Beckfoot School

Knowledgeable
And Expert Learners

Year

enjoylearnsucceed

2023/24
Nov - Dec

Name: ………………………………….………………...

Tutor group: …………………………………...……..

Contents

What should you be working on each week?
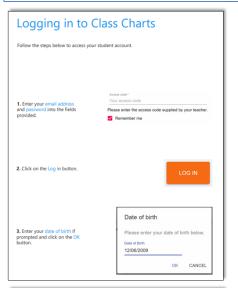
Homework:
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

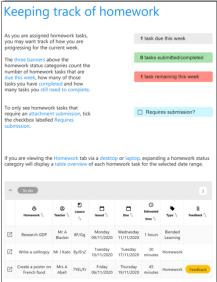**Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)**

- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

Homework Instructions

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your email address and password into the fields provided.

Access code *
Your access code
Please enter the access code supplied by your teacher.
☑ Remember me

2. Click on the Log in button.

LOG IN

3. Enter your date of birth if prompted and click on the OK button.

Date of birth
Please enter your date of birth below.
Date of Birth
12/06/2009
OK   CANCEL

Homework

If your school has decided to share homework with pupils, you will see the Homework tab in your account.

Selecting this tab will display a list of the homework tasks which you have been given.

To change the date range for displayed homework tasks, click on the orange Date button.

To display tasks in the order they were set, click on the Issue Date button.

To display tasks in the order they are expected to be handed in, click on the Due date button.

To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.

To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile.

A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.

Research GDP
GEOGRAPHY - 8F/GG - MR A BLACKER
Type: Blended Learning
Issue date: Monday 09/11/2020
Due date: Wednesday 11/11/2020
Estimated completion time: 1 hours
Please write a short paragraph on what GDP is and how it is used.

Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The three banners above the homework status categories count the number of homework tasks that are due this week, how many of those tasks you have completed and how many tasks you still need to complete.

To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission.

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

	Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback
☑	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
☑	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
☑	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

Homework status categories

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.

To do

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Completed

Late: These are homework tasks that have been handed in past the deadline.

Submitted late

Not submitted: These are homework tasks that were not handed in on time.

Not submitted

Submitted: These are homework tasks that have been handed in on time.

Submitted

Homework Instructions

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.

Subject	QR Code
Maths	SCAN ME
English	SCAN ME
Science	SCAN ME
MFL	SCAN ME
Humanities	SCAN ME
D&T	SCAN ME
Perf. Arts	SCAN ME
Art	SCAN ME
Music	SCAN ME
Computing	SCAN ME
Knowledgeable & Expert Learners	SCAN ME
Confident Communicators	SCAN ME

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources

You may be asked to enter your school email address and password here

3. Select your year group

3. Select the subject you want to work on

3. Select the relevant half term.

All the resources you need will be here

How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.

1. Go to https://senecalearning.com/en-GB/

2. Click 'Log In' at the top right hand corner.

3. Select 'Continue with Microsoft'.

4. Enter your school email and password.

5. Select the course(s) you want to work on.

You can also scan this QR code for a video walkthrough of how to log in as a student

SCAN ME

Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:
- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations
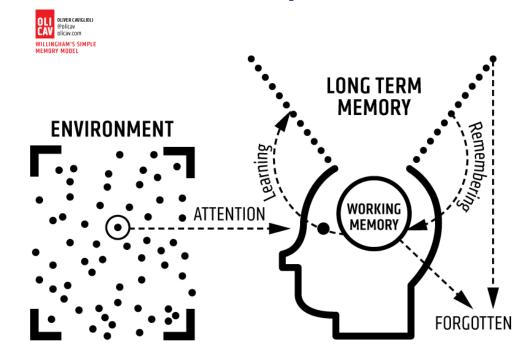
Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

What we expect from you:
- 5 independent learning tasks per week using the specified QILIMISI strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

What you can expect from us:
- Support with your independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor

OLIVER CAVIGLIOLI
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olicav.com
WILLINGHAM'S SIMPLE MEMORY MODEL

ENVIRONMENT
ATTENTION
LONG TERM MEMORY
Learning
Remembering
WORKING MEMORY
FORGOTTEN

Our evidence-informed Independent learning strategies:

1. Quiz It
2. Link It
3. Map It
4. Shrink It

Independent Learning: How to 1 – Quiz It

How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to recall information you have learned about already). The majority of your **Quiz it** work should be **Retrieval Practice**, as this will help you **remember more**.

Rehearsal: Do all 4 steps. Look, Cover, Write, Check

Retrieval Practice: Just do steps 2-4: Cover, Write, Check

Step 1: LOOK
If Rehearsing (the information is new to you):
- Read through 3-5 items from you Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to

Step 3: WRITE
- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen

Step 2: COVER
- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)

Step 4: CHECK
- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

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Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

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Number – BIDMAS and Decimals

I	B I D M A S	Brackets Indices Division Multiplication Addition Subtraction	Example: $(21 + 5) - 3 \times 8$ $26 - 3 \times 8$ $26 - 24 = 2$

Algebra – Sequences

I	Term-to-term rule	How you get from one term to the next. Example: 2, 6, 10, 14, … The sequence goes up by 4 each time so the term-to-term rule is +4.
2	Finding the nth term	Example: 1, 3, 5, 7, 9, … The sequence goes up by 2 each time so we start with *2n*. We then take the term-to-term rule (in this case 2) away from the first term. 1 – 2 = **-I**. This is the second part of our nth term. So our final answer is: *2n – I*

Statistics – Averages

I	Mean	Add all the numbers up, and divide by how many numbers there are.
2	Median	The middle of a sorted list of numbers.
3	Mode	The number that appears most often in a set of numbers.
4	Range	The difference between the lowest and highest values.

Geometry and Measure – Transformations

I	Rotation: need the degrees turned, direction (clockwise or anti-clockwise) and the **centre of rotation**.	
2	Reflection: need the line that the shape has been reflected in. This shape has been reflected in $y = I$.	
3	Translation: need the direction and how far the shape has travelled. Can be given as a column vector. Example: $\begin{pmatrix} 1 \\ -6 \end{pmatrix}$ This means 1 right and 6 down.	

Key Vocabulary

I	Generate	Work out a term (or terms) of a sequence.
2	nth term	Representing a sequence algebraically in terms of *n*.
3	Arithmetic sequence	A sequence that changes by the same amount every time.
4	Geometric sequence	A sequence made my multiplying/dividing by the same value each time.
5	Rotational symmetry	A shape that still looks the same after some rotation. Eg. a square has a rotational symmetry of order 4.
6	Modal Class	The class (or group) with the highest frequency.
7	Bias	A systematic (built-in) error that makes all values wrong by a certain amount.

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Number – BIDMAS and Decimals

1	B	Brackets	
	I	Indices	
	D	Division	
	M	Multiplication	
	A	Addition	
	S	Subtraction	

Algebra – Sequences

1	Term-to-term rule	
2	Finding the nth term	

Statistics – Averages

1	Mean	
2	Median	
3	Mode	
4	Range	

Geometry and Measure – Transformations

1	Rotation: need the degrees turned, direction (clockwise or anti-clockwise) and the **centre of rotation**.	
2	Reflection: need the line that the shape has been reflected in. This shape has been reflected in $y = 1$.	
3	Translation: need the direction and how far the shape has travelled. Can be given as a column vector. Example: $\begin{pmatrix} 1 \\ -6 \end{pmatrix}$ This means 1 right and 6 down.	

Key Vocabulary

1	Generate	
2	nth term	
3	Arithmetic sequence	
4	Geometric sequence	
5	Rotational symmetry	
6	Modal Class	
7	Bias	

Poem Summaries

1	**The Soldier** Rupert Brooke	This is a sonnet in which Brooke glorifies England during WW1. He speaks as an English soldier as he is leaving home to go to war. The poem represents the patriotic ideals that characterised pre-war England.
2	**Who's for the Game?** Jessie Pope	Her representation of war is describing war as being fun and full of glory! Pope suggests in the poem that a young man who could go to war would be very courageous.
3	**Dulce et Decorum est** Wilfred Owen	This is a poem about the horrors of war as experienced by a soldier on the front lines of WW1. The speaker depicts soldiers trudging through the trenches, weakened by injuries and fatigue. Suddenly, the men come under attack and must quickly put on their gas masks.
4	**Does it Matter?** Siegfried Sassoon	The poem shows a negative way of war, describing feelings and thoughts soldiers go through once they finish their service. The poem emphasises society's feelings towards the soldiers who have suffered from war.
5	**Suicide in the Trenches** Siegfried Sassoon	Sassoon is actually criticising the loneliness, health conditions, patriotism and also the lack of resources that the soldiers faced while they are in the trenches. He also explains the selflessness and the love for the country of a soldier.
6	**Futility** Wilfred Owen	Futility describes an event where a group of soldiers attempt to revive an unconscious soldier by moving him into the warm sunlight on a snowy meadow. However, the "kind old sun" cannot help the soldier - he has died.
7	**War Girls** Jessie Pope	War Girls is one of the first poems that highlights the work done by women in the war. Each of the girls the poet describes are doing a job that has traditionally been done by a man; ticket collectors, elevator operators, milkmen - all of these roles have belonged to men.
8	**Perhaps (To R.A.L.)** Vera Brittain	A poem dedicated to Vera's late fiancé, Roland Leighton. There is continuous repetition of the term 'Perhaps' at the start of each stanza. Brittain is expressing the uncertainty yet possibility behind her ever feeling the way she did before.
9	**The Gift of India** Sarojini Naidu	The poem is a tribute to the contribution of Indian soldiers in World War I. Over one million Indian soldiers from the British Indian Empire served in the Allied forces in the First World War.
10	**Anzac** John Le Gay Brereton	"Anzac" describes an honourable and noble soldier or a survivor of the Great War who is mourning and remembering his fellow brothers in arms.

