

September - October

Year 8

KNOWLEDGEABLE AND EXPERT LEARNERS



Self
Quizzing

Flash
Cards

Mind
Maps

Brain
Dumps

enjoylearn**succeed**

INDEPENDENT LEARNING BOOKLET

NAME:

TUTOR GROUP:

CONTENTS

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- Self Quizzing instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

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 EXPECTATIONS AND REWARDS:

- You should complete 3 tasks over the week (20 mins each - 1 hour in total)
- The tasks will be set on Class Charts to help you keep track of what you need to do.
- You must bring your ILB and application book to school every day.
- You can choose the subject/topic you want to work on.
- Your tutor will check your ILB regularly to see how you are getting on.
- You will be rewarded for going above and beyond expectations.

SUBJECT KNOWLEDGE ORGANISERS CONTENTS

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INDEPENDENT LEARNING LOG

SELF QUIZZING



Expectation this ½ term: Self Quizzing } • This should be done three times a week , for approximately 20 minutes.
Create and quiz yourself on **6** questions **3** } • All your selfg quizzing should be evidenced in your application booklet.
times a week. (18 a week in total) } • Use this log to track how what subjects you have done (see example)

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
EXAMPLE:	English: KG1 & 2		History: KG4 & 5		Drama: KG 1 & 3
07/09/26					
ILB CHECK 14/09/2026					
21/09/2026					
28/09/2026					
ILB CHECK 05/10/2026					
12/10/2026					
19/10/2026					

USING CLASS CHARTS



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.

Below, shows you how to log on and track your homework.

Logging in to Class Charts

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

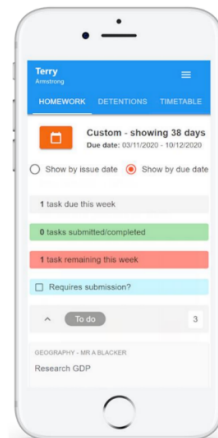
LOG IN

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

- Select the homework tab on our account.
- This 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 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.



To do
Research GDP
GEOGRAPHY - BF/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

To track your homework use the three banners above the homework status. This shows the the number of homework tasks that are due that week, how many of those tasks you have completed and how many tasks you still need to complete.

1 task due this week

0 tasks submitted/completed

1 task remaining this week

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

☐ 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.

To do 3							
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 attachment submissions

For certain homework tasks, you may be asked by your teacher to upload your work as an attachment. When viewing a homework task in more detail, you will see the Upload attachment button if your teacher is expecting your work to be uploaded. To submit a homework attachment, click on the Upload attachment button and select the files of your choice. Successfully uploaded files will then appear above the button

If your teacher leaves feedback on one of your homework attachments, you will see a Feedback icon appear on the associated homework task.

To view the feedback, click on the expand icon in the bottom right hand corner of the homework tile. Your teacher's feedback will appear directly below your homework attachment

To do

Write a book review
RECREATION - C6R/C5 - MRS A ABELL

Type: Homework
Issue date: Friday 20/03/2020
Due date: Friday 27/03/2020
Estimated completion time: 10

☐ Completed?

Write a 500 word review on the book of your choice.

My attachments

☒ My book review.doc

+ UPLOAD ATTACHMENT

You can upload a maximum of 5 attachments, each up to 250mb in size.

Supported file formats: doc, docx, pdf, xls,xlsx, ppt, pptx, pub, txt, png, jpeg, jpg, gif, rtf, mp3, odt, odp, csv, mp4, mov, m4a, sb3

RECREATION - MRS A ABELL

Write a book review

Issued: Friday 20/03/2020
Due: Friday 27/03/2020

Feedback

To do

Completed

Submitted late

Not submitted

Submitted

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

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

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

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

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

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.



Login

Sign up

3.

Select 'Continue with Microsoft'.



Continue with Microsoft

4.

Enter your school email and password.

5.

Select the course(s) you want to work on

If you need any help accessing SENECA please speak to your class teacher, or Miss Holmes.

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

SCAN HERE



SELF QUIZZING – INSTRUCTIONS

1.



Identify knowledge

Identify the subject and knowledge groups you are going to cover.
[Look at one knowledge group at a time.](#)

2.



Review

Spend around 5 minutes reviewing the knowledge group you have chosen.

Use this time to create questions if you need too.

[Read it to yourself](#)

[Highlight keywords](#)

3.



Cover and answer

Cover up your knowledge and answer the questions from memory.

[Take your time and where possible answer in full sentences.](#)

4.



Revisit

Go back to the content and self-mark your answers in **green** pen.

5.



Review

Review the areas where there were gaps in knowledge, and self-quiz this area again.

SELF-QUIZZING QUESTIONS

These are taken straight from a knowledge organiser. These are examples of questions in your KO that can help you with self quizzing.

What is happiness?

What is gratitude?

What is vulnerability?

What is courage?

OR

A. Structure of the Earth and Plate Tectonics	
1	 Structure of the earth Crust – The outer layer of the Earth. It is a very thin layer (think of an apple skin on an apple) and ranges between a thickness of 6 and 70 km. Broken in pieces called tectonic plates. Mantle – Due to the high temperatures of this thick layer, the mantle has the consistency of jam! Temperatures within the mantle range from 5000°C near the core to 1300°C just below the crust. Outer Core – This layer is liquid and made up largely of iron. Inner Core – This layer is solid and is also made of iron. Temperatures within this dense core can be 5500°C.

Using your KO, you can create your own questions, such as:

Structure of the Earth

1. What is the Crust?
2. What is the Mantle?
3. What is the Outer Core?
4. What is the Inner Core?

You can directly answer these questions in your application book.

Themes

1	What ideas about ambition are presented?	The tale of Macbeth exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth into a murderous tyrant.
2	What ideas about fate are presented?	The audience is forced to question whether the story develops as it does because of fate or the actions Macbeth chooses to take.
3	What ideas about masculinity and femininity are presented?	Masculinity is associated with aggression and femininity with weakness. Lady Macbeth manipulates Macbeth by questioning his masculinity.
4	What was the natural order?	When the natural order is disturbed, disorder and chaos follow. There is only peace when the natural order is restored (Malcolm on the throne).

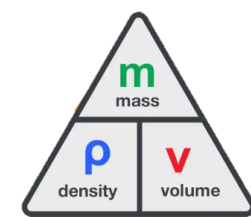
Context

1	Who was James I?	King James' family claim to have descended from a historical figure named Banquo. He also wrote a book on witchcraft called Demonology.
2	What was the Divine Right?	Monarchs were appointed by God and any attempt to question them was to question God himself.
3	What did people believe about witchcraft?	In the early 17 th century belief in witches was strong and many suspected of practising so-called witchcraft were burnt at the stake.
4	What were men and women's roles in society?	Society was patriarchal and women were considered inferior to men. Women belonged to their fathers and then their husbands. They were expected to have children and be gentle.

Key Vocabulary

1	What is a tragic hero?	A main character cursed by fate and possessed of a fatal flaw.
2	What is hamartia?	The fatal flaw of the tragic hero. Macbeth's is ambition.
3	What is meant by tragic arc?	A 5-step structure which most tragedies follow: Exposition, Rising Action, Crisis/climax, Falling Action, Resolution.
4	What is dramatic irony?	Some things are revealed to the audience before the characters, increasing tension.
5	What is catharsis?	The release of the audience's emotions through empathy with the characters.
6	What is peripeteia?	Sudden reversal of fortune or change in circumstances.
7	What is meant by fate?	Events in a person's life predetermined by a cosmic or supernatural power.
8∞	What is anagnorisis?	When a critical discovery is made by a character, e.g. Macduff was not 'born of woman.'

