums, mosques, forts, gardens and cities. The Mughal buildings show a uniform pattern both in structure and character. The main characteristic features of Mughal architecture are the bulbous domes, the slender minarets with cupolas at the four corners, large halls, massive vaulted gateways and delicate ornamentation. Mughal architecture flourished in the Indian subcontinent from the 16th until the early 18th century when the Mughal Empire was at its height. The architectural style which is a unique blend of Islamic, Indian and Persian styles reached its golden age under Shah Jahan (ruled 1628-1658) who built the spectacular Taj Mahal and some other equally impressive monuments.</p>				
		<p>The crown-jewel of Mughal architecture and one of the most famous buildings in the world was built by Shah Jahan between 1632 and 1653 as a mausoleum for his wife Mumtaz Mahal. The white marble monument of the Emperor's love for his wife was recognized as a UNESCO World Heritage Site in 1983. The Taj Mahal which is also the final resting place of Shah Jahan (he was buried next to his beloved wife) is located in the city of Agra, about 125 miles south from New Delhi.</p>			

Geography		Risky Earth	Cycle 2	Year 8
Week	Key Knowledge to learn			
1 – Key Terms	<p>Natural Event: something which happens because of physical geography e.g. <i>A volcano on an uninhabited island would be a natural event as if it erupted no one would be affected</i></p> <p>Natural Hazard: an event which can cause damage and death e.g. <i>A volcano surrounded by urban areas would be a natural hazard as if it erupted it would affect people</i></p> <p>Hazard Risk: chance that a hazard might take place in an area e.g. <i>Yorkshire has no risk of a Tsunami but a high risk of heavy rainfall and flood event</i></p> <p>Hazard Risk Changes - Recorded natural hazards have increased over time > more people are at risk from hazard:</p> <ul style="list-style-type: none"> • Population Increase - More people on the planet > living in more areas > experience more hazards • Urbanisation - More living in urban areas > more affected if a hazard takes place in that area > less people affected in rural areas as spread out • Wealth - Poorer people live in riskier areas as the land is cheaper > more at risk 			
3 – Location and Causes of Wildfires	<p>Australian Wildfires 2020</p> <p>Requirements</p> <ul style="list-style-type: none"> • Leaf litter / soil on the ground • Warm and wet climate for vegetation growth then hot and dry • Source of ignition <p>Natural Causes (10% of fires)</p> <ul style="list-style-type: none"> • Hot and dry spell due to Indian Ocean Dipole dried out forest floor • Temperatures of 41.9 °C plus • Strong winds spread fires <p>Human Causes (90% of fires)</p> <ul style="list-style-type: none"> • CO2 increase: climate change • Camping, cigarettes, arson 	<p>Wildfires are unevenly distributed around the world and occur in clusters. The area that experienced the greatest distribution of wildfires was in the south of Africa. There is an exception with a wildfire taking place near the north pole in Greenland compared to the rest of the fires mainly at low latitudes.</p> 		
5 – Effects and Responses and distribution of Wildfires	<p>Primary Effects</p> <ul style="list-style-type: none"> • S: 6,000 buildings and 3,000 homes destroyed > homelessness • \$: Billions spent on fire and rescue > less money for other services • Env: Millions of animals killed > loss of biodiversity > ecosystem collapse <p>Secondary Effects</p> <ul style="list-style-type: none"> • S: Canberra worst air quality in the world > more death: asthma • \$: Damaged infrastructure > loss of tourism > loss of money / jobs Env: 1 billion animals will die after the fires due to a loss of food and habitat <p>Monitoring: look at the climate and weather to detect changes and development of conditions for fires</p>	<p>Prediction: using monitoring to say when a fire will occur and where which allows evacuation</p> <p>Planning: People know what to do when a warning is given that a fire may occur. E.g. having fuel in a car to drive away</p> <p>Preparation: by trying to reduce damage when the hazard does occur. E.g. keeping areas around houses clear of vegetation</p>		



Week	Key Knowledge to learn		
<p>7 – Key terms and cold places</p>	<p>Key Terms Landscape: key visual features of an area Relief: height and the shape of the land. Altitude / elevation: height above sea level Gradient: how steep the land is Contour Lines:</p> <ul style="list-style-type: none"> • Thin brown lines on OS maps • Each line represents a height above sea level • Contours close together show a steep gradient • Contours far apart show a gentle gradient 	<p>Polar Environments</p> <ul style="list-style-type: none"> • Below freezing all year; low precipitation levels ;High latitudes at the poles <p>Tundra Environments</p> <ul style="list-style-type: none"> • Short seasonal summers; precipitation mainly snow; High latitudes and in linear bands <p>High Mountain Ice</p> <ul style="list-style-type: none"> • High altitude so precipitation as snow; Linear bands following mountain ranges <p>UK Examples of Past Cold Areas</p> <ul style="list-style-type: none"> • Snowdonia, Wales; Lake District, England; Highlands, Scotland 	
<p>9 – Processes and features</p>	<p>Processes Removing Material Erosion: wearing away of rock through movement Abrasion: rocks at base of glacier scrape along bedrock leaving scratches Plucking: rocks become frozen in the bottom of the glacier and are plucked out Weathering: wearing away of rock in situ Freeze-Thaw Weathering: water enters cracks, freezes and expands putting pressure on the rock, melts and repeats, rock breaks off</p>	<p>Glacial Features Corrie: armchair shaped hollow > steep back wall created by plucking and deepened base by abrasion > after glaciation hollow filled by a lake called a tarn Arête: narrow knife edge ridge where two corries have eroded back to back by freeze-thaw weathering and plucking. U-Shaped Valley: steep valley sides and a wide floor formed by erosion of a V Shaped Valley by a glacier.</p>	
<p>11/13 – Malham – Opportunities and challenges + Sustainable Management</p>	<p>Malham Location & Formation Malham: Northern England, North Yorkshire, Yorkshire Dales National Park. Situated to the North West of Bradford. Geology (rock type) is limestone: Created under the sea 330 million years ago</p> <ul style="list-style-type: none"> • Buried animal shells and deposits compact to form sedimentary rock • Land moved from equator northwards • Uplifted from the sea to form land • Malham cove formed by erosion from glaciers including abrasion of floor and plucking of wall <p>Weathering created clints and grykes (gaps)</p>	<p>Opportunities and Challenges 3 Pubs and 1 B&B > tourists stay in the area and spend money > profit for local business > honey pot site > <i>can cause congestion, litter and pollution which would put people off visiting</i> Transportation to Malham > 90% of people arrive by car > congestion and air pollution on small roads > loss of natural beauty > <i>locals can earn money by charging cars to park</i></p>	<p>Sustainable Future Management</p> <ul style="list-style-type: none"> • Walkers may disrupt sheep, leave gates open and damage dry stone walls > clear signs to indicate paths, improved path routes to stop tourists going into sensitive areas > rely on tourists to be sensible • 90% of visits are by car which causes congestion and not enough car parks > creation of new field car parks operated by local people for summer tourism of which the car park fee goes towards local community projects