Themes

1	**Honour**	Young soldiers going to War were Patriotic and were doing this for their country. It was an honourable thing to do.
2	**Suffering**	The true reality of War and what the soldiers were faced to do at War. The horrible experiences they went through.
3	**Loss of innocence**	Soldiers going to War were young and naïve. Everything about their youth was drained and taken away.

Context

1	**WW1**	World War One took place between 1914-1918. Soldiers thought the War would be over by Christmas and did not expect the realism and brutality they faced.
2	**Propaganda**	Propaganda was employed on a global scale. This was used to mobilise hatred for the enemy and force young people to War.
3	**Shellshock**	World War One became known as 'The Great War', it was the War 'to end all wars'. Soldiers suffered shellshock through the destruction and devastation caused.

Key Vocabulary

1	**Symbolism**	Using symbols to signify qualities and ideas by giving them symbolic meaning beyond their literal sense.
2	**Satire**	Using humour and irony to expose to criticise something. Used to show the reality of War, it wasn't what everyone expected.
3	**Propaganda**	Misleading or biased information to promote a political cause or point of view. Used to get soldiers to go to War.
4	**Pathos**	This is language that evokes feelings of pity or sorrow. Something we may feel reading War poetry.
5	**Enjambment**	The continuation of a sentence without a pause beyond the end line. Enjambment in these poems can represent something about War.
6	**Patriotism**	Devoting yourself to support your country. Feeling national pride and love for your nation.
7	**Sonnet**	A poem consisting of 14 lines that usually consists of 10 syllables per lines. A sonnet is typically a love poem.

Poem Summaries

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2	**Who's for the Game?** Jessie Pope	
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7	**War Girls** Jessie Pope	
8	**Perhaps (To R.A.L.)** Vera Brittain	
9	**The Gift of India** Sarojini Naidu	
10	**Anzac** John Le Gay Brereton	

Themes

1	**Honour**	
2	**Suffering**	
3	**Loss of innocence**	

Context

1	**WW1**	
2	**Propaganda**	
3	**Shellshock**	

Key Vocabulary

1	**Symbolism**	
2	**Satire**	
3	**Propaganda**	
4	**Pathos**	
5	**Enjambment**	
6	**Patriotism**	
7	**Sonnet**	

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Work, energy and machines

1	"Work done" definition	The transfer of energy when a force moves an object. It is measured in Joules (J).
2	Equation	Work done (J) = Force (N) x distance (m)
3	Levers e.g. screwdriver	Simple machines make it easier to lift things, they reduce the force needed by increasing the distance. A force multiplier uses a smaller input force to give a greater output force.
		Wheels are also simple machines – they decrease friction which reduces the force needed to move an object.

Energy transfer – radiation and insulation

1	Radiation	A method of transferring energy without the need for particles.
2	Infrared radiation	E.g. thermal energy being transferred from the Sun to us through space. The hotter an object is the more infrared radiation it will emit (give out)
3	Surfaces and radiation	Darker matte surfaces absorb and emit more infrared radiation. Shiny and smooth surfaces absorb and emit less infrared radiation, instead reflecting (acting as good insulation) Thermal imaging shows infrared radiation from an object.
4	Insulation	Methods to reduce heat loss from an object. Examples for a house include; carpets and curtains, reflective foil on the inside walls and double glazing. Also foam insulation because it traps a pocket of air reducing conduction and convection.
5	Comparing insulators	The better an insulator the slower the temperature of the liquid inside decreases (small temperature drop).

Energy and temperature

1	Heat vs Temperature	The **temperature** of a substance is a measure of how hot or cold it is. It is measured with a **thermometer** in degrees Celsius (°C) "Heat" or **thermal energy** of a substance depends on the individual energy of all of the particles, it is measured in Joules (J).
2	Speed and thermal energy	The faster particles are moving, the more thermal energy they have. The more particles there are the more thermal energy an object has
3	Factors affecting the energy needed to change the temperature of an object	Mass of the object What the object is made of The temperature rise

Energy transfer – particles

1	Particle diagrams for the states of matter	
2	Transfer of energy	If there is a difference in temperature between two objects, energy is transferred from the hotter object to the cooler one. This will continue until both objects are at the same temperature.
3	Convection – needs particles to be able to move positions	How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
4	Conduction – occurs in solids as they vibrate.	How thermal (heat) energy is transferred in solids by particles colliding.
	Conductors and insulators	Metals are good **thermal conductors** as they contain electrons which are free to move and particles close together to collide. Gases and liquids as well as non-metals are poor conductors as their particles are spread out and so do not collide often, we call these **insulators.**

Key Vocabulary

1	Conservation of energy	Energy can never be created or destroyed just transferred from one store to another.
2	Work	The amount of energy transferred to carry out an action. e.g. lifting a book, work is done against gravity.
3	Input and output force	Input force is the energy used to start an action, output force is the energy outcome. If the distance moved by the input force is greater than the distance moved by output force then the output force is reduced (and vice-versa)
4	Random errors	Occur due to human error and mistakes made when carrying out a method.
5	Systematic errors	Occur due to faulty equipment in an experiment.
6	Convection currents	As the particles near a heat source are heated they spread out and become less dense, this means that they will rise. More dense particles will take their place at the bottom nearest the heat source creating a constant flow of particles.
7	Equilibrium	If there is no transfer of thermal energy and 2 materials are at the same temperature.

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Work, energy and machines

1	"Work done" definition	
2	Equation	
3	Levers e.g. screwdriver	

Energy and temperature

1	Heat vs Temperature	
2	Speed and thermal energy	
3	Factors affecting the energy needed to change the temperature of an object	

Energy transfer – particles

| 1 | Particle diagrams for the states of matter | |

2	Transfer of energy	
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4	Conduction – occurs in solids as they vibrate.	
	Conductors and insulators	

Energy transfer – radiation and insulation

1	Radiation	
2	Infrared radiation	
3	Surfaces and radiation	
4	Insulation	
5	Comparing insulators	

Key Vocabulary

1	Conservation of energy	
2	Work	
3	Input and output force	
4	Random errors	
5	Systematic errors	
6	Convection currents	
7	Equilibrium	

Friction and drag

1	Friction slows objects down. The more friction, the faster the object slows down.
2	It occurs when two surfaces rub together. Smoother surfaces have less friction than rougher surfaces.
3	Drag is the force that slows an object down as it moves through a fluid. It exists because when objects move through fluids they collide with the fluid particles.
4	Friction and drag are contact forces.

Hooke's law

1	A force can be applied to a string to make it stretch e.g. hanging masses on the end of a spring exerts the force of weight on the spring, causing it to stretch.
2	This graph shows how the extension of a spring changes as more force is applied to it. This is a linear relationship and the spring is obeying Hooke's law.
3	Hooke's law – the force applied to a spring is directly proportional to its extension. This means as the force doubles, the extension also doubles and the graph is a straight diagonal line that passes through the origin.

Pressure in liquids

1	Particles in liquids are already touching which means liquids cannot be compressed.
2	Liquids transfer pressure that is applied to them.
3	As water gets deeper the pressure increases because there are more water particles above, meaning there is more weight pushing down.

Key equations
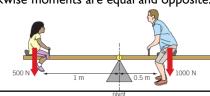
1	Moment (Nm) = force (N) x distance form pivot (m)	$M = F \times d$
2	Pressure (Pa) = force (N) ÷ surface area (m²)	$p = F \div A$

Moments

1	A moment is the turning effect of a force. Measured in Newton meters (Nm).
2	The size of the moment increases … a. As the distance from the pivot increases. b. As the size of the force increases.
3	When a see-saw is balanced the clockwise and anti-clockwise moments are equal and opposite.

Pressure in gases

1	Gas pressure is caused by the particles of the gas colliding with the walls of the container.
2	The more frequently the particles collide with the walls, the higher the pressure.
3	Gas pressure can be increased by, a. Heating the gas b. Reducing the volume of the container c. Putting more particles in the container.
4	Atmospheric pressure is greatest nearer the ground as there are more particles weighing down on you.

Key Vocabulary

1	Friction	A force produced when two surfaces rub together that acts to slow down moving objects.
2	Fluid	A liquid or gas.
3	Drag	The force that slows down objects moving through fluids.
4	Contact force	A force that acts between objects that are touching.
5	Extension	The increase in length of an object such as a spring.
6	Hooke's law	The force applied to a spring is directly proportional its extension.
7	Moment	The turning effect of a force.
8	Resultant force	The overall force acting on an object.
9	Stress	The pressure that is exerted on a solid.
10	Atmospheric pressure	The pressure that the air exerts on you all of the time.
11	Incompressible	These objects cannot be squashed.