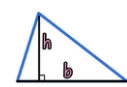
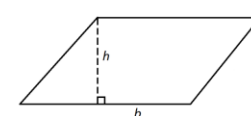
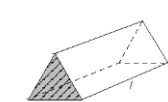
Ratio, Proportion and Rates of Change - Scales

1	Speed	Distance = Speed x Time 
2	Density	

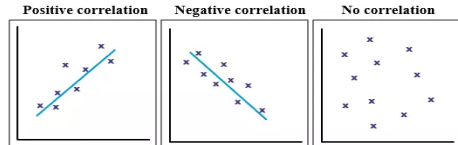
Algebra – Equations

1	Solving one-step and two-step equations	Using inverse (opposite) operations to find out a missing number. Example 1: $x + 6 = 11$ (subtract 6) $x = 5$ Example 2: $3x - 2 = 10$ (add 2) $3x = 12$ (divide by 3) $x = 4$
2	Solve equations with brackets	Expand the bracket $2(x + 3) = 3$ Solve $2x + 6 = 3$ $2x = -3$ $x = -1.5$

Geometry and Measure – Area, Perimeter and Volume

1	Triangle base x height ÷ 2	 
2	Parallelogram base x perpendicular height	
3	Circle (Area) $A = \pi r^2$	 
4	Circumference $C = \pi \times \text{diameter}$	
5	Volume of any regular Prism	Area of the cross section (shaded) x length 

Statistics – Scatter Graphs

1	Causality	When one variable influences another variable
2	Line of best fit	A straight line that best represents the data on a scatter graph
3	Positive, Negative or No Correlation	Positive correlation Negative correlation No correlation 

Geometry and Measure – Pythagoras

1	Finding the hypotenuse e (longest side) $a^2 + b^2 = c^2$	$a^2 + b^2 = c^2$ $3^2 + 4^2 = 25$ $\sqrt{25} = 5$
2	Finding a shorter side $a^2 = c^2 - b^2$	$a^2 = c^2 - b^2$

Key Vocabulary

1	Area	The space inside a shape.
2	Surface area	The total area of the surface of a 3-dimensional (3D) shape.
3	Volume	The amount of 3D space a shape takes up.
4	Diameter and Radius	The diameter is 2 times the radius.
5	Correlation	The relationship between different sets of data.
6	Line of best fit	Shows the general direction a group of points seems to follow.
7	Hypotenuse	The longest side of a right-angled triangle.

Converting between Bases

Binary to Denary

1286432168421

10011011

128+0+0+16+8+0+2+1

= 155

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

Binary to Hexadecimal

Hexadecimal5F

Binary0101 | 1111

Decimal95

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

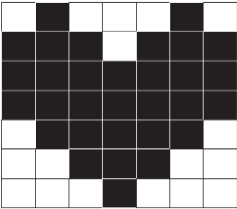
ASCII

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

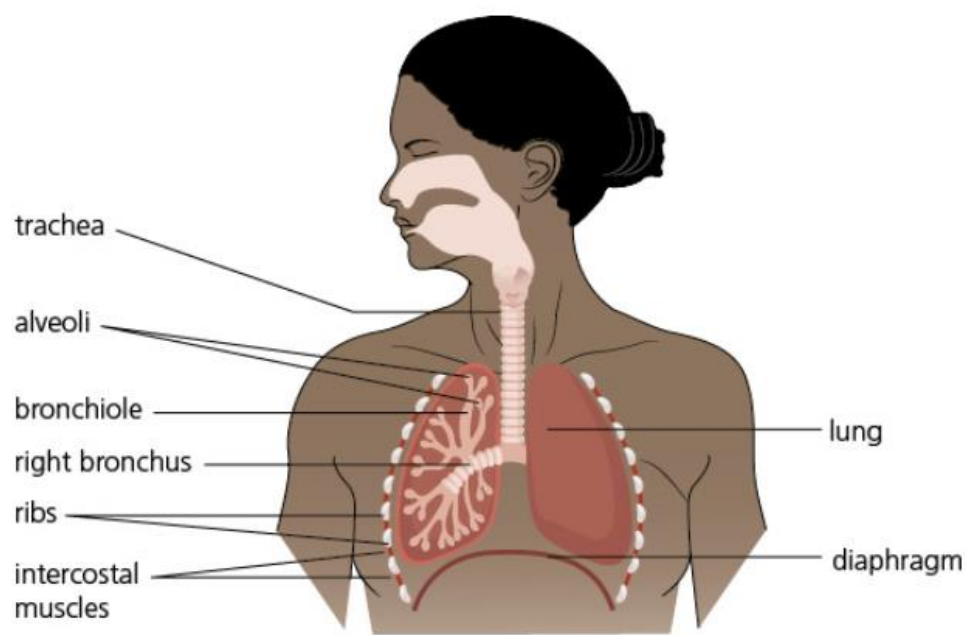
1 + 1 = 10 (binary for 2)

1 + 1 + 1 = 11 (binary for 3)

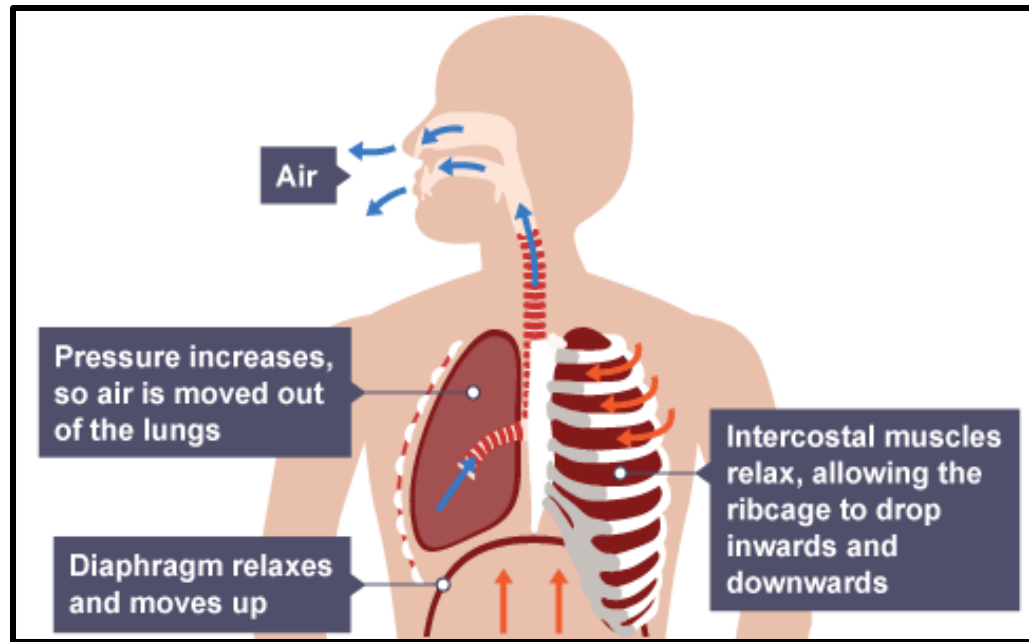


Key Vocabulary	
Units of Data Storage	Bit – A single binary digit e.g. 0 or 1
	Nibble – Four binary digits e.g. 1011
	Byte – Eight binary digits e.g. 00110101
	Kilobyte (1000 bytes)
	Megabyte (1000 kilobytes)
	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)
Binary	This numbering system only uses 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. 111101011

Respiratory System



How we breathe out..