English	Othello and Shakespearean Context		CYCLE 2	Year 10		
1. Timeline/context		2. Concepts and Themes		4. Key Dramatic Devices/ Features of Tragedy		
1533	Henry VIII breaks from the Catholic church and sets up the church of England	Appearance and reality	The way so many things in life are not what they seem		Soliloquy	One character speaking to audience; used to make audience complicit
1597	James VI of Scotland writes Daemonologie – a guide to hunting witches	Guilt	Suffering tortuous guilt as a result of their actions		Dramatic irony	Audience knows more than characters
1603	Queen Elizabeth I dies without an heir. Chooses James VI of Scotland successor; becomes James I of Scotland and England	Regicide	The action of killing a king		Symbolism	Use of symbols to represent ideas or qualities such as: visions, daggers, blood, birds
1605	The Gunpowder Plot – Catholics try to blow up parliament and the King	3. Key characters		Motif	Shakespeare uses dominant or recurring ideas throughout such as: hands, light/dark, sleep/dreams, nature	
2. Concepts and Themes		Othello	General of the Venetian army, the eponymous character, husband of Desdemona, tragic hero		Hamartia	Tragic flaw
Ambitions	If left unchecked, leads to ruthlessness	Desdemona	Innocent wife of Othello, accompanies the army to Cyprus, daughter of Brabantio, a senior Venetian nobleman		Hubris	Excessive pride
Power	Without responsibility, it is a corrupting influence	Iago	Treacherous, duplicitous and malcontent character. Othello's old friend, but not given promotion to lieutenant		Catharsis	Purging or cleansing of pity and fear
The Great Chain of Being	Cannot be broken otherwise disorder will take over, God at the top: the King rules on God's behalf	Roderigo	Harmless and very junior in the army, but easily manipulated, 'friend' to Iago.		Anagnorisis	Recognition of the tragedy to come
Divine Right of Kings	Monarchs rule by Divine Right – they are anointed by God	Cassio	Othello's lieutenant, picked ahead of Iago, righteous, loyal. Hated by Iago		Peripeteia	Sudden reversal of fortune
Mortal sins	Sinful acts leading to damnation; regicide, infanticide, suicide	Emilia	Iago's unhappy wife, friend and confidant to Desdemona, Wise and intelligent.			
equivocation	Deliberately using vague language to hide the truth					

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<ol style="list-style-type: none"> 1. medicine 2. encyclopaedia 3. fibre 4. friends 5. fulfilled 6. science 7. interactive 8. highlight 9. monetary 10. feasible 	<ol style="list-style-type: none"> 1. Mediterranean 2. extract 3. yeast 4. gauge 5. friends 6. occasion 7. irrelevance 8. layering 9. irresistible 10. immigrant 	<ol style="list-style-type: none"> 1. miniature 2. fantasy 3. flour 4. genius 5. gauge 6. exercise 7. immediately 8. palette 9. negotiate 10. criticism 	<ol style="list-style-type: none"> 1. scholastic 2. spreadsheet 3. gallery 4. mortgage 5. liaison 6. penicillin 7. icon 8. frieze 9. minutes 10. immediately 	<ol style="list-style-type: none"> 1. occasional 2. librarian 3. menu 4. immediately 5. incidentally 6. scissors 7. virus 8. illusion 9. necessary 10. February
WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<ol style="list-style-type: none"> 1. occurrence 2. magazine 3. melting 4. independent 5. indispensable 6. parliament 7. software 8. form 9. miniature 10. irresistible 	<ol style="list-style-type: none"> 1. necessary 2. irrelevant 3. knife/knives 4. humorous 5. illuminate 6. negotiable 7. Index 8. kneading 9. height 10. illiterate 	<ol style="list-style-type: none"> 1. parallel 2. newspaper 3. minerals 4. maintenance 5. irrelevant 6. separate 7. interface 8. impasto 9. height 10. foreign 	<ol style="list-style-type: none"> 1. movable 2. glossary 3. ingredient 4. guardian 5. height 6. exception 7. processing 8. kiln 9. honorary 10. government 	<ol style="list-style-type: none"> 1. expenses 2. internet 3. landscape 4. incidentally 5. grievance 6. essential 7. keyboard 8. motion 9. mortgage 10. conscious
WEEK 11	WEEK 12	WEEK 13		
<ol style="list-style-type: none"> 1. seize 2. input 3. harmony 4. movable 5. manoeuvre 6. minutes 7. fiction 8. glazing 9. guile 10. guile 	<ol style="list-style-type: none"> 1. paralleled 2. non-fiction 3. foreground 4. medicine 5. irreparable 6. mortgage 7. genre 8. hygiene 9. grievance 10. guardian 	<ol style="list-style-type: none"> 1. efficient 2. justify 3. line 4. medicine 5. chaos 6. fascinate 7. liaison 8. pastel 9. negotiable 10. especially 		

**CYCLE 2
SPELLINGS
YEAR 8**



BOX 1: Brackets, Equations and Inequalities

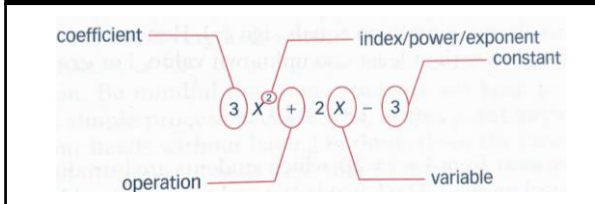
ALGEBRAIC SHORTHAND: EXAMPLES

b	1 x b
3b	3 x b
b ³	b x b x b
3b ³	3 x b x b x b
(3b) ³	(3 x b) x (3 x b) x (3 x b)
$\frac{a}{b}$	a ÷ b

ALGEBRAIC NOTATION

Unknown value	A value that is not known . In algebra, they are represented by a letter .
Variable	A value that can change . In algebra, they are represented by a letter .
Coefficient	A number used to multiply a variable. Algebraically, it is the number that comes in front of a letter. e.g. 3b means 3xb. The coefficient is 3 . The variable is b .
Constant	Something that doesn't change in a formula.
Indices	Power of a variable or number.
Term	A number or letter on its own, or numbers and letters multiplied together. e.g. -2, 3x or 5a ²
Like terms	Like terms are the same apart from their numerical coefficients: they are the same variable and have the same power .

EXAMPLE



EXPRESSIONS, EQUATIONS, IDENTITIES AND FORMULAE

Expression	A set of terms combined using the 4 operations +, -, x or ÷. There is no "=" sign . e.g. 4x-3, 5a - 3xy + 17											
Equation	Where two expressions are equal in value – there is always an "=" sign . e.g. 4b = 18.											
Inequality	Where two expressions are not equal in value.											
	<table border="0"> <tr> <td>Strict</td> <td>< less than</td> <td>○ → ○</td> </tr> <tr> <td></td> <td>> greater than</td> <td>○ ← ○</td> </tr> <tr> <td>Non-strict</td> <td>≤ less than or equal to</td> <td>○ → ●</td> </tr> <tr> <td></td> <td>≥ greater than or equal to</td> <td>● ← ○</td> </tr> </table>	Strict	< less than	○ → ○		> greater than	○ ← ○	Non-strict	≤ less than or equal to	○ → ●		≥ greater than or equal to
Strict	< less than	○ → ○										
	> greater than	○ ← ○										
Non-strict	≤ less than or equal to	○ → ●										
	≥ greater than or equal to	● ← ○										
Formula(e)	A special type of equation, used to find the value of a specific thing. e.g. F = ma ²											
Identity	An equation that is true for all of its variables. e.g. b + b = 2b											
Function	A special type of equation where each input has a single output .											
	Input – A variable you choose . Output – A variable that is calculated .											

INSTRUCTIONS: EQUATIONS

Solve	Find the value of an unknown or variable. We use inverse operations and the balance method.
Inverse	The opposite .
Balance an equation	Do the same to both sides of the "=" . We use this to solve an equation, or rearrange an equation.