Stress

1	Pressure exerted on a solid is called stress.
2	It can be calculated using $p = F \div A$.
3	Stress can be reduced by increasing the area over which the force is exerted. This is how snowshoes work.
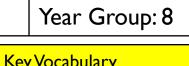
Friction and drag

1	
2	
3	
4	

Hooke's law

1	
2	
3	

Pressure in liquids

1	
2	
3	

Key equations

1		
2		

Moments

1	
2	
3	

Pressure in gases

1	
2	
3	
4	

Key Vocabulary
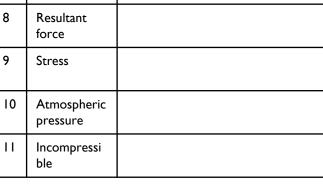
1	Friction	
2	Fluid	
3	Drag	
4	Contact force	
5	Extension	
6	Hooke's law	
7	Moment	
8	Resultant force	
9	Stress	
10	Atmospheric pressure	
11	Incompressible	

Stress

1	
2	
3	

Key verbs – past I

1	Je suis allé	I went
2	J'ai passé	I spent
3	J'ai rencontré	I met
4	J'ai visité	I visited
5	J'ai envoyé	I sent
6	J'ai mangé	I ate
7	J'ai admiré	I admired
8	J'ai gagné	I won
9	J'ai bu	I drank
10	J'ai vu	I saw
11	J'ai pris	I took
12	J'ai fait	I did

Key verbs- past We

1	On a vu	We saw
2	On a bu	We drank
3	On a pris	We took
4	On a fait	We did
5	On a visité	We visited
6	On a acheté	We bought
7	On est allés	We went

Time phrases

1	Aujourd'hui	Today
2	Hier	Yesterday
3	Avant-hier	Day before yesterday
4	Lundi dernier	Last Monday
5	L'année dernière	Last year
6	La journée	The day

Opinions

1	C'était effrayant	It was scary
2	Ce n'était pas mal	It wasn't bad
3	J'ai trouvé ça cher	I found it expensive
4	C'était assez bizarre	It was quite bizarre
5	C'était un peu ennuyeux	It was a bit boring

Examples

1	L'année dernière je suis allé à Paris où j'ai visité le Louvre et j'ai mangé au restaurant. C'était fabuleux.	Last year I went to Paris where I visited Le Louvre and I ate at a restaurant. It was fabulous.
2	Hier j'ai passé la journée à Paris et j'ai admiré les feux d'artifice.	Yesterday I spent the day in Paris and I admired the fireworks.
3	Lundi dernier on est allés à Paris et on a fait les magasins et on a pris les photos. C'était assez cool.	Last Monday we went to Paris and we went shopping and we took photos. It was quite cool.
4	J'ai rencontré un beau garçon et on a visité les catacombes.	I visited a handsome boy and we visited the Catacombes.

Key verbs – past I

1	Je suis allé	
2	J'ai passé	
3	J'ai rencontré	
4	J'ai visité	
5	J'ai envoyé	
6	J'ai mangé	
7	J'ai admiré	
8	J'ai gagné	
9	J'ai bu	
10	J'ai vu	
11	J'ai pris	
12	J'ai fait	

Key verbs- past We

1	On a vu	
2	On a bu	
3	On a pris	
4	On a fait	
5	On a visité	
6	On a acheté	
7	On est allés	

Time phrases

1	Aujourd'hui	
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Opinions

1	C'était effrayant	
2	Ce n'était pas mal	
3	J'ai trouvé ça cher	
4	C'était assez bizarre	
5	C'était un peu ennuyeux	

Examples

1	L'année dernière je suis allé à Paris où j'ai visité le Louvre et j'ai mangé au restaurant. C'était fabuleux.	
2	Hier j'ai passé la journée à Paris et j'ai admiré les feux d'artifice.	
3	Lundi dernier on est allés à Paris et on a fait les magasins et on a pris les photos. C'était assez cool.	
4	J'ai rencontré un beau garçon et on a visité les catacombes.	

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Using verbs – sehen (to watch)

1	Ich sehe	I watch
2	du siehst	you watch
3	er/sie/es sieht	he/she/it watches
4	wir sehen	we watch
5	ihr seht	you (pl) watch
6	Sie sehen	you (formal) watch
7	sie sehen	they watch

Using time phrases

1	eine Stunde pro Tag	one hour per day
2	zwei bis drei Stunden pro Tag	two to three hours per day
3	nicht mehr als drei Stunden pro Tag	no more than three hours per day
4	mehr als zwanzig Stunden pro Woche	more than twenty hours per day
5	nur am Wochenende	only at the weekend
7	nach den Hausaufgaben	after homework
8	von 20 bis 22 Uhr	from 8pm to 10pm

Giving Opinions

1	das finde ich (un)fair	I find that unfair
2	das geht mit auf die Nerven	that gets on my nerves
3	Meiner Meinung nach	In my opinion
4	Unsinn! Quatsch!	Rubbish!
5	du hast recht	You're right
6	das macht Spaß	That's fun
7	das stimmt	That's true
8	das stimmt nicht	That's not true

Using adjectives

1	blöd	stupid
2	gruselig	creepy
3	interessant	interesting
4	kindisch	childish
5	langweilig	boring
6	lustig	funny
7	romantisch	romantic
8	schrecklich	terrible
9	spannend	exciting
10	unterhaltsam	entertaining

Examples

1	Ich gehe gern ins Kino. Ich mag Actionfilme und Dramas.	I like going to the cinema. I like action films and dramas.
2	Ich sehe nicht gern Komödien. Sie sind total kindisch.	I don't like watching comedies. They are totally childish.
3	Ich sehe sehr gern die Nachrichten, weil sie interessant sind.	I really like watching the news, because it's interesting.
4	Meine Lieblingssendungen sind Realityshows. Ich finde sie blöd aber lustig.	My favourite programmes are reality shows. I find them stupid but funny.
5	Ich lese gern Comics in meinem Schlafzimmer oder auf dem Sofa.	I like reading comics in my bedroom or on the sofa.
6	Ich lese am liebsten Zeitschriften auf dem Computer.	Most of all I like reading magazines on the computer.
7	Ich darf nach den Hausaufgaben fernsehen.	I am allowed to watch TV after homework.

Using verbs – sehen (to watch)

1	Ich sehe	
2	du siehst	
3	er/sie/es sieht	
4	wir sehen	
5	ihr seht	
6	Sie sehen	
7	sie sehen	

Using adjectives

1	blöd	
2	gruselig	
3	interessant	
4	kindisch	
5	langweilig	
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Using time phrases

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Examples
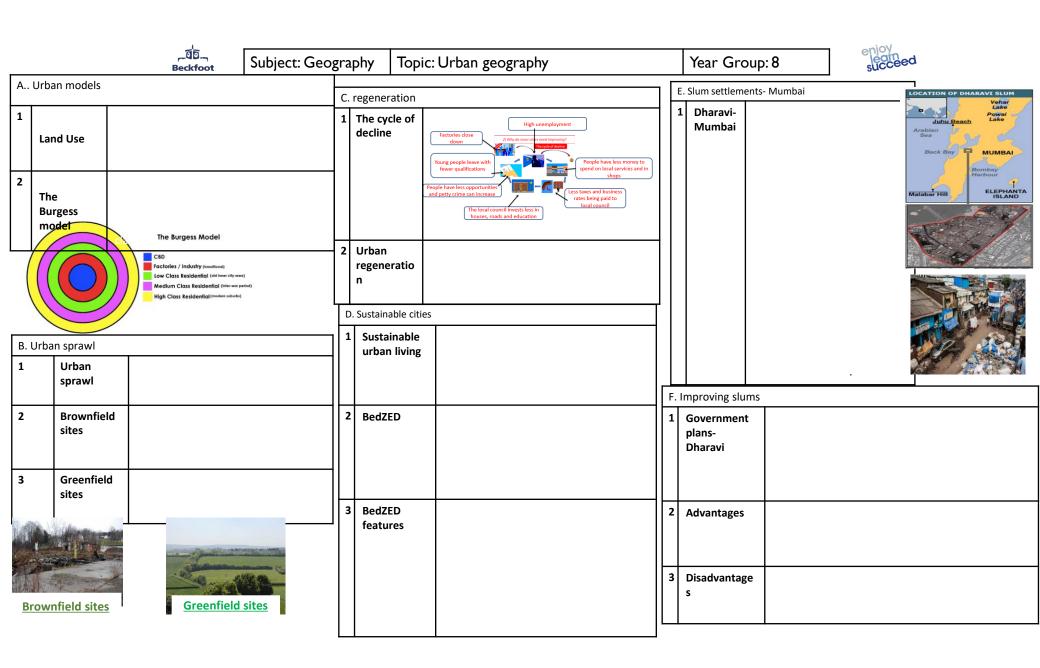
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A.. Urban models

| 1 | Land Use | is the type of buildings or other features that are found in the area e.g. terraced housing, banks, industrial estates, roads, parks. |
| 2 | The Burgess model | Ernest Burgess proposed a model, where the city radiates out from the CBD (the oldest part of the city). He noticed that cities were in distinctive zones, and can be classified. |

The Burgess Model

- CBD
- Factories / Industry (transitional)
- Low Class Residential (old inner city area)
- Medium Class Residential (inter-war period)
- High Class Residential (modern suburbs)

B. Urban sprawl

1	Urban sprawl	the spread of city buildings and houses into an area that used to be countryside.
2	Brownfield sites	Land that has been built on before and is to be cleared and reused. These sites are often in the inner city.
3	Greenfield sites	Land that has not been built on before. These sites are usually found in the countryside on the edge of the city.