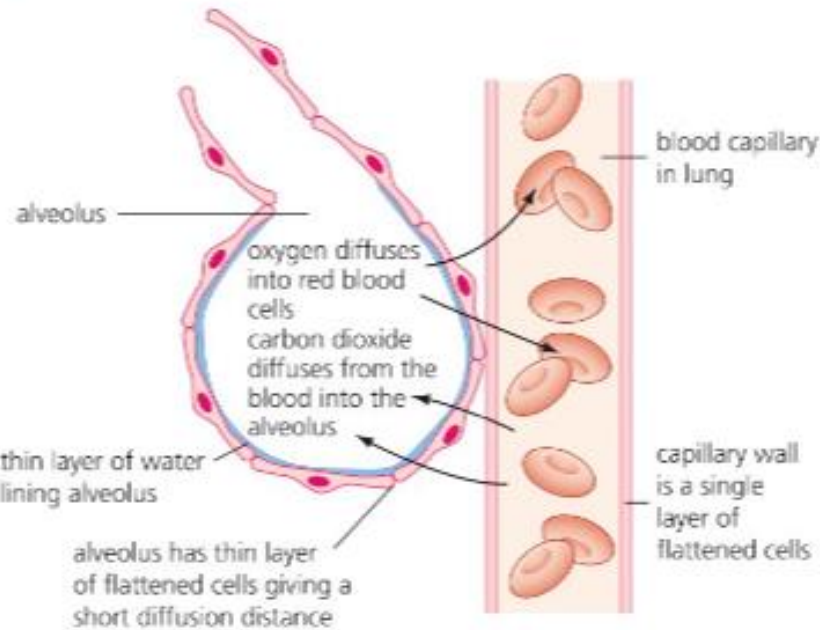


Key Vocabulary

Respiratory System	A system that allows air to pass in and out of the body.	Diaphragm	A sheet of muscle underneath your lungs
Ventilation	Movement of gases in and out of the lungs.	Alveoli	When gas exchange takes place.
Gas exchange	The movement of oxygen into your blood and carbon dioxide out at the alveoli.	Asthma	When the lining of the airways from the mouth to the lungs becomes irritated and swells up.
Inhale	Breathing in		
Exhale	Breathing out		

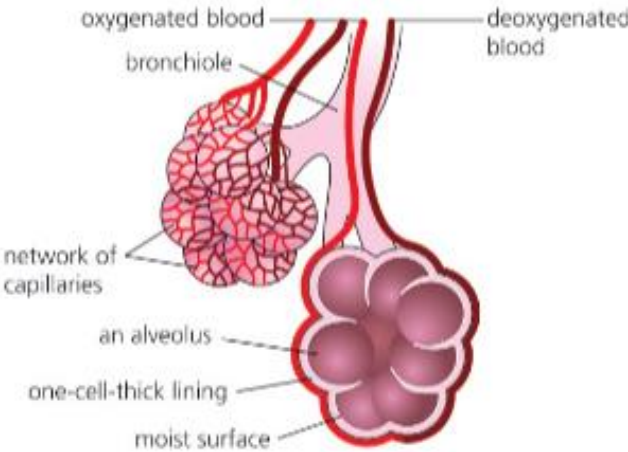
Diffusion of Gases

▼ Diffusion of gases from the alveoli to the blood



Adaptations of the alveoli

- Alveoli have a large surface area
- Surrounded by a network of capillaries to give a good blood supply
- Lining is one cell thick to make diffusion quicker
- Moist surface helps diffusion of gases.



Exercise, Asthma and Smoking

	Question	Answer		Question	Answer
1	What happens to a person's breathing rate when they exercise?	Increases	3	What affect does smoking have?	Damages the cilia of the cells, irritates the bronchi, reduces surface area of alveoli
2	What is asthma?	The lining of the airways becomes irritated and swells up	4	What is the effect of tar in cigarette smoke?	Can cause mouth, throat or lung cancer.

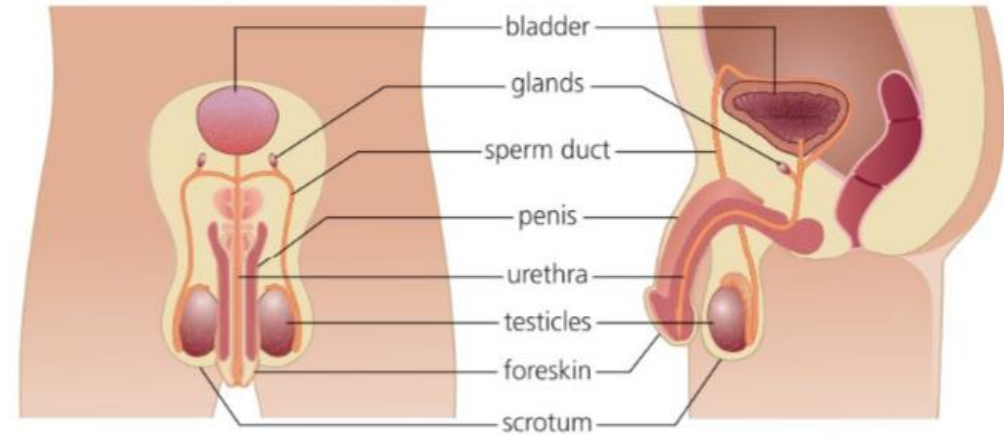
Key Vocabulary

1	Gametes	The sex cells. 'Sperm' cells for males and the 'Ovum' (Egg cell) for females.
2	Sexual reproduction	Reproduction involving two different sexes.
3	Zygote	A fertilised egg cell.
4	Fertilisation	When an egg cell and a sperm cell fuse together.

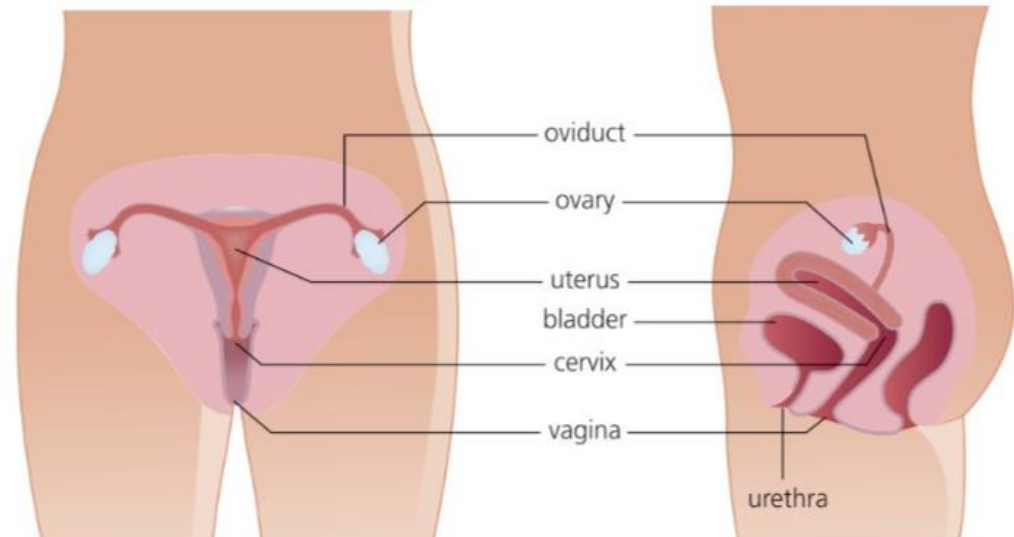
Fetal development

Uterus	The zygote is embedded here. It's function is to help the embryo/fetus to develop.
8 Weeks	The time it takes for an unborn human baby to become an embryo.
Gestation	The name for when a baby is growing in the uterus.
Umbilical cord	Passes oxygen and nutrients from mother to fetus. Passes waste from fetus to mother.