INSTRUCTIONS: GENERAL

Evaluate	In maths, this means find the value of
Form	To write or produce .
Substitute	Replacing letters with numbers to calculate the numerical value
Expand	Multiply terms inside a bracket by those outside the bracket
Factorise	Finding the factors of an expression. The reverse of expand , it is when we write an expression using brackets
Simplify	To reduce to its simplest form by collecting like terms

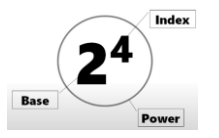
FURTHER EQUATIONS VOCABULARY

Subject of an equation	A single unknown or variable that everything else is equal to.
Solution of an equation	A value we can put in place of a variable that makes the equation true .
Simultaneous	Occurring at the same time .
Elimination	To remove or get rid of something.

BOX 2: Indices

INDEX NOTATION

$a = b^n$
a is the Power.
b is the Base.
n is the Index.



SPECIAL POWERS

p^0	Anything to the power of 0 is 1
p^1	Anything to the power of 1 is itself

INDEX LAWS: MULTIPLICATION AND DIVISION

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

Multiplying	Add the powers E.g. $a^m \times a^n = a^{m+n}$
Dividing	Subtract the powers E.g. $a^m \div a^n = a^{m-n}$
Raising a power by another power	Multiply the powers E.g. $(a^m)^n = a^{mn}$

POSITIVE INTEGER POWERS

Square numbers	The answer when you multiply a number by itself . n^2 : 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144...
Cube numbers	The answer when you multiply a number by itself, and then by itself again . n^3 : 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...
Powers of 2	2^n : 2, 4, 8, 16, 32, 64, 128, 256, 512, 1024...
Powers of 3	3^n : 3, 9, 27, 81, 243, 729...
Powers of 4	4^n : 4, 16, 64, 256, 1024...
Powers of 5	5^n : 5, 25, 125, 625...
Powers of 10	10^n : 10, 100, 1000, 10 000, 100 000...

BOX 3: Fractions and Percentages

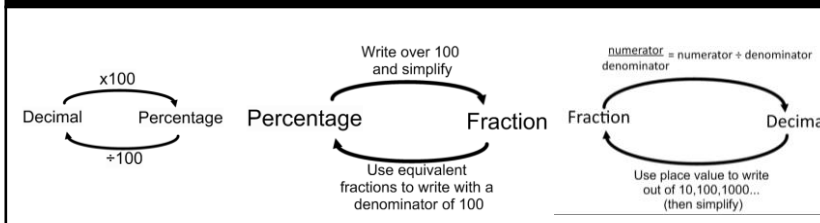
PERCENTAGE CALCULATIONS

Multiplier	A percentage written as a decimal . You can then use multiplication to find the percentage.	
Percentage increase	Adding a percentage to the original amount.	
Percentage decrease	Subtracting a percentage from the original amount.	
Percentage Change	The change between the old value and the new value as a percentage	$\frac{\text{Difference}}{\text{Original}} \times 100$
Reverse Percentage	Working backwards to find 100%	

COMMON FDP CONVERSIONS

Fraction	Decimal	Percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

FDP CONVERSIONS



BOX 4: Standard Index Form

STANDARD FORM: NOTATION

Allows us to write very large or very small numbers without lots of zeros.
 Numbers written in the form **A x 10ⁿ**.
 A is between **1 and 10**.
 N is any **integer**

'n' is positive	Large number (≥ 1)
'n' is negative	Small number (< 1)

STANDARD FORM: LAWS (MULTIPLY & DIVIDE)

Multiplication	$A \times 10^n \times B \times 10^m$ = $(A \times B) \times 10^{n+m}$
Division	$A \times 10^n \div B \times 10^m$ = $(A \div B) \times 10^{n-m}$

COMMON PERCENTAGES

Percentage	Parts per 100. Symbol %.
Find 10%	Divide by 10 (because $100\% \div 10 = 10\%$)
Find 1%	Divide by 100 (because $100\% \div 100 = 1\%$)
Find 50%	Divide by 2 (because $100\% \div 2 = 50\%$)
Find 25%	Divide by 4 (because $100\% \div 4 = 25\%$)
Find 75%	Add together 50% and 25%

RE	Buddhism	Cycle 2	Year 8
Box	Key Knowledge to learn		
<p>1 Buddhism: introduction/ importance of the Buddha</p>	<ul style="list-style-type: none"> • Buddhism originated in India around 400BC, which is around 2500 years ago. It is a popular religion, with 360 million followers and is the fourth largest religion in the world. Buddhists do not believe in a supreme being or creator God, • It is generally accepted that Buddhism started with Siddhartha Gautama, an extraordinary and noble person, who came to be known as the Buddha • After Siddhartha was born, a prophecy foretold that he would be a great ruler or a holy man. The king wanted him to be a great ruler so he shielded his son from seeing any pain or suffering. Siddhartha lived a life of luxury in a palace. The king made sure his son had everything in the palace, so he wouldn't want to leave. • Siddhartha left his palace in his late 20's and Siddhartha witnessed four things (old man, sick man, dead man and a holy man) which changed his perspective on life. • Siddhartha wanted to find out about why people suffer and how it might be possible to end this suffering. He decided that he would leave the palace and his family behind to go into the world to try to find some answers. Siddhartha became an ascetic, which means he lived a simple life with no possessions and refused to do anything that would give him pleasure. He also tried to be disciplined in meditating to try to understand suffering. • Siddhartha continued to meditate over time and eventually became enlightened. He then became known as the Buddha, which means 'enlightened one'. 		
<p>2 Worship in Buddhism</p>	<ul style="list-style-type: none"> • In Buddhism there is no single place of worship. This is because Buddhists can worship in the home or in the temple. Although Buddhists show devotion at home, they also use the temple as this is the heart of the community. • Buddhists mainly pray at a temple, however, there are other places of worship such as a shrine, stupa and meditation hall. • In Hinduism there are many forms of worship. One common form of worship in Buddhism is puja. Puja is the name for ceremonies that involve offerings, or gifts. • Buddhists use a variety of different methods in their devotional practice. Such as Mantras, mala and meditation. • The aim of these individual practices is to enable Buddhists to become more deeply devoted to Buddhism and to open themselves to understand the Buddha's teachings. 		
<p>3 Nature of human life and life after death</p>	<ul style="list-style-type: none"> • Buddhists believe in a cycle of death and rebirth called samsara. Through karma and eventual enlightenment, they hope to escape samsara and achieve Nirvana, an end to suffering. • Buddhist believe in karma or 'intentional action'. Through good actions, such as helping those in need, and by developing concentration and wisdom, Buddhists hope to either gain enlightenment or to ensure a better future for themselves. • Good actions will result in a better rebirth, while bad actions will have the opposite effect. • Depending on the actions performed in previous lives, rebirth could be as a human or animal or even ghosts, demi-gods, or gods. Being born as a human is seen by Buddhists as a rare opportunity to work towards escaping this cycle of samsara. The escape from samsara is called Nirvana or enlightenment. • Once Nirvana is achieved, and the enlightened individual physically dies, Buddhists believe that they will no longer be reborn. 		