Brownfield sites   **Greenfield sites**

C. regeneration

| 1 | The cycle of decline | High unemployment / Factories close down / 2) Why do inner cities need improving? / The cycle of decline / Young people leave with fewer qualifications / People have less money to spend on local services and in shops / People have less opportunities and petty crime can increase / Less taxes and business rates being paid to local council / The local council invests less in houses, roads and education |
| 2 | Urban regeneration | Urban regeneration is the attempt to reverse that decline by both improving the physical structure, and, more importantly and elusively, the economy of those areas. |

D. Sustainable cities

1	Sustainable urban living	living in a way that meets our needs today and the needs of future generations without damaging the environment or using too many resources.
2	BedZED	BedZED claims to be the UK's largest sustainable community. Built in 2002, it has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the earth's resources.
3	BedZED features	- 99 homes that use renewable energy - -- - South facing: advantage of natural sunlight - Building materials from renewable or recycled sources within 55km of the site - Rainwater is collected and reused - Small allotments built with houses so food can be grown and consumed locally - Car share scheme

E. Slum settlements- Mumbai

| 1 | Dharavi- Mumbai | India and Mumbai's biggest slum is known as Dharavi. There are a million people crammed into one square mile in Dharavi. At the edge of Dharavi the newest arrivals come to make their homes on waste land next to water pipes in slum areas. They set up home illegally amongst waste on land that is not suitable for habitation. In the wet monsoon season these people have huge problems living on this low lying marginal land. Many of the people here come from many parts of India as a result of the push and pull factors of migration. |

LOCATION OF DHARAVI SLUM

Vehar Lake / Powai Lake / Juhu Beach / Arabian Sea / Back Bay / MUMBAI / Bombay Harbour / Malabar Hill / ELEPHANTA ISLAND

F. Improving slums

1	Government plans- Dharavi	As Dharavi is located close to Mumbai's CBD the land is very valuable, therefore the Government has planned to knock down Dharavi so that they can build more financial offices. The people of Dharavi will be relocated to apartments on the outskirts of the city.
2	Advantages	Improved sanitation (disposal of human waste and dirty water), improved access for emergency services, clean water, registered legally with authority.
3	Disadvantages	Loss of community, conditions more cramped than before, lack of jobs in the informal slum economy, poor cant afford to pay council

A.. Urban models

1	Land Use	
2	The Burgess model	

The Burgess Model

- CBD
- Factories / Industry (transitional)
- Low Class Residential (old inner city area)
- Medium Class Residential (inter-war period)
- High Class Residential (modern suburbs)

B. Urban sprawl

1	Urban sprawl	
2	Brownfield sites	
3	Greenfield sites	

Brownfield sites

Greenfield sites

C. regeneration

1	The cycle of decline	
2	Urban regeneration	

High unemployment
Factories close down
2) Why do inner cities need improving?
The cycle of decline
Young people leave with fewer qualifications
People have less money to spend on local services and in shops
People have less opportunities and petty crime can increase
Less taxes and business rates being paid to local council
The local council invests less in houses, roads and education

D. Sustainable cities

1	Sustainable urban living	
2	BedZED	
3	BedZED features	

E. Slum settlements- Mumbai

1	Dharavi- Mumbai	

LOCATION OF DHARAVI SLUM

F. Improving slums

1	Government plans- Dharavi	
2	Advantages	
3	Disadvantages	

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Term	Definition
1) Urbanisation	the process of making an area more urban (into a city).
2) Push factor	Factors pushing someone away from somewhere e.g. lack of jobs
3) Pull factor	Factors drawing someone to somewhere e.g. good healthcare
4) Rural- urban migration	Movement of people from the countryside to the city often in search of opportunities.
5) Natural increase	Birth rates are higher than death rates, the population increases.
6) Burgess model	A model created to show how cities develop and grow into zones.
7) Central business district (CBD)	Centre of the city- often the most valuable land where businesses and shops are located.
8) Inner city	Area outside the CBD. Previously where factories were found, now many factories have located abroad this is often a poor area of the city.
9) suburbs	The outer areas of the city, green land, parks and nice homes are found here.

Term	Definition
10) Rural urban fringe	The are where the city meets the countryside
11) Sustainable	When something is able to be used but also be protected for future generations.
12) Slum settlement	Illegal settlements often built by migrants (people moving to the city) for opportunities like jobs.
13) regeneration	Improving a city by cleaning areas up, rebuilding derelict areas and developing the economy.
14) Sanitation	Infrastructure to safely dispose of human waste and dirty water.
15) Resources	Availability of services e.g. healthcare and education as well as water, building materials, electricity etc.

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Term	Definition
1) Urbanisation	
2) Push factor	
3) Pull factor	
4) Rural- urban migration	
5) Natural increase	
6) Burgess model	
7) Central business district (CBD)	
8) Inner city	
9) suburbs	

Term	Definition
10) Rural urban fringe	
11) Sustainable	
12) Slum settlement	
13) regeneration	
14) Sanitation	
15) Resources	

Subject: History   Topic: How did the British Empire change the world?   Year Group: 8

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1. How was the British Empire unusual?

1	How did the British Empire start?	1.	In the 16th Century, British explorers began to discover new places
		2.	They created colonies by sending people to live in these new places
2	How was the British Empire different from previous empires?	1.	The British Empire was much bigger than other Empires in the past
		2.	It covered over 25% of the world's land mass by 1920
		3.	It was called the 'empire on which the sun never set'
		4.	This is because it covered lots of different parts of the world

2. How and why did the British gain and empire?

1	Why did the British want an Empire?	1.	It allowed Britain to gain new resources to trade and created trade links
		2.	Britain benefitted from taking the resources back to Britain
		3.	Some people believed it was right to spread Christian and British ideas around the world
		4.	They wanted to compete with Spain to have the biggest Empire
2	How did the British create the Empire?	1.	Private trading companies were set up in new countries and this gave the British control in those areas
		2.	In the 18th Century there was a big rise in population which meant people looked to move abroad
		3.	The Industrial Revolution meant that Britain had new technology to introduce to itself and other colonies

3. India and the British Empire

1	What was India like before the Empire?	1.	Before the 1500s, India was divided into kingdoms
		2.	In the early 1500s the Mughals invaded India and united the Indian states
		3.	At first the Mughals were accepting of all the religions in India but later they became intolerant and fighting broke out
2	Who were the East India Company?	1.	They were a trading company that started in 1600
		2.	It was given support by the monarch to trade and negotiate with people around the world
		3.	They aimed to trade with India and China for valuable resources
3	How did the British take control over India?	1.	The East India company began to take more and more Indian land
		2.	They had an army and navy which they used against the Indian princes
		3.	At the Battle of Plessy, the East India Company won a big victory which allowed them to take control over the rest of India piece by piece
4	What was British rule like in India?	1.	The British saw themselves as better than the Indian people
		2.	They didn't allow Indian people to have good jobs
		3.	The British took resources from the country including food. This led to famines that killed many people
		4.	They built lots of facilities like railways, factories and farms
		5.	They created a new legal system
5	What was the Sepoy rebellion?	1.	In the 1850s, Sepoys were treated badly by the British army
		2.	In 1857, the army introduced new rifles with cartridges that used pig and beef fat as grease
		3.	The British ignored the objections to these cartridges and eventually a riot broke out
		4.	They were joined by local Indian leaders who were unhappy with British rule.
		5.	After 18 months of fighting, the British won and punished the rebels harshly
6	Did the rebellion change things?	1.	The British government took control over India from the East India Company
		2.	They set up a new government with a viceroy in charge
		3.	They tried to interfere less with religious matters and started to let Indians have government jobs
		4.	However, by 1900, only 10% of the government jobs were held by Indians

Key Word	Definitions
Colonial	When a country increased it's power by taking control of other countries by force
Colonies	A country under the control of another country
Emigration	To move to another country permanently
Exploration	The action of exploring an unfamiliar area.
Exports	Send goods to another country for sale
Empire	A set of different countries or regions ruled by one 'mother country'
Imperialism	The belief that large empires make countries more powerful
Imports	Bring goods into a country from abroad for sale.
Mutiny	Refuse to obey the orders of a person in authority.
Natives	An original / local inhabitant
Patriotic	A love of your country or empire
Raw material	The basic material from which a product is made – this often grows naturally
Rebellions	A group rising up against those who control them
Trade	The action of buying and selling goods and services
Viceroy	A ruler exercising authority in a colony on behalf the monarch.
Voyages	A long journey involving travel by sea

Subject: History   Topic: How did the British Empire change the world?   Year Group: 8

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1. How was the British Empire unusual?

1	How did the British Empire start?	1. 2.
2	How was the British Empire different from previous empires?	1. 2. 3. 4.

2. How and why did the British gain and empire?

1	Why did the British want an Empire?	1. 2. 3. 4.
2	How did the British create the Empire?	1. 2. 3.

3. India and the British Empire

1	What was India like before the Empire?	1. 2. 3.
2	Who were the East India Company?	1. 2. 3.
3	How did the British take control over India?	1. 2. 3.
4	What was British rule like in India?	1. 2. 3. 4. 5.
5	What was the Sepoy rebellion?	1. 2. 3. 4. 5.
6	Did the rebellion change things?	1. 2. 3. 4.

Key Word	Definitions
Colonial	
Colonies	
Emigration	
Exploration	
Exports	
Empire	
Imperialism	
Imports	
Mutiny	
Natives	
Patriotic	
Raw material	
Rebellions	
Trade	
Viceroy	
Voyages	

Subject: History   Topic: How did the British Empire change the world?   Year Group: 8

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4. How did the British Empire affect China?