The male reproductive system

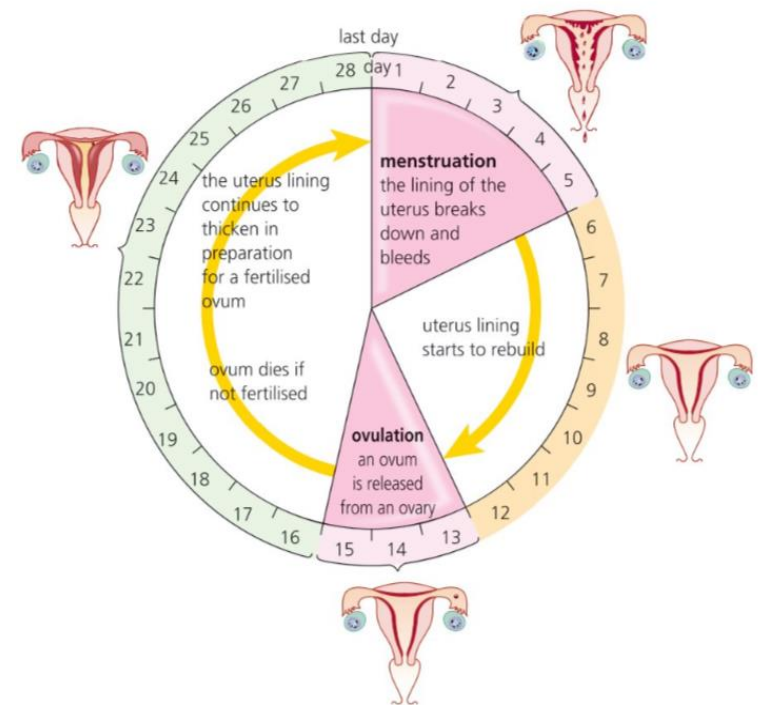


The female reproductive system



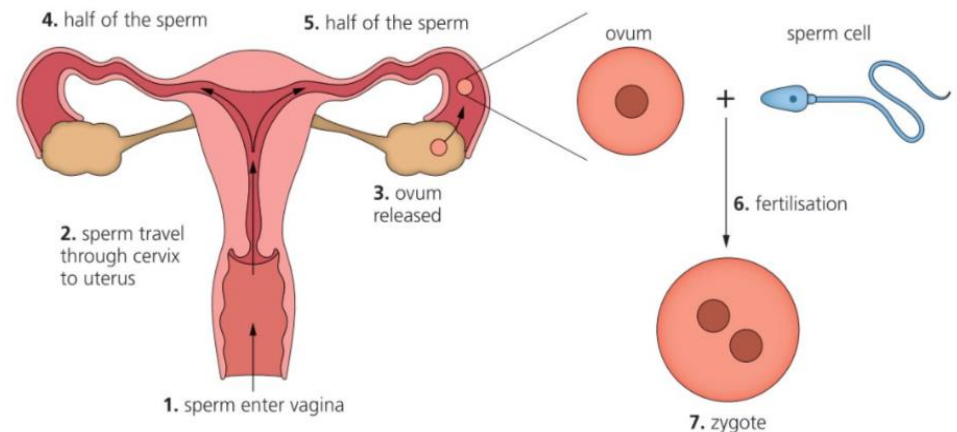
The menstrual cycle	
28 days	How long the menstrual cycle lasts
Menstruation	The loss of blood through the vagina, happens at the start of the menstrual cycle
Ovulation	The ovaries release an ovum (Egg cell). This occurs around day 14.
If fertilisation doesn't occur	After day 14, the uterus lining starts to break down.

▼ The menstrual cycle



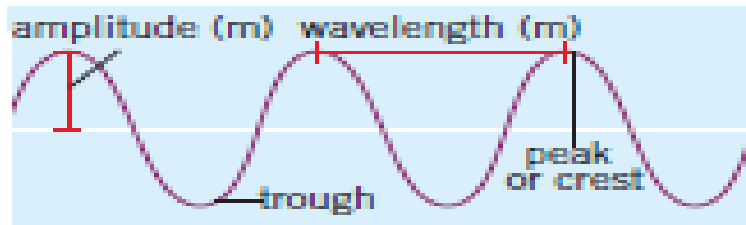
Plant reproduction	
Pollen	The male sex cells in plants.
Ova	The female sex cells in plants.
Stigma	The female sex organ that receives pollen
Main types of pollination	Insect pollination and wind pollination

▼ Fertilisation of the ovum by the sperm



Properties of Waves

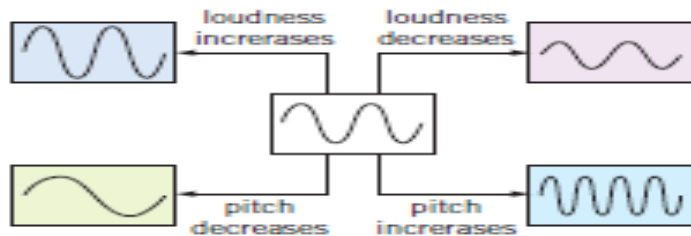
1	Transverse e.g. light	Travels at 90° to direction of energy transfer.
2	Longitudinal e.g. sound	Travels in the direction of energy transfer • • Need a medium to travel through



Key Vocabulary

1	Amplitude	The distance from the middle to the top of the wave
2	Wavelength	The distance between a point on a wave to the same point on the next wave
3	Trough	The bottom of the wave
4	Peak	The top of the wave
5	Frequency	How many waves pass a fixed point in a second
6	Hertz	Frequency is measured in Hertz
7	Ultrasound	Soundwaves above 20,000 (Hz) too high for humans to hear.
8	Loud-speaker	A material vibrates which collides with air particles, making them vibrate.

Sound waves



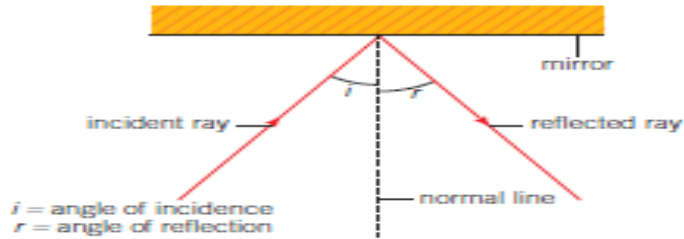
1	Loudness	Amplitude of wave changes
2	Pitch	Wavelength changes

Hearing

1	The pinna directs sound along an auditory canal into the eardrum
2	The vibration from the eardrum moves onto the ossicles which amplify the sound
3	This passes the sound to the cochlea where tiny hairs detect the vibrations and pass this along to the auditory nerve as electrical signals to the brain.

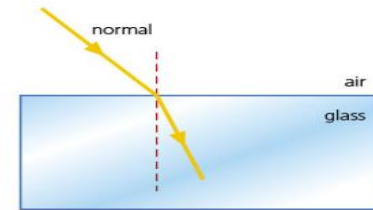
Law of Reflection

1	Law of Reflection	The angle of incidence equals the angle of reflection
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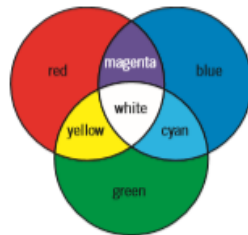
Law of Refraction

1	Law of Refraction	Light changes direction when travelling from one medium to another
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Colour

1	Light can be split using a prism and is made up of different colours of light. Primary colours can be mixed to form secondary colours. If a shirt reflects green light, it must be green. If a material reflects no light, it looks black.
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2	Primary	Red, Blue, Green
3	Secondary	Cyan, Magenta, Yellow

Key Vocabulary

9	Transparent	A material that allows all light to pass through
10	Translucent	A material that only allows some light to pass through
11	Opaque	A material that lets no light pass through

Light and the eye

1	Light entering the eye is refracted by the lens focusing it on the retina as an inverted image
2	Photoreceptors detect the light hitting your retina and send an electrical impulse to the brain
3	If the light is not focused properly on the retina or the eye you cannot see clearly
4	The cornea and a convex lens focus the light onto the retina.
5	Convex lenses make light rays converge, come together.