RE	Humanism	Cycle 1	Year 8
Box	Key Knowledge to learn		
<p>4</p> <p>Humanism: introduction and human origins.</p>	<ul style="list-style-type: none"> Humanism Is a Non-Religious Worldview approach to Life Shared by millions of people in the UK and around the world. Humanists believe it is possible to lead a good, happy, and meaningful life without the need for religion. We can find humanist ideas over 2,000 years ago in ancient India, China, and Greece. Humanist thinking became increasingly popular during a period called the Enlightenment in the 18th century. Around 5% of the population of the UK use the label 'humanist' to describe themselves. However, many more share humanist beliefs and values. Humanists don't believe in a god or that human beings were created. They look for natural explanations and believe that science provides the best way to answer questions about where we come from. The scientific approach is to look for evidence and there is a huge amount of evidence for the Big Bang and evolution. We don't know exactly how the universe or life began, but humanists believe we should keep looking for a natural explanation. Human beings, like all living things, evolved over millions of years. First there was simpler life, then more and more complex life evolved. 		
<p>5</p> <p>Humanism: understanding the world and the best way to live.</p>	<ul style="list-style-type: none"> Many humanists believe that we should be prepared to question our beliefs. We have a responsibility to ask questions, think clearly, carefully and look at the evidence. Humanists believe the world is a natural place. There is no scientific evidence for the existence of supernatural beings, supernatural powers, or supernatural forces (such as miracles). Humanists think we should try to explain how the world works without relying on anything supernatural. Although humanists don't believe in a god, they recognise that many people do. Humanists support freedom of belief. We should be allowed to question each other and disagree. However, we should not tell people what they must believe. We should not let our disagreements get in the way of friendship. Humanists believe this is the one life we have. For many of us it will be around 1,000 months long, for some it will be much shorter. That motivates many humanists to try to make the most of life in the here and now, and support others to do the same. For humanists it is the fact that it will come to an end that makes life so valuable. Good things are precious because they come to an end. It is the finite nature of life that gives it meaning, value, and shape. Many humanists acknowledge that much of what happens in our life is subject to circumstances beyond our control. Many people's lives are hard and contain few opportunities for happiness. 		
<p>6</p> <p>Humanism: ethics and society</p>	<ul style="list-style-type: none"> Some people believe that our actions will be rewarded or punished after we die. Humanists disagree. However, we can still be rewarded and punished in this life. Humanists don't have any rules in a holy book. However, every country has laws. These have often been agreed on by the people who live there. Many humanists believe we should not break the law, but we should be free to speak up against those laws we disagree with and be allowed to campaign to change them. Humanists believe this is the one life we have and so we should try to promote happiness and reduce suffering in the here and now. Many humanists support and campaign for human rights.. They are designed to guarantee us all the freedom to live and to ensure we are all treated equally. Many humanists see good evidence that life is far better for people today than it was for people in the past. However, life is not better for everyone. Humanist ambitions for a fairer, more free, and more peaceful world have not been realised in many parts of the globe. Many humanists recognise that there is still much work to be done. 		

French	Key Information	CYCLE 2	All Years
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Les jours de la semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
Les mois
janvier
février
mars
avril
mai
juin
juillet
août
septembre
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-deux		92 quatre-vingt-douze	
83 quatre-vingt-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	

French SPAG marking	
sp	Spelling
art	Article
vb	Verb
T	Tense
Acc	Accent
adj	Adjective incorrect/agreement
C	Capital
ww	Wrong word
?	Re-phrase/no sense
	Word re-order

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

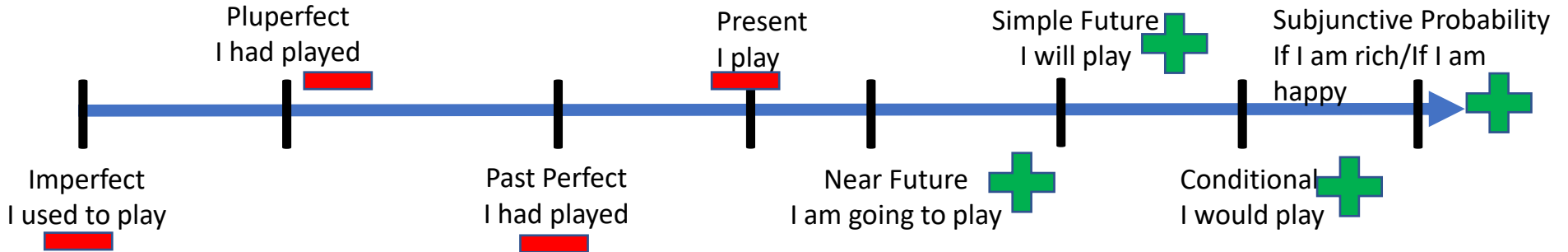
Marking Sticker

CYCLE 2

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	Verb conjugation explanation	CYCLE 2	All Years
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Tense	Add or Remove ending	Meaning	Example
Imperfect	Remove ending ER IR RE OIR	I used to play	Jouer – remove er – je jouais
Pluperfect	Remove ending ER IR RE OIR	I had played	Jouer – remove er – J’avais joué
Past perfect	Remove ending ER IR RE OIR	I have played	Jouer – remove er – j’ai joué
Present	Remove ER IR RE OIR	I play	Jouer – remove er – je joue
Near future	Add the infinitive	I am going to play	Jouer – add to the structure – je vais jouer
Simple future	Add to the infinitive ER IR RE	I will play	Jouer – add the ending to the end – je jouerai
Conditional	Add to the infinitive ER IR RE	I would play	Jouer – add the ending to the end – je jouerais
Subjunctive	Probability – If I am rich /If I am happy		Learn set sentences (marking sticker& writing frame)

*imperfect and conditional share endings

French	French Literacy Mat		CYCLE 2	All Years
<p>Connectives car / parce que = because 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 Magré = despite En outre furthermore Pour que = so that</p>	<p>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 essentiel qu'il aie = it is essential that there is... Il est nécessaire qu'on fasse = it is necessary that we do</p>		<p>Adverbs d'habitude = Usually normalement = normally quelquefois = sometimes tous les jours = every day généralement = generally</p>	<p>Reasons (Adjectives) <i>c'est... = it is...</i> <i>c'était... = it was...</i> <i>ce sera... = it will be...</i> <i>ce serait...=it would be...</i></p>
	<p>Questions Pourquoi? = Why Qui? = Who? Quand? = When? Comment? = How? Que = What? N'est-ce pas? = Isn't it? As-tu / Avez-vous? = Do you have?</p>	<p>Time Phrases 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</p>	<p>Superlatives le / la moins = the least le / la plus = the most le / la pire = the worst le / la mieux = the best</p>	<p>intéressant = interesting passionnant = exciting sympa = nice époustoufflant = mind-blowing triste = sad affreux = terrible épouvantable = dreadful</p>
<p>Openers D'abord = firstly Par contre = On the other hand Premièrement = Firstly Deuxièmement = Secondly Troisièmement = Thirdly Finalement = Finally Pour moi = As for me</p>	<p>Intensifiers très = very assez = quite un peu = a little vraiment = really beaucoup = a lot</p> <p>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</p>	<p>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</p>	<p>Exclamation Quel surprise! = What a surprise! Quel chance! = What luck! Quel dommage! = What a shame! Quel horreur! = What horror!</p>	<p>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</p>
			<p>Negatives ne... pas = not ne... jamais = never ne... que = only ni... ni = neither... nor ne... plus = not anymore</p>	<p>facile = easy moche/ laid = ugly grand = big petit = small</p>
			<p>Comparatives plus... que = more... than moins... que = less... than</p>	