1	How and why did the British come to China?	1. Before the British arrived, China was ruled by different dynasties 2. From the 16th Century explorers and merchants travelled to China 3. In 1711, the East India Company set up its first trading post in China
2	What were the Opium Wars?	1. The British were unhappy with the limits on trade that the Chinese government put in place 2. Britain began smuggling opium into China to create a demand for their products. 3. This led to conflict and fighting with the Chinese government
3	What was the effect of the British in China?	1. The smuggling of opium into China left many Chinese people addicted to the drug 2. The Opium Wars weakened the Qing dynasty 3. In 1853 there was a rebellion against the Chinese government

5. How did the British Empire affect Australia?

1	How and why did the British settle in Australia?	1. In 1770, James Cook claimed the east coast of Australia for Britain 2. The British decided to create a penal colony to help the overcrowding of British prisons
2	How did the British affect Australia?	1. In 1788, 1,500 prisoners, crew, marines and civilians arrived in Sydney Cove 2. Over the next 10 years the indigenous population was reduced by 90% 3. The settlers introduced new diseases 4. The settlers took over Indigenous lands 5. There were violent conflicts between the colonisers and the indigenous people

6. How did colonialism affect Africa?

1	What was Africa like before Europeans arrived?	1. Before European colonisation, Africa had many strong and diverse Empires and cultures 2. Trade with northern Africa had existed since Roman times
2	How was Africa colonised by Europe?	1. Exploration meant many European countries travelled to new parts of Africa 2. The Portuguese first began to kidnap people from the west coast of Africa and to take those they enslaved back to Europe. 3. This was then copied by Britain and other countries to create the Transatlantic Slave Trade 4. Over the years 1884 to 1914 90% of Africa came under European colonial rule
3	What was it like to live in colonial Africa?	1. Colonists considered their culture superior 2. Colonial governments exploited many Africans and forced them to work harvesting natural resources 3. Colonial governments did not invest in the education of many Africans 4. There were often violent conflicts between the British and African groups

7. How did the British Empire affect Ireland?

1	Britain and Ireland before the 18th Century	1. The English first came to Ireland in the 12th Century 2. During the Tudor era, the monarchs took greater control over Ireland and encourage English Protestants to go live there
2	How did British rule in Ireland change?	1. After an Irish rebellion in 1798, Britain decided to change how Ireland was ruled 2. In 1801, Ireland and Britain were officially United to form the UK 3. Irish people could vote for members of parliament who would be equals with British MPS.
3	What was British rule like in Ireland?	1. The Irish were not treated equally, like they were promised 2. Between 1845 and 1850 there was a famine in which around 1 million people died 3. The British did not help this situation 4. Around 2 million Irish people were forced to migrate out of Ireland

9 Key word	Definition
Commonwealth	International group made up of the UK and countries that belonged to the British Empire.
Independence	When a country or group of people does not want to be controlled by another group or country
Indigenous	An original / local inhabitant
Penal colonies	Prison colonies where criminals were sent to live in as punishment e.g. Australia

8. How did the British Empire end?

1	Why did the British Empire end?	1. After WWI it became difficult for Britain to hold on to the Empire. 2. They could no longer afford an empire. 3. Britain had no right to rule people who did not want to be ruled. 4. Their navy was not strong enough to protect all the Empire anywhere in the world.
2	The British empire today	1. 14 countries still belong to the British empire 2. Examples include Gibraltar, Falkland Islands, Caribbean Islands and Channel Islands 3. Huge migration took place after WW2 giving us a Multi-cultural Britain
3	What is the commonwealth?	1. A collection of 54 countries – all former members of the empire 2. The Queen is head of state in 16 of these countries 3. The Commonwealth games is competed every 4 years

Subject: History   Topic: How did the British Empire change the world?   Year Group: 8

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4. How did the British Empire affect China?

1	How and why did the British come to China?	1. 2. 3.
2	What were the Opium Wars?	1. 2. 3.
3	What was the effect of the British in China?	1. 2. 3.

5. How did the British Empire affect Australia?

| 1 | How and why did the British settle in Australia? | 1.
2. |
| 2 | How did the British affect Australia? | 1.
2.
3.
4.
5. |

6. How did colonialism affect Africa?

1	What was Africa like before Europeans arrived?	1. 2.
2	How was Africa colonised by Europe?	1. 2. 3. 4.
3	What was it like to live in colonial Africa?	1. 2. 3. 4.

7. How did the British Empire affect Ireland?

1	Britain and Ireland before the 18th Century	1. 2.
2	How did British rule in Ireland change?	1. 2. 3.
3	What was British rule like in Ireland?	1. 2. 3. 4.

9 Key word | Definition

Key word	Definition
Commonwealth	
Independence	
Indigenous	
Penal colonies	

8. How did the British Empire end?

1	Why did the British Empire end?	1. 2. 3. 4.
2	The British empire today	1. 2. 3.
3	What is the commonwealth?	1. 2. 3.

Atheism

1	What is an Atheist?	Someone who doesn't believe in God or a divine being.
2	What is an Agnostic?	We can't be certain whether God exists or not.

Humanism

1	What is 'one life'?	We are lucky to be alive and make the most of the one life we have.
2	The world?	Is a natural phenomenon, believe in Darwin's theory of natural selection.
3	Humans?	Value and celebrate human achievement in this life.

Humanist Ethics

1	What is the Golden Rule?	Treat other people as you'd want to be treated in their situation
2	How should we act?	The kindest option causes the least harm.
3	Why does evil exist?	Because there is no benevolent God.

Beliefs and Values

1	Give 2 humanist values.	One life, happiness, freedom, democracy, curiosity, equality, human achievement.
2	Why is architecture important?	It symbolizes what Humans are capable of.

Life after Death

1	What do humanists believe about death?	It is the end of our existence and that this is the only life we have.
2	What is Epicurus' argument?	That human life is finite, and we shouldn't fear death.
3	What happens when we die?	Our bodies break down, our atoms will go on to form other things.

Humanist Ceremonies

1	What is a ceremony?	A rite of passage that marks the transition from one stage of life to another.
2	Give 2 things that could be included?	Tribute, music, readings, poems, planting trees, lighting candles.
3	What is the main purpose of a funeral?	To support family and friends to mourn and to celebrate the person who has died.

Key word	Definition
Agnostic	Without knowledge to prove or disprove God.
Atheist	Do not believe in God.
Theist	Believes in the existence of God.
Humanism	Worldview that prioritises human life.
The Golden Rule	Treat others how you would like to be treated yourself.
Scepticism	To doubt or not believe something.
Naturalism	humanists always look for natural explanations rather than supernatural ones.
Reason	An explanation for an action or event
Autonomy	Independence and freedom to take control.
Mortality	The state of being subject to death
Eulogy	A speech that praises someone highly, often as a tribute.
Finite	Human life has an end.
Rationalism	Humanists use reason and evidence to answer questions about the world.

- Humanism is an approach to life based on reason and our common humanity, recognising that moral values are properly founded on human nature and experience alone.
- Humanism is a rapidly growing global movement, and in the UK, there are over 17 million people who align with Humanist beliefs.

Atheism

1	What is an Atheist?	
2	What is an Agnostic?	

Humanism

1	What is 'one life'?	
2	The world?	
3	Humans?	

Humanist Ethics

1	What is the Golden Rule?	
2	How should we act?	
3	Why does evil exist?	

Beliefs and Values

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2	Why is architecture important?	

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Reason	
Autonomy	
Mortality	
Eulogy	
Finite	
Rationalism	

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- Humanism is a rapidly growing global movement, and in the UK, there are over 17 million people who align with Humanist beliefs.

1. Process; Tools & Equipment

1	Coping Saw	Hand held tool used to cut intricate shapes in woodworking
2	Tenon Saw	Used to cut straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	Hegner Saw	A piece of machinery used to cut intricate curves and joints
4	Try Square	Used to check and mark right angles in constructional work
5	File	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.
6	Steel Rule	Manufactured from stainless steel and features metric or imperial (or both) scales along its length. One end is usually flat whilst the other end is usually round.
7	Bandfacer	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).

2. Wood Joints

1	Comb Joint	Consists of a series of alternate notches and square pins of the same width which are subsequently glued.
2	Dovetail Joint	Consists of TAILS & PINS which when connected can only be removed in one direction.
3	Butt Joint	Coming together of two edges or faces which are glued together.
4	Dowel Joint	Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.
5	Screw Joint	A type of joint that is fastened by means of a threaded metal rod and a screwdriver.

5. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	Pine	Furniture
2	Spruce	Roofing
3	Cedar	Cladding
4	Fir	Furniture & flooring

3. Process; CADCAM

1	Laser Cutter	Works by directing the output of a high-power **laser** through lenses onto a material. Typically woods or plastics
2	Computer-aided Design (CAD)	The use of computers to aid in the creation or modification of a design idea. 2D Design / SketchUp.
3	Computer Aided Manufacturing (CAM)	The use of software and computer-controlled machinery to automate a manufacturing process. Laser cutter, CNC Lathe, A3 Router.

4. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leafed trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	Teak	Exterior furniture
2	Oak	Interior furniture / Beams in old cottages
3	Mahogany	Furniture & musical instruments
4	Maple	High end furniture and flooring in bowling alleys and for bowling pins
5	Beech	Kitchen items & musical instruments.

☐ Sand down all wood (P80,P120,P240,P320,P400)

☐ Apply **Danish Oil / Teak Oil** first followed by wax to seal the wood. Enhance its **appearance & protect** it.

☐ A **standard component** is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...). **Screws, Hinges and Latches** are examples of these.

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1. Process; Tools & Equipment

1	Coping Saw	
2	Tenon Saw	
3	Hegner Saw	
4	Try Square	
5	File	
6	Steel Rule	
7	Bandfacer	

2. Wood Joints

1	Comb Joint	
2	Dovetail Joint	
3	Butt Joint	
4	Dowel Joint	
5	Screw Joint	

5. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	Pine
2	Spruce
3	Cedar
4	Fir

3. Process; CADCAM

1	Laser Cutter	
2	Computer-aided Design (CAD)	
3	Computer Aided Manufacturing (CAM)	

4. Materials; Hardwoods

Hardwoods are usually have **broad leaves**, come from **deciduous** or broad-leafed trees and take many years to grow to maturity before they can be used (**100 Yrs**)

1	Teak
2	Oak
3	Mahogany
4	Maple
5	Beech

❑ Sand down all wood (P80,P120,P240,P320,P400)

❑ Apply **Danish Oil / Teak Oil** first followed by wax to seal the wood. Enhance its **appearance & protect** it.

❑ A **standard component** is usually an individual part or component, manufactured in thousands or millions, to the same specification (such as size, weight, material etc...). **Screws, Hinges and Latches** are examples of these.