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	Je regarde	I watch
6	Je mange	I eat
7	J'écoute	I listen
8	Je visite	I visit
9	J'habite	I live
10	J'envoie	I send
11	J'achète	I buy
12	Je vois	I see
13	Je lis	I read
14	Je bois	I drink
15	Je prends	I take

Perfect Tense		
1	J'ai été	I have been
2	J'ai eu	I have had
3	J'ai fait	I did/made
4	Je suis allé	I went
5	J'ai regardé	I watched
6	J'ai mangé	I ate
7	J'ai écouté	I listened
8	J'ai visité	I visited
9	J'ai habité	I lived
10	J'ai envoyé	I sent
11	J'ai acheté	I bought
12	J'ai vu	I saw
13	J'ai lu	I read
14	J'ai bu	I drank
15	J'ai pris	I took

Near Future Tense – I am going to...		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais faire	do
4	Je vais aller	go
5	Je vais regarder	watch
6	Je vais manger	eat
7	Je vais écouter	listen
8	Je vais visiter	visit
9	Je vais habiter	live
10	Je vais envoyer	send
11	Je vais acheter	buy
12	Je vais voir	see
13	Je vais lire	read
14	Je vais boire	drink
15	Je vais prendre	take

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais faire	do
4	Je voudrais aller	go
5	Je voudrais regarder	watch
6	Je voudrais manger	eat
7	Je voudrais écouter	listen
8	Je voudrais visiter	visit
9	Je voudrais habiter	live
10	Je voudrais envoyer	send
11	Je voudrais acheter	buy
12	Je voudrais voir	see
13	Je voudrais lire	read
14	Je voudrais boire	drink
15	Je voudrais prendre	take

être phrases		
1	c'est	it's
2	c'était	it was
3	ce sera	it will be
4	ce serait	it would be

il y a		
1	il y a	there is/are
2	il y avait	there was/were
3	il y aura	there will be
4	il y aurait	there would be

Structures with infinitives		
1	J'aime aller/faire/télécharger	I like going/doing/downloading
2	Je n'aime pas aller/faire/passé	I don't like going/doing/spending
3	il faut aller/jouer/dormir	you have to go/play/sleep
4	on peut aller/faire/trouver	you can go/do/find

Sentence Starters		
1	je pense que	I think that
2	à mon avis	in my opinion
3	je dirais que	I would say that

Signposting Time Frames		
1	l'année dernière	last year
2	avant	before
3	mardi dernier	last Tuesday
4	aujourd'hui	today
6	plus tard	later
7	après	after
8	l'année prochaine	next year

Who with		
1	avec ma famille	with my family
2	avec mes amis	with my friends
3	avec mon père	with my dad
4	avec ma mère	with my mum
5	avec mon frère	with my brother
6	avec ma soeur	with my sister

Connectives		
1	donc	therefore
2	ou	or
3	ensuite	then
4	parce que	because
5	comme	as
6	mais	but
7	pourtant	however
8	aussi	also

Frequency		
1	tous les jours	every day
2	de temps en temps	now and again
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	en ce moment	at the moment
7	souvent	Often
8	quelquefois	sometimes

Possessives		
1	mon/ma/mes	my
2	ton/ta/tes	your
3	son/sa/ses	his/her
4	notre/nos	our

Intensifiers		
1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	a lot
6	trop	too
7	surtout	especially
8	plutôt	rather

Adjectives		
1	nouveau/elle	new
2	chouette	great
3	passionnant	exciting
4	effrayant	scary
5	gratuit	free
6	ennuyeux	boring
7	nul	rubbish
8	cher	expensive

Describe Myself and Others		
1	beau/belle	handsome/beautiful
2	moche	ugly
3	vieux/vieille	old
4	heureux/heureuse	happy
5	gourmand/gourmande	greedy
6	mûr/mûre	mature
7	sensible	sensitive
8	casse-pieds	annoying
9	méchant/méchante	nasty/mean/naughty
10	paresseux/paresseuse	lazy
11	rigolo/rigolotte	funny
12	débrouillard/débrouillard de	sad

Present Tense

Past Tense

Future Tense – I will

Conditional Tense – I would like to...

1	Ich mache	I do/make
2	Ich gehe	I go
3	Ich spiele	I play
4	Ich esse	I eat
5	Ich trinke	I drink
6	Ich sehe	I watch
7	Ich wohne	I live/stay
8	Ich fliege	I fly
9	Ich lese	I read
10	Ich trage	I wear
11	Ich nehme	I take
12	Ich kaufe	I buy

1	Ich bin geflogen	I flew
2	Ich bin gegangen	I went
3	Ich habe gespielt	I played
4	Ich habe gegessen	I ate
5	Ich habe getrunken	I drank
6	Ich habe gesehen	I saw
7	Ich habe gewohnt	I lived/stayed
8	Ich habe gemacht	I did/made
9	Ich habe gelesen	I read
10	Ich habe getragen	I wore
11	Ich habe genommen	I took
12	Ich habe gekauft	I bought

3	Ich werde machen	I will do/make
4	Ich werde gehen	I will go
5	Ich werde spielen	I will play
6	Ich werde essen	I will eat
7	Ich werde trinken	I will drink
8	Ich werde sehen	I will watch
9	Ich werde wohnen	I will live/stay
10	Ich werde fliegen	I will fly
11	Ich werde lesen	I will read
12	Ich werde tragen	I will wear
13	Ich werde nehmen	I will take
14	Ich werde kaufen	I will buy

3	Ich möchte machen	do/make
4	Ich möchte gehen	go
5	Ich möchte spielen	play
6	Ich möchte essen	eat
7	Ich möchte trinken	drink
8	Ich möchte sehen	watch
9	Ich möchte wohnen	live/stay
10	Ich möchte fliegen	fly
11	Ich möchte fahren	travel
12	Ich möchte tragen	wear
13	Ich möchte nehmen	take
14	Ich möchte kaufen	buy

There is...

1	Es gibt	There is/are
2	Es gab	There was/were
3	Es wird geben	There will be

Imperfect Tense

1	Ich war	I was/I used to be
2	Ich hatte	I had/I used to have
3	Es war	It was

Structures with infinitives

1	Ich mag...gehen/machen	I like going/doing
2	Ich mag...gehen/machen nicht	I don't like going/doing
3	Man muss...gehen/machen	you have to go/do

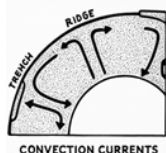
Sentence Starters			Question Words			Intensifiers			Adjectives		
1	Ich finde	I find	1	wer	who	1	also	so	1	groß	big
2	Meine Meinung nach	in my opinion	2	was	what	2	zu	too	2	klein	small
3	Ich würde sagen, dass	I would say that	3	wann	when	3	total	totally	3	laut	loud
Signposting Time Frames			4	wo	where	4	gar nicht	not at all	4	ruhig	quiet
1	letztes Jahr	last year	5	warum	why	5	sehr	very	5	lecker	tasty
2	letzte Woche	last week	6	wie	how	6	nicht	not	6	kurz	short
3	gestern	yesterday	7	wie viel	how much	7	nur	only	7	lang	long
4	normalerweise	normally	Connectives			8	schön	beautiful	8	toll	great
6	heute	today	1	und	and	5	denn	because	10	das macht Spaß	that's fun
7	nächste Woche	next week	2	oder	or	6	weil	because	11	klassisch	classic
8	nächstes Jahr	next year	3	mit	with	7	jedoch	however	12	teuer	expensive
Who with			4	ohne	without	8	auch	also	13	billig	cheap
1	mit meiner Familie	with my family	Frequency			1	immer	always	14	alt	old
2	mit meinen Freunden	with my friends	1	immer		2	ab und zu	now and then	15	schrecklich	terrible
3	mit meinem Vater	with my dad	2	ab und zu		3	oft	often	16	spannend	exciting
4	mit meiner Mutter	with my mum	3	oft		4	zuerst	first of all	17	gesund	healthy
5	mit meinem Bruder	with my brother	4	zuerst		5	einmal pro Woche	once a week	18	weit	far/wide
6	mit meiner Schwester	with my sister	5	einmal pro Woche		6	nie	never	19	sonnig	sunny
Possessives			6	nie		7	manchmal	sometimes	20	windig	windy
1	mein/meine/mein	my	7	manchmal		8	zweimal pro Jahr	twice a year	21	heiß	hot
2	dein/deine/dein	your	8	zweimal pro Jahr		9	früher	before	22	kalt	cold
3	sein/seine/sein	his	9	früher					23	wolkig	cloudy
4	ihr/ihre/ihr	her							24	neblig	foggy

What is the structure of the earth?

1	Crust	The Earth's crust is broken into tectonic plates that slowly move over the mantle.
2	Mantle	Convection currents in the semi-molten mantle cause tectonic plates to move.
3	Outer core	The liquid outer core creates heat that helps drive convection currents in the mantle.
4	Inner core	The solid inner core is extremely hot and provides energy that contributes to movement inside the Earth.

What are plates and plate boundaries?