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
INFINITIVE: porter = to wear (Regular er)							
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 Tu } avais } porté Il } avait } porté Elle } avait } porté On } avait } porté Nous } avions } porté Vous } aviez } porté Ils } avaient } porté Elles } avaient } porté	Je (J') } port ais } Tu } port ais } Il } port ait } Elle } port ait } On } port ait } Nous } port ions } Vous } port iez } Ils } port aient } Elles } port aient }	Je (J') } ai } porté Tu } as } porté Il } a } porté Elle } a } porté On } a } porté Nous } avons } porté Vous } avez } porté Ils } ont } porté Elles } ont } porté	Je (J') } port e } Tu } port es } Il } port e } Elle } port e } On } port e } Nous } port ons } Vous } port ez } Ils } port ent } Elles } port ent }	Je (J') } vais } porter Tu } vas } porter Il } va } porter Elle } va } porter On } va } porter Nous } allons } porter Vous } allez } porter Ils } vont } porter Elles } vont } porter	Je (J') } porter ai } Tu } porter as } Il } porter a } Elle } porter a } On } porter a } Nous } porter ons } Vous } porter ez } Ils } porter ont } Elles } porter ont }	Je (J') } port erais } Tu } port erais } Il } port erait } Elle } port erait } On } port erait } Nous } port er ions } Vous } port er iez } Ils } port er aient } Elles } port er aient }	Je (J') } aurais } porté Tu } aurais } porté Il } aurait } porté Elle } aurait } porté On } aurait } porté Nous } aur ions } porté Vous } aur iez } porté Ils } aur aient } porté Elles } aur aient } 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 Tu } avais } fini Il } avait } fini Elle } avait } fini On } avait } fini Nous } avions } fini Vous } aviez } fini Ils } avaient } fini Elles } avaient } fini	Je (J') } finiss ais } Tu } finiss ais } Il } port ait } Elle } finiss ait } On } finiss ait } Nous } finiss ions } Vous } finiss iez } Ils } finiss aient } Elles } finiss aient }	Je (J') } ai } fini Tu } as } fini Il } a } fini Elle } a } fini On } a } fini Nous } avons } fini Vous } avez } fini Ils } ont } fini Elles } ont } fini	Je (J') } fin is } Tu } fin is } Il } fin it } Elle } fin it } On } fin it } Nous } fin issons } Vous } fin issez } Ils } fin issent } Elles } fin issent }	Je (J') } vais } finir Tu } vas } finir Il } va } finir Elle } va } finir On } va } finir Nous } allons } finir Vous } allez } finir Ils } vont } finir Elles } vont } finir	Je (J') } finir ai } Tu } finir as } Il } finir a } Elle } finir a } On } finir a } Nous } finir ons } Vous } finir ez } Ils } finir ont } Elles } finir ont }	Je (J') } finir ais } Tu } finir ais } Il } finir ait } Elle } finir ait } On } finir ait } Nous } finir ions } Vous } finir iez } Ils } finir aient } Elles } finir aient }	Je (J') } aurais } fini Tu } aurais } fini Il } aurait } fini Elle } aurait } fini On } aurait } fini Nous } aur ions } fini Vous } aur iez } fini Ils } aur aient } fini Elles } aur aient } 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 Tu } avais } attendu Il } avait } attendu Elle } avait } attendu On } avait } attendu Nous } avions } attendu Vous } aviez } attendu Ils } avaient } attendu Elles } avaient } attendu	Je (J') } attend ais } Tu } attend ais } Il } attend ait } Elle } attend ait } On } attend ait } Nous } attend ions } Vous } attend iez } Ils } attend aient } Elles } attend aient }	Je (J') } ai } attendu Tu } as } attendu Il } a } attendu Elle } a } attendu On } a } attendu Nous } avons } attendu Vous } avez } attendu Ils } ont } attendu Elles } ont } attendu	Je (J') } attend s } Tu } attend s } Il } attend _ } Elle } attend _ } On } attend _ } Nous } attend ons } Vous } attend ez } Ils } attend ent } Elles } attend ent }	Je (J') } vais } attendre Tu } vas } attendre Il } va } attendre Elle } va } attendre On } va } attendre Nous } allons } attendre Vous } allez } attendre Ils } vont } attendre Elles } vont } attendre	Je (J') } attendr ai } Tu } attendr as } Il } attendr a } Elle } attendr a } On } attendr a } Nous } attendr ons } Vous } attendr ez } Ils } attendr ont } Elles } attendr ont }	Je (J') } attendr ais } Tu } attendr ais } Il } attendr ait } Elle } attendr ait } On } attendr ait } Nous } attendr ions } Vous } attendr iez } Ils } attendr aient } Elles } attendr aient }	Je (J') } aurais } attendu Tu } aurais } attendu Il } aurait } attendu Elle } aurait } attendu On } aurait } attendu Nous } aur ions } attendu Vous } aur iez } attendu Ils } aur aient } attendu Elles } aur aient } attendu

French	Verbs	CYCLE 2	All Years
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Present Tense Regular Verbs											
ER verb habiter = to live			IR verb finir = to finish			RE verb attendre = to wait					
Je (J')	habit e	<i>I live</i>	Je (J')	fin is	<i>I finish</i>	Je (J')	attend s	<i>I wait</i>			
Tu	habit es	<i>You live (s/informal)</i>	Tu	fin is	<i>You finish (s/informal)</i>	Tu	attend s	<i>You wait (s/informal)</i>			
Il	habit e	<i>He lives</i>	Il	fin it	<i>He finishes</i>	Il	attend _	<i>He waits</i>			
Elle	habit e	<i>She lives</i>	Elle	fin it	<i>She finishes</i>	Elle	attend _	<i>She waits</i>			
On	habit e	<i>We live</i>	On	fin it	<i>We finish</i>	On	attend _	<i>We wait</i>			
Nous	habit ons	<i>We live</i>	Nous	fin issons	<i>We finish</i>	Nous	attend ons	<i>We wait</i>			
Vous	habit ez	<i>You live (pl/formal)</i>	Vous	fin issez	<i>You finish (pl/formal)</i>	Vous	attend ez	<i>You wait (pl/formal)</i>			
Ils	habit ent	<i>They live (m/mixed)</i>	Ils	fin issent	<i>They finish (m/mixed)</i>	Ils	attend ent	<i>They wait (m/mixed)</i>			
Elles	habit ent	<i>They live (f)</i>	Elles	fin issent	<i>They finish (f)</i>	Elles	attend ent	<i>They wait (f)</i>			
Present Tense Irregular Verbs											
avoir = to have			être = to be			faire = to do			aller = to visit		
Je (J')	ai	<i>I have</i>	Je (J')	suis	<i>I am</i>	Je (J')	fais	<i>I do</i>	Je (J')	vais	<i>I go</i>
Tu	as	<i>You have (s/informal)</i>	Tu	es	<i>You are (s/informal)</i>	Tu	fais	<i>You do (s/informal)</i>	Tu	vais	<i>You go (s/informal)</i>
Il	a	<i>He has</i>	Il	est	<i>He is</i>	Il	fait	<i>He does</i>	Il	va	<i>He goes</i>
Elle	a	<i>She has</i>	Elle	est	<i>She is</i>	Elle	fait	<i>She does</i>	Elle	va	<i>She goes</i>
On	a	<i>We have</i>	On	est	<i>We are</i>	On	fait	<i>We do</i>	On	va	<i>We go</i>
Nous	avons	<i>We have</i>	Nous	sommes	<i>We are</i>	Nous	faisons	<i>We do</i>	Nous	allons	<i>We go</i>
Vous	avez	<i>You have (pl/formal)</i>	Vous	êtes	<i>You are (pl/formal)</i>	Vous	faites	<i>You do (pl/formal)</i>	Vous	allez	<i>You go (pl/formal)</i>
Ils	ont	<i>They have (m/mixed)</i>	Ils	sont	<i>They are (m/mixed)</i>	Ils	font	<i>They do (m)</i>	Ils	vont	<i>They go (m/mixed)</i>
Elles	ont	<i>They have (f)</i>	Elles	sont	<i>They are (f)</i>	Elles	font	<i>They do (f)</i>	Elles	vont	<i>They go (f)</i>