1. Tools & equipment

1	Pins	Used to hold pieces of material together before sewing.
2	Needles	Used to sew material together by hand. In this project for tacking your material before using the sewing machine.
3	Embroidery foot	A foot used on the sewing machine to help create machine embroidery
4	Material Scissors	Scissors that are designed to cut fabric only. Cutting paper with blunt the blades.
5	Embroidery Thread	A thicker thread than normal machine thread that has a shiny finish. It is used to do hand stitching and create images and patterns rather than joining materials
6	Thread	Thread is used to sew material together. It comes in lots of colours and can be used on the sewing machine or with a needle by hand.
7	Embroidery hoop	A hoop that is used to hold material taught whilst you sew either by hand or on the sewing machine.

1. Tools & equipment

8	Sewing Machine	An electronic machine that sews materials together.
9	Craft knife	A very sharp knife used to cut materials accurately.
10	Steel Ruler	Has a raised edge an dis used when you are using a craft knife.
11	Cutting mat	A mat placed under the material you are cutting to help you have grip as well as stopping you cutting the table
12	Heat press	Used to transfer images from sublimation paper to fabric, the process is done through heat and pressure
13	Sublimation printer	The ink from the sublimation printer reacts with heat and can be transferred on to material

2. Sewing Machine Components:

1	Bobbin	The small circular thread holder that goes in the bottom of the sewing machine to stop your stitches coming undone.
2	Bobbin Case	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.
3	Bobbin Winder	Located on the top of the sewing machine and used to wind up the bobbin. Will stop the sewing machine sewing.
4	Foot Peddle	Operates the sewing machine, must be out on the floor.
5	Stitch Selector Buttons	Changes the style of the stitches.
6	Dogs teeth/feed dogs	The tracks under the base plate of the sewing machine that pull your material through
7	Sewing machine feet (zipper foot)	A foot that is attached to the sewing machine to create free machine embroidery
8	Sewing machine needle plate	Helps you line up your material correctly and produce a nice even straight stitch.

❑ Thread up a sewing machine independently.	❑ Know how/when to change the sewing machine feet.	❑ Be able to put the bobbin into the sewing machine correctly.

1. Tools & equipment

1	Pins	
2	Needles	
3	Embroidery foot	
4	Material Scissors	
5	Embroidery Thread	
6	Thread	
7	Embroidery hoop	

1. Tools & equipment

8	Sewing Machine	
9	Craft knife	
10	Steel Ruler	
11	Cutting mat	
12	Heat press	
13	Sublimation printer	

2. Sewing Machine Components:

1	Bobbin	
2	Bobbin Case	
3	Bobbin Winder	
4	Foot Peddle	
5	Stitch Selector Buttons	
6	Dogs teeth/feed dogs	
7	Sewing machine feet (zipper foot)	
8	Sewing machine needle plate	

☐ Thread up a sewing machine independently.	☐ Know how/when to change the sewing machine feet.	☐ Be able to put the bobbin into the sewing machine correctly.

3. Process: Sewing machine sewing

Step 1	Thread up the sewing machine with the thread you wish to sew with.
Step 2	Bring up the bobbin thread (fishing) Select your stitch.
Step 3	Place your material under the pressor foot and lower your needle into the fabric.
Step 4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.
Step 5	Do three stitches forward and three back to lock your thread (tie a knot) then complete your line of stitching repeating the three stitches forward and three back at the end.

4. Process: Free machine embroidery

Step 1	Complete steps 1-5 of sewing machine set up.
Step 2	Place your material into an embroidery hoop and make sure it is tight.
Step 3	Replace the 'normal' foot on the sewing machine with an embroidery hoop.
Step 4	Lower the dogs teeth/feed dogs on the machine.
Step 5	Place the material and the hoop under the sewing machine foot and lower the needle and foot. Sew and move the embroidery hoop at the same time.

5. Process: Weaving

Step 1	Mark out your cutting lines using a ruler and a pencil, leave a 2cm border around the edge of your work.
Step 2	Cut along the lines using a craft knife and a metal ruler and a cutting mat. Remember not to cut right to the edge, stay within your border.
Step 3	Cut your other piece of paper into 1cm pieces using a guillotine.
Step 4	Weave the 1cm cut piece into the other piece of paper that you have cut with a craft knife. Use an over under technique
Step 5	Seal the ends using masking tape to stop the paper coming out.

6. Process: Quilting

Step 1	Complete steps 1-5 of sewing machine set up.
Step 2	Place a piece of wadding between two pieces of material.
Step 3	Sew over the material using either a normal foot or an embroidery foot (you will need to follow steps 1-5 of free machine embroidery if you choose to use an embroidery foot)

7. Process: Heat press

Step 1	Place your sublimation printed image under the heat press.
Step 2	Place piece of synthetic material over the printed image.
Step 3	Pull down the heat press and make sure that the top in fully closed. Leave closed for 1min.

8. Materials:

1	Cotton	A natural fibre that comes from the cotton plant
2	Synthetic fibre	A manmade fibre that comes from oil
3	Wadding	A manmade material that is used to fill/thicken materials

Key Vocabulary

1	Warp and Weft	The direction of a weave. The warp goes up and the weft goes left.
2	Sublimation printer	The ink from the sublimation printer reacts with heat and can be transferred on to material
3	Feed dogs/dogs teeth	The teeth in the base plate of the sewing machine that move to pull the material through the machine.

☐ Thread up a sewing machine independently.	☐ Know how to hold a craft knife correctly in order to use it safely.	☐ Understand how the feed dogs/dogs teeth work.

3. Process: Sewing machine sewing

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

4. Process: Free machine embroidery

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

5. Process: Weaving

Step 1	
Step 2	
Step 3	
Step 4	WARP WEFT
Step 5	

6. Process: Quilting

Step 1	
Step 2	
Step 3	

7. Process: Heat press

Step 1	
Step 2	
Step 3	

8. Materials:

1	Cotton	
2	Synthetic fibre	
3	Wadding	

Key Vocabulary

1	Warp and Weft	
2	Sublimation printer	
3	Feed dogs/dogs teeth	

❑ Thread up a sewing machine independently.	❑ Know how to hold a craft knife correctly in order to use it safely.	❑ Understand how the feed dogs/dogs teeth work.

1. Culinary terminology

1	Al dente	How pasta should be cooked – texture should be soft with bite.
2	Herbs + Spices	Herbs are generally green and spices are generally orange/brown. They are used to flavour and season food
3	Tender	Cooking food so it is easy to cut and chew (not tough).
4	Marinating	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .
5	Roux/all in one	Methods of making a white sauce.
6	Gelatinisation	The process of thickening a liquid using starch.
7	Batter	Muffin batter is different to cake batter as it should not be over mixed as it causes a tough texture
8	Sealing	Cooking meat at a high temperature to prevent it drying out when cooking
9	Kneading	Massage/work/squeeze dough. In bread it is to stretch gluten strands
10	Proving	Leaving bread to rest to allow the yeast to ferment.
11	Simmer	Temperature just below boiling point

2. Nutrition

1	Eat Well Guide	Government guideline for healthy eating.
2	Salt	Needed for nerve function. Too much can cause high blood pressure and too little can cause cramps and nausea
3	Traffic light symbol	A grading system used on food packaging to inform you how healthy it is. Red = unhealthy. Orange = eat in moderation. Green = healthy
4	Excess/ deficiency	Excess is when too much and efficiency is when not enough is consumed.
5	Function	Job the nutrient fulfils within the body
6	NSP	Also known as fibre needed for healthy digestion. Can cause constipation if deficient

Key Vocabulary

1	Multicultural	When people of different cultures come together to celebrate and share their different traditions
2	Organoleptic testing	Using your senses to assess food.
3	Ambient	Food stored at room temperature e.g. cereal
4	Dormant	When food is frozen bacteria is not killed it is simply dormant (asleep)
5	SMEE issues	Social, moral, ethical and environmental issues. Including; red tractor, vegetarianism, GM foods.

3. Food safety systems

1	Food hygiene	4C's: Cross contamination, cleaning, cooking, chilling prevent food poisoning.
2	Cross contamination	When bacteria is transferred from one thing to another
3	Key temperatures	Freezer –18'c Fridge 1-5'c Danger zone 3-63'c Temperature food needs to reach during cooking 75'c All bacteria killed at 121'c
4	Temperature probe	Used to take the internal temp of food. Clean before/ after use. Insert in to the centre. Record temp after it has stabilised for 2mins.
5	High/low risk foods	Low risks foods: often either high in salt. Sugar, acid and low in moisture. High risk foods provide the perfect environment for bacteria to grow (moist, high in protein, warm)
6	Safe storage	It is important to store food safety to prevent it spoiling and food poisoning bacteria growing. Make sure food is sealed properly and fully cooled down before putting into the fridge or freezer.

❏ Research additional SMEE issues; Veganism, sustainability   ❏ Look how food trends have spread and adapted across the world.

1. Culinary terminology

1	Al dente	
2	Herbs + Spices	
3	Tender	
4	Marinating	
5	Roux/all in one	
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2. Nutrition

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Knowledge Group 1 Design Ideas

1	Monster	A large, ugly, and frightening imaginary creature.
2	Design	A plan or drawing produced to show the look and function or workings of an object.
3	Outline	A drawing or sketch restricted to line without shading or form.
4	Bold shapes	Shapes which have a strong, vivid, or clear appearance.
5	Functional	Designed to be practical and useful, rather than attractive.
6	Aesthetically pleasing	Refers to an object or item that someone considers to be beautiful or attractive.
7	Tonal scribbling	Scribbles which gradual reduce in density evidencing tone and form.

Knowledge Group 3 Painting clay

1	Watercolour paint	An opaque water-medium paint consisting of natural pigment, water, and a binding agent.
2	Layering	Letting one application of paint dry before adding another.
3	Tone	Smooth shading which fades gradually from dark to light.
4	Form	Curved shading around the outline of an object using tone.
5	Colour Blending	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
6	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.
7	Detail	A distinctive feature of artwork which can be seen most clearly close-up.