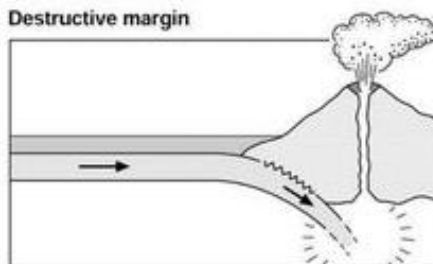
1	Tectonic plate	The earth's crust is broken up into tectonic plates – continental (land) and oceanic (sea).
2	Plate boundary	The edge of a tectonic plate where two plates meet. Also called a plate margin.
5	Convection Currents	This is the movement of the magma in the mantle- rising from the core (hot) and cooling towards the crust, then sinking



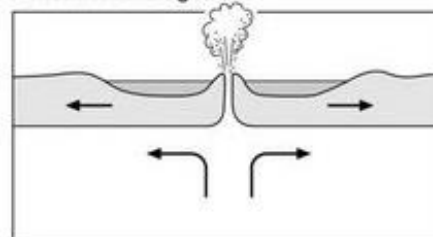
How are volcanoes formed?

1	Volcanoes at destructive plate boundaries	1) Plates move towards each other. 2) The denser oceanic plate gets subducted under the continental plate. 3) Crust melts and pressure increases, and magma finds its way through cracks in the crust to produce volcanoes.
2	Volcanoes at constructive plate boundaries	1) Plates move away from each other. 2) Molten magma rises to fill the gap between the two plates. 3) New crust is created creating volcanoes.

Destructive margin



Constructive margin

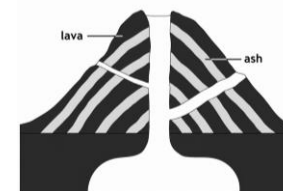


Where do volcanoes occur?

1	Volcanoes are found clustered together along plate boundaries.
2	There are some exceptions found in the ocean.

Why do volcanoes have different shapes?

1	The shape of a composite volcano	- Found at destructive plate margins. Thick, sticky magma builds up with lots of pressure. - When it erupts, the lava does not travel far before cooling. - This creates a volcano with steep sides and a narrow base, called a composite volcano.
2	The shape of a shield volcano	- Found at constructive plate margins. Runny magma rises with less pressure. - When it erupts, the lava flows a long distance before cooling. - This creates a wide volcano with gentle slopes, called a shield volcano.



What were the impacts of the 2010 eruption in Iceland?

1	Location of eruption	In the Northern Hemisphere, in North-West Europe in the Atlantic Ocean.
2	Type of plate boundary	A constructive plate boundary. The North American Plate is moving away from the Eurasian Plate
3	Social effects	-Electricity & hot water supplies cut off after glacial ice melted and flooded areas -The only main road around Iceland was blocked
4	Environmental effects	-Ash cloud turned day into night -Visibility around the eruption area dropped to 1-2 metres -Lots of meltwater and flooding
5	Economic effects	-Icelandic air space and flights were closed and cancelled -Some farms had to stop production

Why do people live near volcanoes?

1	Farming	Lava and Ash from volcanoes leaves nutrient rich soil which means that the land is very good for farming
2	Geothermal energy	Volcanic activity close to the surface can provide heat and steam which turns turbines to produce electricity e.g. 30% of electricity in Iceland comes from geothermal energy
3	Mining	Lava contains minerals e.g. Zinc, gold and copper. Miners are attracted to the areas to dig up the minerals and sell them
4	Tourism	Visiting a volcano is a very popular attraction. This provides many employment opportunities (jobs) for people e.g. in hotels, gift shops and tour guides.
5	Reduced risk of death and damage to property	We are able to reduce the risk from volcanic eruptions if we can predict when they are coming so people can evacuate.

What is a supervolcano?

1	Definition of a supervolcano	A mega colossal volcano that erupts at least 1,000km ³ of material
2	Example of a supervolcano	Yellowstone National Park USA. Has a giant caldera (volcanic crater underground)
3	Effects of a supervolcanic eruption	Large volumes of tephra (material) would be erupted into the air would cause the climate to change (become cooler) and cause crops to fail.

How do we predict volcanic eruptions?

1	Seismometers	Detect small earthquakes and underground vibrations that can show magma is moving towards the surface
2	Tiltmeters	measure gases released by a volcano, as rising magma often causes more sulphur gases to escape.
3	Gas/ sulphur detection	measure tiny changes in the volcano's shape, showing when it is swelling as magma builds up underneath
	'Spider' robots monitor movements	can safely explore dangerous areas of a volcano to collect data, take measurements, and look for signs of increased activity

1. The Industrial Revolution

- | | | |
|---|--|--|
| 1 | What was Britain like before the revolution? | <ul style="list-style-type: none"> The population was smaller and spread out in rural areas Agriculture was the main work for most people and they would provide for their village/town any production of goods was done in the home – the domestic system |
| 2 | What caused the Revolution? | <ul style="list-style-type: none"> With inventions like the Spinning Jenny, production of materials like cloth sped up Richard Arkwright developed the spinning frame and then created the first factory |

2. How did the Revolution affect the country?

- | | | |
|---|-------------------------------|---|
| 1 | Growth of cities-urbanisation | <ul style="list-style-type: none"> People began to move to the cities to find work in new factories This made cities grow rapidly and the population exploded |
| 2 | Change in transport | <ul style="list-style-type: none"> Steam engines allowed faster transport between places The need to transport goods around the country led to the invention of canals – This connected towns and cities and allowed them to grow bigger and richer |
| 3 | New inventions | <ul style="list-style-type: none"> Steam powered engines allowed machines to work reliably all day instead of relying on water power New construction methods allowed bigger and stronger structures like iron bridges. |

3. Life during the Industrial Revolution

- | | | |
|---|--|---|
| 1 | What were cities like? | <ul style="list-style-type: none"> Over-crowded and dirty House-building wasn't regulated and back to back housing meant lots of houses were built close together Disease was common |
| 2 | What was it like to work in a factory? | <ul style="list-style-type: none"> Factory work was tough with long hours, low wages, no breaks and strict rules Working around the machines was dangerous and losing limbs was common There was no accident compensation or sick pay |
| 3 | What was it like to work in mines? | <ul style="list-style-type: none"> Mining work was as hard as factory work. Children were often used as 'trappers' because they were small. Deaths from gas exposure were common |
| 4 | The workhouse | <ul style="list-style-type: none"> Would give the poorest people food and shelter in exchange for work People were separated from their families and kept in horrible conditions This reflected Victorian attitudes towards the poor – they thought poverty was their own fault. |
| 5 | The rich | <ul style="list-style-type: none"> Britain in the 1800s was a highly divided society Most rich people at this time didn't have to work as they owned factories, land or trading companies They would have lovely houses out of the dirty city centres. |

4. Key word

Definition

Agriculture	Farming, growing food & looking after animals
Back to back	Houses built with another house attached to the back
Canal	Built to move goods from factories to other towns and cities
Class	A system of dividing society by wealth
Domestic system	A production system that is based in the home
Factory	A building built for production using new machines.
Industry	Producing man made goods – often in factories or with machines
Mine	Where natural resources are taken from the ground
Poverty	The state of being extremely poor
Railway	Spread across the country to move goods and people
Sanitation	Clean living conditions
Steam engine	Invention that used steam to move parts & wheels
Urbanisation	Increasing number of people living in towns and cities
Workhouse	A place where the poor could go for work & shelter

5. Beginnings of change

- | | |
|------------------------------------|--|
| 1 What changes did Reformers make? | <ol style="list-style-type: none"> Various Factory acts put different limits on working hours for women and children of different ages. 1833 Factory Act – banned children under 9 working 1842 Mining act – banned women and girls working in mines and put an age limit on boys 1871 Trade Unions Act – set up Trade Unions to protect workers |
| 2 The Chartists | <ol style="list-style-type: none"> Working class people were unhappy they couldn't vote because of rules about owning property The Chartists made the People's Charter demanding the right to vote and MPs to be paid They collected signatures on a petition, which was rejected. They encouraged strikes and marches, but were stopped by the government |