French	Verbs	CYCLE 2	All Years
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Present Tense	Past Perfect	Immediate Future	Conditional	Simple Future	Past Imperfect	Past Pluperfect	Perfect Conditional
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INFINITIVE: aller = to go (Irregular)

I am going / I go	I have gone / I went	I am going to go	I would go	I will go	I was going / I used to go	I had gone	I would have gone
Je (J') vais	Je (J') suis allé(e)	Je (J') vais aller	Je (J') ir ais	Je (J') ir ai	Je (J') all ais	Je (J') étais allé(e)	Je (J') serais allé(e)
Tu vas	Tu es allé(e)	Tu vas aller	Tu ir ais	Tu ir as	Tu all ais	Tu étais allé(e)	Tu serais allé(e)
Il va	Il est allé(e)	Il va aller	Il ir ait	Il ir a	Il all ait	Il était allé(e)	Il serait allé(e)
Elle va	Elle est allé(e)	Elle va aller	Elle ir ait	Elle ir a	Elle all ait	Elle était allé(e)	Elle serait allé(e)
On va	On est allé(e)	On va aller	On ir ait	On ir a	On all ait	On était allé(e)	On serait allé(e)
Nous allons	Nous sommes allé(e/s)	Nous allons aller	Nous ir ions	Nous ir ons	Nous all ions	Nous étions allé(e/s)	Nous serions allé(e/s)
Vous allez	Vous êtes allé(e/s)	Vous allez aller	Vous ir iez	Vous ir ez	Vous all iez	Vous étiez allé(e/s)	Vous seriez allé(e/s)
Ils vont	Ils sont allé(e/s)	Ils vont aller	Ils ir aient	Ils ir ont	Ils all aient	Ils étaient allé(e/s)	Ils seraient allé(e/s)
Elles vont	Elles sont allé(e/s)	Elles vont aller	Elles ir aient	Elles ir ont	Elles all aient	Elles étaient allé(e/s)	Elles seraient allé(e/s)

INFINITIVE: faire = to do / make (Irregular)

I am doing/ I do	I have done / I did	I am going to do	I would do	I will do	I was doing / I used to do	I had done	I would have done
Je (J') fais	Je (J') ai fait	Je (J') vais faire	Je (J') fer ais	Je (J') fer ai	Je (J') fais ais	Je (J') avais fait	Je (J') aurais fait
Tu fais	Tu as fait	Tu vas faire	Tu fer ais	Tu fer as	Tu fais ais	Tu avais fait	Tu aurais fait
Il fait	Il a fait	Il va faire	Il fer ait	Il fer a	Il fais ait	Il avait fait	Il aurait fait
Elle fait	Elle a fait	Elle va faire	Elle fer ait	Elle fer a	Elle fais ait	Elle avait fait	Elle aurait fait
On fait	On a fait	On va faire	On fer ait	On fer a	On fais ait	On avait fait	On aurait fait
Nous faisons	Nous avons fait	Nous allons faire	Nous fer ions	Nous fer ons	Nous fais ions	Nous avions fait	Nous aurions fait
Vous faites	Vous avez fait	Vous allez faire	Vous fer iez	Vous fer ez	Vous fais iez	Vous aviez fait	Vous auriez fait
Ils font	Ils ont fait	Ils vont faire	Ils fer aient	Ils fer ont	Ils fais aient	Ils avaient fait	Ils auraient fait
Elles font	Elles ont fait	Elles vont faire	Elles fer aient	Elles fer ont	Elles fais aient	Elles avaient fait	Elles auraient fait

DR/MRS VANDERTRAMP verbs take être not avoir

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	Devising	CYCLE 2	Year 8
Box A – Drama Skills	Box B – Drama Techniques	Box C – Context	
<p>Body Language – Using your body to communicate your character. E.g an old man would have hunched body language.</p> <p>Facial Expressions – Using your face to communicate your characters emotions.</p> <p>Voice – altering the tone, pitch, and pace of your voice to fit your character.</p> <p>Levels – How high or low your character is to the ground. Can be used to communicate status, class or power.</p> <p>Proxemics – How close or far away you stand to other characters on stage based on your relationship.</p> <p>Posture – How you stand during your performance to represent your character</p> <p>Gestures – using body parts to communicate non-verbally. E.g waving, thumbs up, shaking head.</p>	<p>Tableau – Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene.</p> <p>Thought Tracking – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling.</p> <p>Forum Theatre – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes.</p> <p>Narration – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime.</p> <p>Mime – Using only your body to communicate, no talking.</p> <p>Flash-forward – A scene which is set further in the future.</p> <p>Flashback – A scene set in the past, sowing past events.</p> <p>Cross Cutting – Where two or more scenes happen on stage at the same time, switching between the two.</p>	<p>Social, Historical, Political and Cultural Contexts. Have you thought about the different contexts for your devising piece? These elements should build up your research section.</p> <p>Social Context – A social setting or environment which people live.</p> <p>Historical Context – A part of history which has happened (this could be when the play was set)</p> <p>Political Context – The political party in power at the time and how this impacted on society.</p> <p>Cultural Context – How culture can affect behaviour, choices and decisions for characters.</p>	
Box D – Evaluation Sentence Starters	Box E – Roles and Responsibilities in Performing Arts	Box F - Stagecraft	
<p>I have demonstrated multiple skills during my rehearsals. An example of this is when...</p> <p>During my performance, I was good at demonstrating drama skills such as.... This is important because...</p> <p>Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used This was effective because...</p> <p>One area I would like to improve on is ... It is important to use this skill in performance because... I could improve on this skill by...</p>	<p>Director - The directors role is to bring to life the playwrights work. They are responsible for choosing the right cast, the right acting style and making sure the performance is well rehearsed.</p> <p>Actor - The actors role is to rehearse their lines before a rehearsal. They are responsible for performing as a certain role within the play, using the directors instructions.</p> <p>Set Designer - The set designer is responsible for creating a set which matches the location or time period the play is set in. They might need to make some set themselves or buy this.</p> <p>Playwright - playwrights role is to create and write the entire play. They are responsible for the entire story, setting, location and characters.</p> <p>Costume Designer – The costume designer will need to research the historical and social context of the play to make sure costumes reflect this. They will also need to measure the actors to ensure all costumes fit.</p>	<p>Every performance should have a clear starting position and a clear end position (freeze frame).</p> <p>You should NEVER have your back to the audience, we use the red cross rule.</p> <p>You must pronounce and enunciate your words clearly, even if you are playing a shy character.</p> <p>You should rehearse the exact lines you will say and exactly when you will say them.</p> <p>We work collaboratively, this means there is no director in the scene. No hands in pockets, even if it is part of your character, you must consider different ways of communicating this.</p> <p>Every character is aiming for an equal amount of lines to say and time on stage, the group must work collaboratively to achieve this.</p>	

BOX A: KEY WORDS

Key Word	Definition
Beat	A single 'pulse' that musicians feel to stay in time with each other
Note	Single sound played by all instruments
Chord	When 2 or more notes are played together
Dynamics	How loud or quiet the music is
Accuracy	How correct the music is
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Warm up	A simple performance or exercise at the start of rehearsal so you don't hurt yourself