Knowledge Group 2 Clay Monster

1	Clay Slab	A portion of clay that has been flattened into a sheet.
2	Slab pot	Clay technique involving the creation of "walls" of a container. Slip and scoring is applied to the clay where the walls will come together. The walls are then formed together to create a pot.
3	Score and slip	The process of joining pieces of clay together by scoring the surface and adding slip (mixture of water and clay).
4	Disguise joins	Technique where the seam in-between two pieces of clay is disguised by working the clay.
5	Handbuilding	Technique of ceramics where one forms clay with hands and simple tools instead of the wheel.
6	Moulding	The act or process of shaping.
7	Sculpting clay	Moulding, shaping and adding textures to clay using hands and tools.
8	Detail	A distinctive feature of artwork which can be seen most clearly close-up.
9	The kiln and firing clay	Firing clay takes place in the Kiln, this is the oven used to heat the clay to remove the moisture resulting in a brittle but hard sculpture.

Key Vocabulary

1	Salvador Dali	A Spanish Surrealist artist renowned for his technical skill, precise draftsmanship, and the striking and bizarre images in his work.
2	James DeRosso	Artist who sculpts stoneware clay into functional monsters which are embellished with recycled objects.
3	Ceramicist	A person who works in ceramics
4	Clay	A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
5	Feature	A distinctive attribute or aspect of something.

Knowledge Group 1 Design Ideas

1	Monster	
2	Design	
3	Outline	
4	Bold shapes	
5	Functional	
6	Aesthetically pleasing	
7	Tonal scribbling	

Knowledge Group 3 Painting clay

1	Watercolour paint	
2	Layering	
3	Tone	
4	Form	
5	Colour Blending	
6	Complementary colours	
7	Detail	
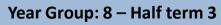
Knowledge Group 2 Clay Monster

1	Clay Slab	
2	Slab pot	
3	Score and slip	
4	Disguise joins	
5	Handbuilding	
6	Moulding	
7	Sculpting clay	
8	Detail	
9	The kiln and firing clay	

Key Vocabulary

1	Salvador Dali	
2	James DeRosso	
3	Ceramicist	
4	Clay	
5	Feature	

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1. Pop Music

1	Pop music	A style of music, it is short for popular music, and so changes over time.
2	Cover version	A different musicians version of a song.
3	Acoustic	Music created with no electrical instruments.
4	Live lounge	A series of performances recorded by Radio one – performers do mainly acoustic versions of their own and others songs.
6	Music technology	Using computers to create music.
7	Mixcraft	A computer programme used to create and edit music.
8	Sample	A small digitally recorded clip of music, often musicians use other artists samples in their own pieces.
9	Multitrack recording	A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.
10	Overdubbing	Recording additional sounds onto a track, often to correct previous mistakes.
11	Synthesiser	An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard.
12	Drum machine	An electronic instrument that creates percussion tracks.

2. Chords for composition

1	C major chord	A happy sounding chord that uses the notes C, E and G.
2	F Major Chord	A happy sounding chord that uses the notes F, A and C.
3	G Major chord	A happy sounding chord that uses the notes G, B and D.
4	A minor chord	A sad sounding chord that uses the notes A, C and E.

3. Key vocab
Song structure

1	Intro	The section of the music that introduces the song.
2	Verse	A section that repeats in a song, it has the same music, but different lyrics
3	Chorus	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	Bridge	A section in a song that links two other sections.
5	Instrumental	A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro	The ending section of a song.

4.Key Vocab
Musical elements

1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Bass line	The lowest part in music, provides the harmonic structure of the music.
4	Riff	A repeated musical pattern used in Rock, Pop and Jazz.
5	Ensemble	Performing as part of a group.
6	Unison	Playing the same part together with another person
7	Broken chords	Playing the notes of a chord separately
8	Block chords	Playing all of the notes of a chord at once.
9	Um-pa chords	Playing the bottom note of a chord on beat one, and the other notes together n beat2 and 3.
10	Pitch	How high or low a sound is.
11	Tempo	The speed of the music.
12	Hook	A catchy melody that hooks the listener in and keeps them interested.

Other musical styles linked to this: Garage, Hip-Hop, Soul, Funk, New Wave, Rock.

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1. Pop Music

1	Pop music	
2	Cover version	
3	Acoustic	
4	Live lounge	
6	Music technology	
7	Mixcraft	
8	Sample	
9	Multitrack recording	
10	Overdubbing	
11	Synthesiser	
12	Drum machine	

2. Chords for composition

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3. Key vocab
Song structure

1	Intro	
2	Verse	
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4. Key Vocab
Musical elements

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2	Chords	
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Other musical styles linked to this: Garage, Hip-Hop, Soul, Funk, New Wave, Rock.

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KEY FACTS - MELODRAMA

1	Originated	18th Century
2	Characters	-Stock Characters Similar in each production. Identifiable by their use of physicality and dialogue.
3	Acting style	Exaggerated Actors had to perform using loud voices and exaggerated movement – Lack of lighting and microphones as electricity was not widely used.
4	Plot and Story lines	– Stock Scenes Similar plots and story lines in each performance, making them familiar and easier for audiences to follow.
5	Name of acting style	Blend of two words Melody (music) and Drama (acting) to describe main features of Melodrama

STOCK CHARACTERS MELODRAMA

1	Hero	Strong, Handsome, Brave, Honest, Reliable, Falls in love with the Heroine
2	Heroine	Beautiful, Innocent, Vulnerable, Needs rescuing, Falls in love with the Hero
3	Aged Parent	Old, Parent of hero or heroine, Poor
4	Villain	Evil, Cunning, motivated by money, Often tries to marry the Heroine
5	Comedy Servant	Loyal, Stipid, Easily confused
6	Mysterious Stranger	Changes the course of the story with a big announcement,

STOCK CHARACTERS PANTOMIME

1	Principal Boy - Aladdin Dick Whittington Jack (Jack and the Beanstalk) Prince Charming (Cinderella / Snow White)	Strong, Handsome, Brave, Honest, Reliable. Traditionally played by a woman,
2	Principal Girl - Cinderella Snow White Princess Peach (Jack and the Beanstalk) Princess (Aladdin)	Beautiful and innocent
3	Dame – Ugly Step Sisters (Tracey and Stacey) Wishee Washee (Aladdin)	Female character traditionally played by a Man
4	Villain – Evil Step Mother (Cinderella / Snow White) King Rat (Dick Whittington)	Evil, Cunning. Jealous of principle boy or girl
5	Comedy Characters – Buttons (Cinderella)	Friend to principle boy or girl
6	Magical Character / Animal– Puss in Boot (Dick Whittington) Fairy Godmother (Cinderella) Genie of the Lamp (Aladdin)	Grants wishes, appears with a puff of smoke / harp chord sound effect

PANTOMIME CONVENTIONS

1	Entrance and Exits	Evil characters Stage Left/ Good characters Stage Right
2	Gender Swaps	Females playing male roles / Males playing female roles
3	Audience Interaction	Speaking Directly to the audience and inviting a response – breaks the fourth wall.
4	Panto Catch Phrases	"Oh no she isn't! Oh yes she is". He's behind you! Hello Boys and girls
5	Musical numbers	Including song and dance within the story telling
6	Direct Address	When the actors speak directly to the audience. This can sometimes be in the form of an 'aside' - a brief commend that is not heard by the other characters.
7	Comedy	Inuendo (jokes with two meanings, one is often rude) and slapstick
8	Slapstick	Trips and falls, silly sound effects, banging heads together, poke in the eye, slipping over a banana skin
9	Exaggeration	Making all performance skills (vocal and physical) much bigger / louder

KEY VOCAB

1	Exaggeration	Making physical movements larger than normal.
2	Gesture	Use of hand and arm movements to reinforce spoken word
3	Blocking	Deciding where you move to and stand on stage.

Subject: Perf Arts	Topic: Melodrama & Pantomime	Year Group: 8

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KEY FACTS - MELODRAMA

1	Originated	
2	Characters	
3	Acting style	
4	Plot and Story lines	
5	Name of acting style	

STOCK CHARACTERS MELODRAMA

1	**Hero**	
2	**Heroine**	
3	**Aged Parent**	
4	**Villain**	
5	**Comedy Servant**	
6	**Mysterious Stranger**	

STOCK CHARACTERS PANTOMIME

1	**Principal Boy -** Aladdin Dick Whittington Jack (Jack and the Beanstalk) Prince Charming (Cinderella / Snow White)	
2	**Principal Girl -** Cinderella Snow White Princess Peach (Jack and the Beanstalk) Princess (Aladdin)	
3	**Dame –** Ugly Step Sisters (Tracey and Stacey) Wishee Washee (Aladdin)	
4	**Villain –** Evil Step Mother (Cinderella / Snow White) King Rat (Dick Whittington)	
5	**Comedy Characters –** Buttons (Cinderella)	
6	**Magical Character / Animal–** Puss in Boot (Dick Whittington) Fairy Godmother (Cinderella) Genie of the Lamp (Aladdin)	

Contextual links: Aladdin ITV Pantomime
https://www.youtube.com/watch?v=GdzTEQdckfA,
Cinderella ITV Panto
https://www.youtube.com/watch?v=adb3Sfo__nE

PANTOMIME CONVENTIONS

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5	Musical numbers	
6	Direct Address	
7	Comedy	
8	Slapstick	
9	Exaggeration	

KEY VOCAB

1	**Exaggeration**	
2	**Gesture**	
3	**Blocking**	

Subject: Performing Arts	Topic: CHARACTERISATION PERFORMANCE SKILLS	Year Group: KS3