6. Bradford case study

- | | |
|---------------------------------------|--|
| 1 Why was Bradford rich in this time? | <ol style="list-style-type: none"> Bradford became the centre of the wool trade in the whole country Canals allowed Bradford to be connected to the rest of the country and transport its products around. Bradford benefited from immigration from Germany bringing new workers and expert businessmen |
| 2 What were conditions like? | <ol style="list-style-type: none"> Bradford was known for being one of the worst polluted cities at the time Life expectancy in Bradford was just over 18, one of the lowest in the country. |

7. Saltaire

- | | |
|---|--|
| 1 Who was Titus Salt? | <p>A business man who owned factories and wanted to change the conditions of his</p> <p>He was elected mayor of Bradford at one point</p> |
| 2 Why did he build Saltaire? | <p>Salt wanted to bring workers out of the polluted city centre</p> <p>Salt wanted to make a new model of factory work and living</p> <p>There were lots of natural resources around the area</p> <p>The canal made the area easy to access</p> |
| 3 What was it like to live in Saltaire? | <p>Titus Salt had strict rules for living in Saltaire – these rules were punishable by fines and eviction</p> <p>The rules included not being late, not swearing or being drunk, washing on a regular basis, not being out too late</p> <p>Living conditions were much better than other towns – every workers house had a living room</p> <p>There were shared bath houses for the residents of the village</p> |

9. Key word Definition

- | | |
|--------------------|---|
| Chartist | A movement to give the working class the vote |
| Petition | A formal letter to ask parliament for something |
| Strike | When people refuse to work to protest something |
| Trade Union | An organisation of people from the same job |

8. Salt - Hero or Villain?

- | | |
|---------|---|
| Hero | <ol style="list-style-type: none"> He was the first Bradford employer to introduce the ten-hour day He gave away around £500,000 to good causes Salt took some of his workers on holidays Salt supported the working class right to vote In 1835 Salt helped to start the Bradford Reform Association |
| Villain | <ol style="list-style-type: none"> Salt did not allow any of his workers to strike for better pay. Salt employed young children in his factories and was totally opposed to the 1833 He may have been motivated by money when he made his workers more comfortable Salt refused permission for his workers to join trade unions |

Subject: RE			Subject: Worldviews			Year Group: 8		BECKFOOT SCHOOL enjoylearnsucceed	
Knowledge Key concept : Beliefs about the World									
	Define		Explain		Evidence				
1	Non-theistic worldview ?	A way of understanding life that does not believe in a God.	What shapes our views?	Family, culture, school, experience, religion or media.	“Every good deed is like a pebble in a pond, sending ripples out in all directions”	We need to consider the impact of our actions on other people, animals and the planet.			
2	Atheist?	Doesn't believe in God.	The Invisible Gardner?	If someone's belief cannot be tested or proven false, we can't have a meaningful discussion about it.					
3	Agnostic?	It is impossible or uncertain to know whether God exists.	Three Humanist values?	No afterlife, science gives us the answers, and we should celebrate human achievements.	The Golden Rule	Treat other people as you'd want to be treated in their situation.			
4	Humanism?	The belief that humans, their reason, and their values are the most important, focusing on human well-being and potential.	Two ways Humanists make decisions?	Empathy and reason.	The Four Noble Truths	The Truth (Dukkha) / The Cause (Samudaya) / The End (Nirodha) / The Path to the End (Maggā)			
5	Ethics?	The study of what is right and wrong.	Two beliefs about the life of Buddha.	He left a life of luxury to pursue truth; he found the middle way.					
6	Enlightenment?	The state of gaining clear understanding or knowledge, especially about life.	Samsara?	The cycle of birth, death, and rebirth, affected by your Karma.	“Go to every house in the village and bring back a mustard seed from a family that has never lost anyone”	Kisa Gotami and the mustard seed			
7	Zazen?	A sitting meditation, to practice concentration on the breathing and observation of thoughts	Creationism?	The universe, Earth, and all living things were created by God					

Subject: RE			Subject: Worldviews			Year Group: 8		BECKFOOT SCHOOL enjoylearnsucceed	
Knowledge Key concept : Beliefs about the World									
	Define		Explain		Evidence				
8	Rupa?	Image of Buddha form of worship	The Big Bang theory	The universe began from a rapid expansion explosion	“Death is like a mirror in which the entire meaning of life is reflected”	Life is temporary, our life story counts, it will affect our karma and our rebirth.			
9	Empiricism?	Knowledge comes from observation and evidence	Origin of humans according to science	A process of natural selection and evolution.	The Five Precepts	Refrain from taking life / from taking what is given / the misuse of sexual conduct / wrong speech / intoxication			
10	Evolution?	Gradual change in species characteristics over time.	The Design Argument	The idea that the complexity and order in the world suggest it was created by an intelligent designer.	“In the absence of any other proof, the thumb alone would convince me of God’s existence”	The thumb is so useful and complex (gripping, movement, control) that it seems designed, so it points to a creator.			

26

1. Tone & Form

1	Tone 	Smooth shading which fades gradually from dark to light.
2	Form 	Curved shading around the outline of an object using tone.
3	Gradual	Taking place or progressing slowly
4	Light source	The direction from which light originates
5	Shadows	The darker areas on an object where light is not hitting.
6	Highlights	The areas on an object where light is hitting.

3. Line

1	Line 	Hard and soft lines controlled using pressure.
2	Texture 	How something feels.
3	Density	The degree of compactness of a substance.
4	Pencil Pressure	How much force you put down on your pencil

2. Pattern

1	Pattern 	A pattern is a design in which lines, shapes, forms or colours are repeated.
2	Repetition	The action of repeating something.
3	Perspective	Recorded by gradually increasing the size of your patterns from the centre.
4	Detail	A distinctive feature on a piece of art which can be seen most clearly close.
5	Tonal stippling	The creation of a pattern simulating varying degrees of solidity or shading by using small dots.
6	Tonal hatching	Artistic technique, drawing (or painting or scribing) closely spaced parallel lines.

4. Colour

1	Primary Colours (Red, Yellow, Blue) 	Three colours used to create secondary colours when mixed together.
2	Secondary Colours (Orange, Purple, Green) 	Created by mixing two primary colours.
3	Tertiary Colours Red-Purple, Red-Orange Blue-Purple, Blue-Green Yellow-Green, Yellow-Orange	Created by primary and secondary
4	Complementary Colours	

Key Vocabulary

1	Abstract Art	Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.
2	Colour wheel 	An abstract illustrative organisation of colours around a circle, which shows the relationships between primary, secondary, tertiary and complementary colours etc.

5. Artists/Movements/Genres

1	Leonardo Da Vinci	Italian Renaissance artist who excelled in drawing, painting, and sculpture.
2	Vincent Scarpace	Artist known for his paintings and drawings featuring abstract sea life.
3	Vincent Vann Gogh	Van Gogh was a Dutch Post-Impressionist painter who created oil paintings.
4	Georgia O'Keeffe	Known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes.

Techniques to create tension

1	Pauses / Silence	Leaving silent moments in your scene can help build suspense
2	Music	Music that builds in volume and pitch, or low, deep music can help to set the mood and make the audience nervous
3	Sound effects	Repetitive sounds such as ticking or beeping can make the audience feed on edge. Other sounds such as the rain or wind can also set the atmosphere.
4	Lighting	Dark lighting or lighting that creates shadows can help to create a tense atmosphere.
5	Breathing	Hearing someone breathing on stage help the audience to understand the character extreme emotions.
6	Crescendo	To gradually get louder.
7	Climax	The end of the build-up when the main event happens.

Drama Techniques

1	Conscience Alley 	Showing the different thoughts of a character out loud, usually two sides of an argumen
2	Thought Tracking 	Characters in a freeze frame speak their thoughts and feelings aloud.
3	Monologue 	A speech where a character speaks to the silent listener.
4	Tableaux 	Freeze frame / frozen images

Contextual links: Schindler's list (1993 Film), Saving Private Ryan (1999 Film), My Boy Jack (Film), War Horse (play by Nick Stafford)

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 & finishing tasks. (making surfaces flat).