BOX B: KEYBOARD NOTATION

Looks like	Name	Lasts for	Rests
	Semibreve	4	
	Minim	2	
	Crotchet	1	
	Quaver	½	
	2x Quavers	2x ½	

BOX C: HOW TO CONSTRUCT A CHORD

Major chords

4 – 3

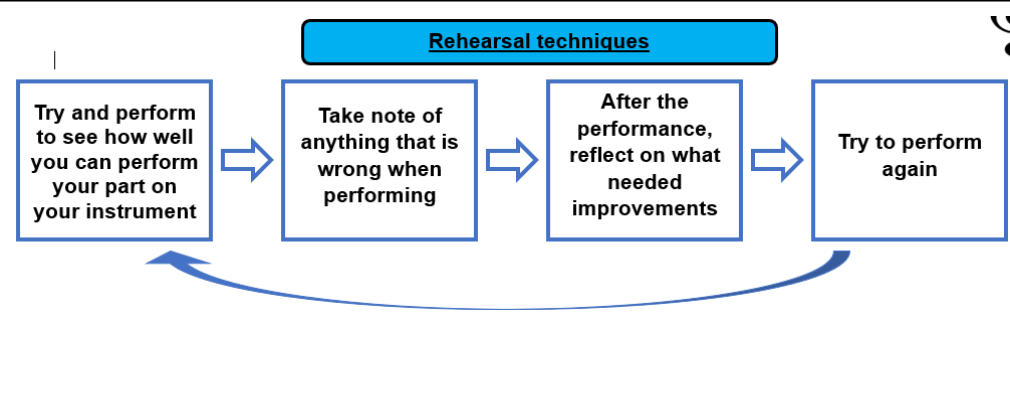
Use these numbers to count the notes needed in different chords

Minor chords

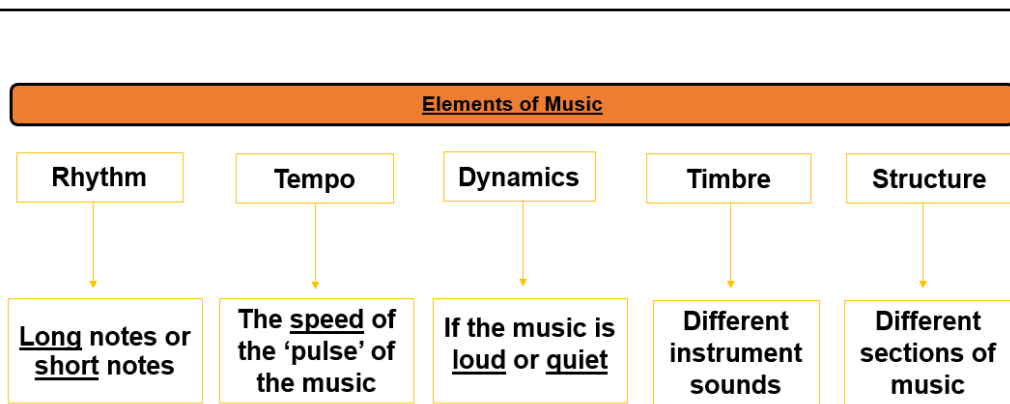
3 – 4

BOX D: KEYBOARD KEYS AND PITCH

BOX A: REHEARSAL TECHNIQUE



BOX B: ELEMENTS OF MUSIC

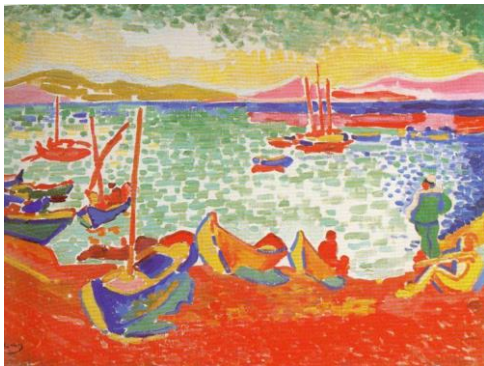


BOX C: KEY WORDS

Key Word	Definition
Beat	A single 'pulse' that musicians feel to stay in time with each other
Unison	When performers perform the same thing at the same time
Guitar	Stringed instrument with 6 strings
Bass	Stringed instruments with 4 strings
Note	Single sound played by all instruments
Chord	When 2 or more notes are played together
Dynamics	How loud or quiet the music is
Accuracy	How correct the music is
String	Metal wire used by guitars to create notes
Fret	Thin metal lines on the guitar neck to change the note
Fluent	Being able to perform confidently without help
Confident	When performers know what they are performing and know they will get it right
Lyrics	The words that are sung by a singer
Chorus	Catchiest section of the song which is usually the loudest
Ensemble	A group of musicians
Warm up	A simple performance or exercise at the start of rehearsal so you don't hurt yourself

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.

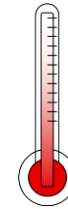


This is a painting by Andre Derain called 'Boats in the Port of Collioure' made in 1905. The cool colours in the sky are dominant and appear to go away from us. The warm colours in the beach appear to come towards us. This gives us the feeling of distance.

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

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.



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.

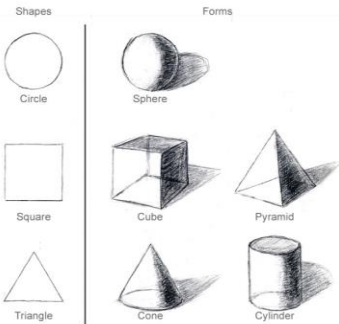
Foreground – What we see in the front or close to us when looking at an artwork.

Warm colours – Colours that stand out and come forward when seen in an artwork. These include red and Orange.

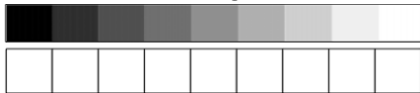
Cold Colours – Colours that seem to go back in an artwork. These include Blues and greens.

SECTION B: 3D Form

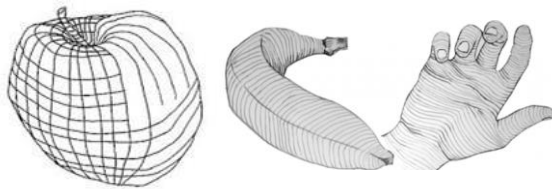
For a 3d object to look 3d on a page we need to marks that show light and dark tone.



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



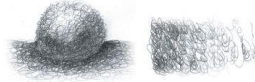
Contour lines- that follow the shape of an object can help your work look 3d

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

Stippling



Scumbling



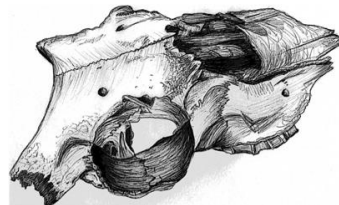
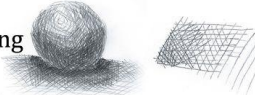
Shading



Smudging



Crosshatching



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 C

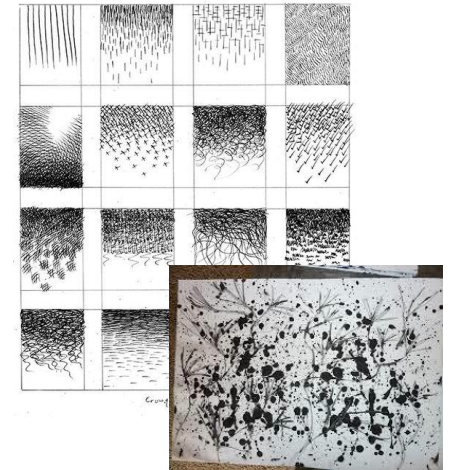
Textures- by building up different marks you can create realistic looking texture (how something looks like it feels)
This is also called **Implied Texture**



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

SECTION D

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.
E.g. paint might be sprayed on creating a disorganised random effect



BOX 1: Health and Safety


D&T Health & Safety Rules

The biggest danger in the D&T room is YOU!
You are at risk when you don't understand the hazards or you are careless, or both. The person most likely to suffer from your mistakes is YOU!