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VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

1.D	**D**ICTION AND PROJECTION	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
2. E	**E**MPHASIS AND VOLUME	Emphasis is when you make a word stand out "I never said **you** stole my hat" is different from "I never said you stole **my** hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
3. P	**P**ITCH	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
4. A	**A**CCENT	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
5.R	**R**HYTHM AND TEMPO	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
6. T	**T**ONE	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

1.G	GESTURES	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or Waving to say 'Hello'.
2. S	STANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
3. P	POSTURE AND BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4. E	EXPRESSION	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
5. E	EYE CONTACT	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6. D	DYNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps

Subject: Performing Arts	Topic: CHARACTERISATION PERFORMANCE SKILLS	Year Group: KS3

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VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)		
1.D	**D**ICTION AND PROJECTION	
2. E	**E**MPHASIS AND VOLUME	
3. P	**P**ITCH	
4. A	**A**CCENT	
5.R	**R**HYTHM AND TEMPO	
6. T	**T**ONE	

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)		
1.G	GESTURES	
2. S	STANCE	
3. P	POSTURE AND BODY LANGUAGE	
4. E	EXPRESSION	
5. E	EYE CONTACT	
6. D	DYNAMICS AND MOVEMENT	

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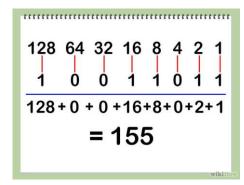
Converting between Bases

Binary to Denary

128 64 32 16 8 4 2 1
1 0 0 1 1 0 1 1
128 + 0 + 0 + 16 + 8 + 0 + 2 + 1
= 155

wikiHow
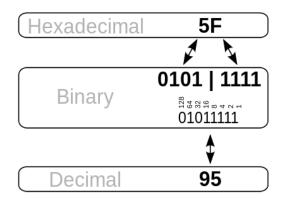
Write the column values out above your binary number. Only add the column value where the binary number is one.

Binary to Hexadecimal

Hexadecimal   5F

Binary   0101 | 1111
128 64 32 16 8 4 2 1
01011111

Decimal   95

Each hex character is equal to a binary nibble, join the two nibbles together to make your binary number. Practise the converting hexadecimal numbers to binary and denary method with these numbers: D2, 7A and A9

Character Sets

ASCII

ASCII stands for the "American Standard Code for Information Interchange". The ASCII character set is a 7-bit set of codes that allows 128 different characters. That is enough for every upper-case letter, lower-case letter, digit and punctuation mark on most keyboards. ASCII is only used for the English language.
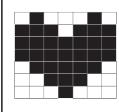
Binary Bitmap Images

Each square is referred to as a pixel. Each pixel can either be on or off. If the pixel is blank usually you would say the value of this pixel is 0 and if the pixel is black then the value of this pixel is 1.
Can you work out the binary combination for the image to the right?

A pixel is a tiny square of colour. Lots of pixels together can form an image.

Adding Binary

There are four rules for adding binary:
0 + 0 = 0
0 + 1 = 1
1 + 1 = 10 (binary for 2)
1 + 1 + 1 = 11 (binary for 3)

Key Vocabulary

Units of Data Storage	Bit – A single binary digit e.g. 0 or 1
	Nibble – Four binary digits e.g. 1011
	Byte – Eight binary digits e.g. 00110101
	Kilobyte (1000 bytes)
	Megabyte (1000 kilobytes)
	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)
Binary	This numbering system only uses two digits: 0 which means off and 1 which means on.
Denary	This numbering system uses ten digits: 0-9.
Hexadecimal	This numbering system uses sixteen characters: 0-9 and the A-F. Hexadecimal numbers is easier for humans to remember and use.
Character Set	A set of characters which are each represented using a unique binary number.
Overflow	When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred. e.g. 1 11101011

Subject: Computing	Topic: Data Representation	Year Group: 8

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Converting between Bases

Character Sets

ASCII

Binary Bitmap Images

Adding Binary

Key Vocabulary	
Units of Data Storage	
Binary	
Denary	
Hexadecimal	
Character Set	
Overflow	

Data Types

Data Type	Characteristics
Integer (INT)	A whole number
Real/Float (FLOAT)	A number with a fractional part
Boolean (BOOL)	Can take two values, TRUE or FALSE
Character (CHAR)	A single letter, number or symbol
String (STR)	Used to represent text or collection of characters

Mathematical & Compare Operators

Operator	Name and description	Example
+	Addition	2 + 2 = 4
−	Subtraction	4 − 2 = 2
/	Division	8 / 4 = 2
*	Multiplication	4 * 8 = 32
<	Less Than	5 < 3
>	More Than	8 > 2
<=	Less Than or Equal To	7 <= 14
>=	More Than or Equal To	19 >= 26
= or ==	Equal To	12 = 12
!= or <>	Not Equal To	15 != 3

Logical Operators

Operator	Example
AND	if score > 0 AND score < 10
OR	if topic == "Computing" OR topic == "Computer Science"
NOT	while NOT score

Random Number Generation

To randomly generate a number in Small Basic you can use the code below:

```
number = Math.GetRandomNumber(100)
```

Always use the TextWindow.WriteLine command to check if this is working.

```
TextWindow.WriteLine(number)
```

Write & Write Line / Read & Read Number

Write & Write Line	Read & Read Number
Writes text or numbers to the text window. The write command does not append a new line. A new line will be appended to the output if you use the Write Line command.	Reads a line of text or reads a number entered by the user from the text window. This function will not return until the user hits ENTER. When you use ReadNumber, the input is restricted to just numbers.

Key Vocabulary

Algorithm	An algorithm is a set of step by step rules or instructions to be followed in order to solve a problem.
Program	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
Variable	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
Constant	A constant is a store of data/information or a memory location that has a name. The value of a constant can not be changed whilst the program is running,
Sequence	Sequencing is the specific order in which instructions are performed in an algorithm.
Selection	Selection is a decision or question. Selection allows us to include more than one path through an algorithm.
Iteration	Iteration is the process of looping or repeating sections of a program.

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Data Types

Data Type	Characteristics

Mathematical & Compare Operators

Operator	Name and description	Example

Logical Operators

Operator	Example

Random Number Generation

Write & Write Line / Read & Read Number

Write & Write Line	Read & Read Number

Key Vocabulary

Algorithm	
Program	
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Link It

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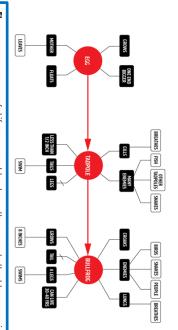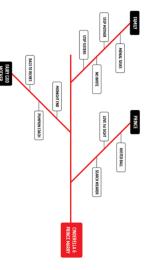**Mind-maps** are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story

Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common wit 'Pinocchio'. The white boxes show what is different about the two stories.

Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

Use this table to help you keep track of the Map It activities you have completed and checked this half term. There are some Map It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Map It

Map It

Map It

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1. Skim over the Knowledge Organiser and look for the key information
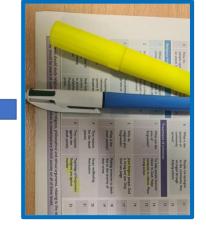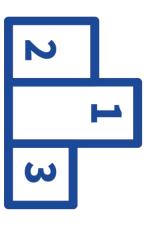
2. Highlight (or underline) the things you think are most important

3. Rank your chosen points in order of importance

1
2
3

4. Bullet Point your 5 most important points using as few words as possible

4. Shrink It
Summarise this topic into 5 key bullet points
Forgiveness

1. Aims to reform
2. Only God can judge
3. Jesus forgave
4. Religious against death penalty as not forgiving
5. Death penalty against 'do not murder'

Use this table to help you keep track of the Shrink It activities you have completed this half term. There are some Shrink It templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Shrink It

Subject:... Topic:...

Subject:... Topic:...

Shrink It

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Shrink It

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Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online

Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?

2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast

2. Look carefully at punctuation, which is designed to help you take pauses in the right places

3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words

2. Summarise the text in twenty words

3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

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Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?

What do I understand about it?

What am I being asked to do?

Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now?
Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?

What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?
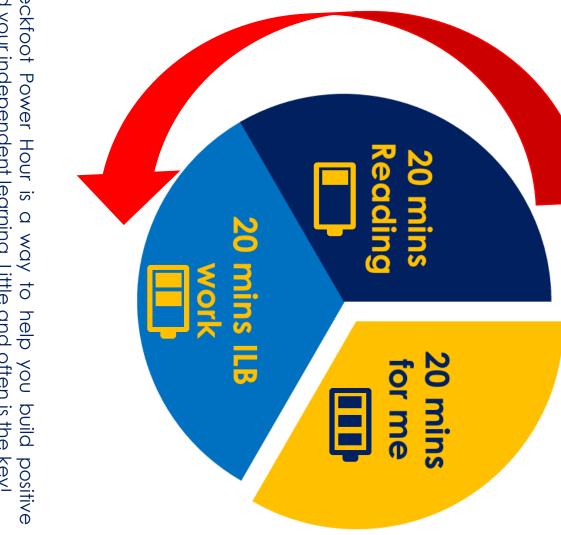
How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future? Explain

The Beckfoot Power Hour

The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

Building habits like this will boost your academic performance and help support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can. We would suggest **5 times a week** is the optimum amount.

20 mins Reading

20 mins ILB work

20 mins for me

Communication Pages

Date	To	From	Message	Please sign to acknowledge

Learn Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS3 students for their independent learning are as follows:

• **5 QILIMISI tasks** per week using the specified strategy (on Class Charts)
• You choose the subjects – we set the tasks
• Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:

1 – 2 additional tasks	3 – 4 additional tasks	5 additional tasks
10 points	20 points	50 points