2. 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. Materials; Manufactured Boards

Manufactured boards are timber sheets which are produced by **gluing wood layers or wood fibres** together. Often made use of **waste wood materials**

1	Medium Density Fibreboard (MDF)	Wood particles are combining with glue, and formed into panels by applying high temperature and pressure.
2	Plywood	Consists of two or more layers of wood glued and pressed together with the direction of the grain alternating.
5	Chipboard	Made from compressed wood chips and glues, often coated or veneered to give desired appearance

4. Materials; Plastics

A collective term for the two types of plastics that exist. Plastics are often referred to as 'polymers'

1	Thermoplastics	A thermoplastic is a plastic that can be heated and reheated over and over again. It is particularly useful when it comes to recycling. Examples include; Acrylic, Polypropylene and HIPs
2	Thermosetting plastics	A thermosetting plastic (AKA a Thermoset) is a plastic that once moulded CANNOT be reheated and reshaped. Examples include; Urea Formaldehyde and Epoxy Resin

5. Process; CAD/CAM

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.

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.

1. Culinary terminology		
1	Al dente	How pasta should be cooked – texture should be soft with bite.
2	Seasoning: Herbs + Spices	Herbs are generally green and spices are generally orange/brown. They are used to flavour and season food
3	Root and Shoot method	Use the claw grip to steady onion. Slice off the root, slice off the shoot and place flat edge on chopping board. Peel the skin and slice
4	Reduction method	Heating a sauce to evaporate some of the liquid to make in thicker and more intense flavour
5	Marinating	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .
6	Kneading	Massage/work/squeeze dough. In bread it is to stretch gluten strands
7	Proving	Leaving bread to rest to allow the yeast to ferment.
8	Portion control	Ensuring each item is the same size
9	Batter	Muffin batter is different to cake batter as it should not be over mixed as it causes a tough texture
10	Roux/all in one	Methods of making a white sauce.
11	Gelatinisation	The process of thickening a liquid using starch.
3 12	Simmer	Temperature just below boiling point

2. Nutrition		
1	Eat Well Guide	Government guideline for healthy eating.
2	Excess/ deficiency	Excess is when too much and efficiency is when not enough is consumed.
3	Saturated Fat	Usually animal based savoury and sweet foods. Dairy and meat sources.
4	NSP - fibre	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	Design Scenario	Outlines the main details and expectations of the task.
3	Design Specification	A checklist of points that your design needs to meet in order to make a successful product
4	Sensory Qualities	The taste, smell, texture and appearance of food.
5	Recipe sequence	A list of steps to follow to make a dish
6	SME issues	Social, moral, ethical and environmental issues. Including; red tractor, vegetarianism, GM foods.
7	Performance review	Discussing the positives, negatives and areas for improvement

3. Food safety systems		
1	Check for readiness	Independently checking if the Correct colour/texture and if cooked the internal temperature must be 75'c or above.
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 into 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.
7	Food Waste/ Upcycling	Using leftovers to create a new meal

1. Tools & equipment

1	Free Machine Embroidery foot 	A foot used on the sewing machine to sew free machine embroidery
2	Embroidery Thread 	A thicker thread than machine thread that is shiny. It is used to hand stitch, create images and patterns on fabric.
3	Embroidery hoop 	A hoop that holds material taught whilst you sew either by hand or on the sewing machine

2. Sewing Machine Components:

1	Stitch Selector Buttons 	Changes the style of the stitches. 1 is straight stitch, 2 is zig zag stitch.
2	Dogs teeth/feed dogs 	The tracks under the base plate of the sewing machine that pull your material through. These are put down when doing FME.

3. Process: Applique

1. Applique	The technique of attaching one fabric onto another with zig zag stitch around the outside.
2. Zig Zag stitch	A stitch in the shape of a zig zag 
3. Bondaweb	Adhesive backed paper that can be ironed to fabric and peeled away to then iron onto another fabric 
4. Stitch width & length	Buttons that adjust the stitch width and length to change the shape and size of zig zag.

4. Materials:

1	Cotton	A natural fibre that comes from a cotton plant
2	Synthetic fibre	A manmade fibre that comes from oil. E.g. Polyester and Nylon.

5. Process: Free machine embroidery

1	Set up the sewing machine
2	Place your material into an embroidery hoop and make sure it is tight like a drum.
3	Replace the 'normal' foot on the sewing machine with an embroidery foot. 
4	Lower the dogs teeth/feed dogs on the machine by pressing the button at the side. 
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. Aim for 3-4 times over each line of stitching.

6. ACCESS FM

1	Access FM	An Acronym used to analyse products and the work of Artists
2	Aesthetics	How the product looks
3	Cost	The cost of the product
4	Customer	Who it is intended for
5	Environment	Is it environmentally friendly?
6	Safety	Is it safe?
7	Size	Is it a suitable size?
8	Function	Does it do the job it was intended for?
9	Materials	Are the materials suitable?

7. Process: Tie Dye

1. Wet	Wet the fabric to make the dye easier to absorb when choosing a spiral.
2. Twist	Twist, scrunch or fold your fabric depending on the required pattern.
3. Tie	Tie elastic bands to keep it into this shape.
4. Dye	Submerge into the dye ensuring all the fabric has been covered
5. Iron	Once dry remove the elastic bands and iron the fabric flat.

8. Contextual links/Key names

BANKSY	Banksy is an anonymous British street artist, vandal, political activist, and film director, active since the 90s. His work is based on black, white with a hint of red. He uses stencils to create his work. His work has links to greed, poverty, despair, the obsession with celebrities, the government and war. Banksy has a hidden message in all his pieces.
VILLASANA	Victoria Villasana is a Mexican textiles artist known for her unique style of embroidery. She uses photographs of famous people and transforms them using bright coloured embroidery threads that she hand stitches over their images. Villasana's art frequently highlights portraits of well-known figures. She uses bold, colourful threads to bring out their personalities, adding layers of meaning to the images.
HARING	Keith Haring was an American artist whose pop art and graffiti work grew from New York City street culture of the 80s. Haring's work was based around animated imagery and often has a continuous black line that links imagery together. His work uses black, white and primary colours. Haring's work represents a youthful nature, innocence, purity, goodness and potentials.

1. Key blues terms

1	Slavery	Where people are forced to work for no money, often in terrible conditions.
4	12 bar blues	A chord pattern that lasts for 12 bars and is repeated over and over again.
5	Blues scale	A set of notes that is used in the blues to give it its characteristic sound. In C, this is C, Eb, F, G and Bb.
6	Flattened note	A note in a scale that has been flattened (made lower) compared to normal. In blues the 3 rd , 5 th and 7 th degrees are flattened.

2. Blues music composition and performance terms

1	Primary chords	The three most important chords that a key is constructed with. They are built from the 1 st , 4 th and 5 th note of the scale. In C major, this would be a C, F and G chord.
2	C major chord	A happy sounding chord using the notes C, E and G
3	F major chord	A happy sounding chord using the notes F, A and C
4	G major chord	A happy sounding chord using the notes G, B and D.
5	Seventh chord	A chord that has the seventh note of that scale added, for example a C7 chord would have C, E, G and Bb in it, where Bb is the 7 th .

3. Key Vocab - Musical elements

1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Triad	A chord with 3 notes in.
4	Bass line	The lowest part in the music. Often played by a bass guitar or the low end of the piano.
5	Improvisation	Making music up on the spot.
6	Chord sequence	A pattern of chords used in music.
7	Syncopation	A rhythmic effect where the music emphasises the off beat.
8	Swing	A rhythmic device to give the music a relaxed feel by making a group of two quavers have one long quaver, followed by a short one.
9	Dynamics	The volume of the music
10	Texture	How the instruments are combined in layers of sound, for example monophonic, homophonic, melody and accompaniment.
11	Instrumentation/Timbre	The instruments used to create the music, and how they are played.
12	Tempo	The speed of the music.
13	Major Key	A group of notes that generally sound happy when used together.
14	Minor key	A group of notes that generally sound sad when used together.

Notes