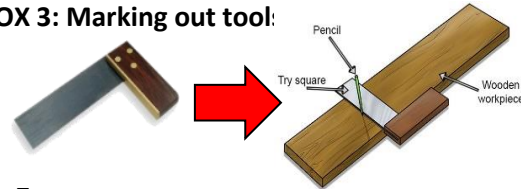
1. Only enter a D&T room when told to do so by a teacher.
2. Never rush about or throw things in a D&T room.
3. Keep your work area and floor area clear, with bags and coats well out of the way.
4. Follow instructions precisely; only touch or use tools, equipment, machines and materials when told to do so by a teacher.
5. Never remove anything from any D&T room without permission.
6. Wear eye protection when told to do so and keep it on until you have finished the work that needs the eye protection.
7. When using naked flames (eg. gas torches in workshops, gas cookers in food rooms), make sure that ties, hair, baggy clothing etc are tied back or tucked away.
8. Always stand up when doing practical work in Food Tech or in workshops so you can quickly move out of the way if you need to.
9. Always wash your hands carefully before starting work in Food Technology and after the end of lessons in all areas.
10. If you are scalded, burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher. Also report any cuts or abrasions.
11. Report all spillage of any substance or anything that breaks to your teacher.


BOX 2: Finishing Tools/Equipment**Glass Paper**

Used to remove scratches from the surface of wood. Glass paper is available in a wide range of grades for removing deep scratches to fine surface finishing.



Disc/Belt Sander
Used to sand and shape the edges of wood. The sanding disc/Belt is very coarse and will remove waste quickly. A sliding fence can be used when sanding at a required angle.

BOX 3: Marking out tool:**Try square**

For marking out accurate right angles and checking if work is square when gluing up.

BOX 4: Clamping and holding tools**Machine Vice**

For holding work securely when drilling holes on the pillar drill.

**G Clamp/Cramp**

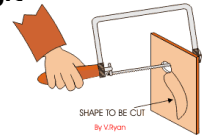
Used to hold work together whilst gluing and holding work securely on a bench or pillar drill.

**Woodworking Vice**

To hold the wood securely when cutting, chiseling, drilling etc.

**BOX 5: Cutting and shaping tools****Coping Saw**

Used for making curved cuts in wood.

**Tenon Saw**

Used for making straight cuts in wood.

**Bench Hook**

To hold the wood securely when making straight cuts with the Tenon Saw.

**Pillar Drill**

To drill holes into wood, metal and plastic.

**Forstner Bit**

For drilling large, flat bottomed holes into wood.



Wood joints can be either **PERMANENT** or **TEMPORARY** depending on the type and if glue is used.

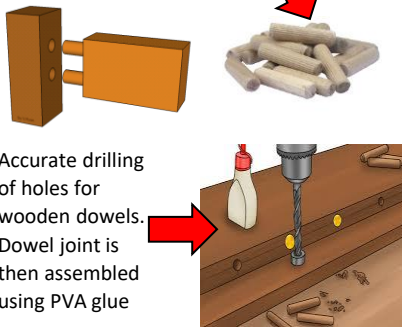
BOX 6: Permanent Jointing Techniques

Permanent Joint:

When we do not want to take the pieces apart again E.G. Glues & Jointing

The Dowel Joint

A dowel is a cylindrical rod, usually made from wood, plastic, or metal. Dowels are commonly used as structural reinforcements in furniture.



Accurate drilling of holes for wooden dowels. Dowel joint is then assembled using PVA glue



PVA or Wood Glue used to make permanent joints with wood.

Glued Joints

1. Ensure pieces fit together correctly and are smooth and free of any dust.
2. Apply wood glue/PVA to wood joint and ensure enough is applied to cover entire surface.
3. Spread glue using a spatula to evenly cover the entire surface.
4. Carefully apply pressure to the glued joint using clamps. Check the joint has closed up fully.
5. Remove excess glue with a damp cloth and allow the glue to dry over night.

BOX 7: Temporary Jointing Techniques

Temporary Joint:

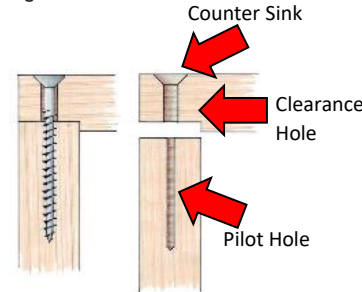
When we will, or might need to take pieces apart again E.G. Screws and nails

Wood Screws

A screw is a type of fastener typically made from metal with an external thread. Screws are available in a wide range of shapes/sizes and are commonly used to fasten wood together.



Wood screws are driven into the wood using a screwdriver or cordless screw driver/drill

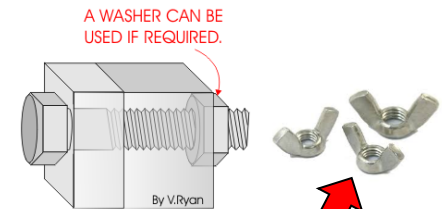


Wood screws are available in different head types including slotted, phillips & pozidriv.

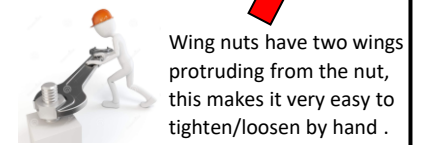
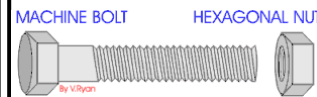


Nuts & Bolts

Nuts and Bolts are used to join wood, metal and plastic together temporarily and can be taken apart if required. Many steel structures, including buildings, are simply bolted together. For example, the Eiffel Tower in Paris was originally a temporary structure and after twenty years it was to be dismantled.



Spanners are used to tighten the nuts and bolts, holding the parts together securely.



Wing nuts have two wings protruding from the nut, this makes it very easy to tighten/loosen by hand.

BOX 1: Basic commands used in python turtle**Using the Turtle**

```
import turtle
```

**Moving the Turtle**

```
turtle.forward(distance)
```



Go forward 100 pixels

Moving the Turtle

```
turtle.left(degrees)
```

```
turtle.right(degrees)
```

```
turtle.left(45)
```

Anti-clockwise

```
turtle.right(45)
```

Clockwise

Moving the Turtle

```
turtle.left( )
```

```
turtle.right( )
```

Moving the Turtle

```
turtle.forward(100)
```

```
turtle.left(90)
```

```
turtle.forward(50)
```

**Changing the Pen**

```
turtle.width(4)
```

```
turtle.color("red")
```



BOX 2: Drawing shapes with Python turtle

Shape 1	Shape 2	Shape 3
<pre>import turtle turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90)</pre>	<pre>import turtle turtle.forward(100) turtle.left(120) turtle.forward(100) turtle.left(120) turtle.forward(100) turtle.left(120)</pre>	<pre>import turtle turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45) turtle.forward(80) turtle.left(45)</pre>

