

Year 8



Knowledge Organiser

Term 1: 2021/2022

Name: _____



English Year 8 Unit 4: Fear of the Unknown What is Gothic Literature? Writing that employs dark/ picturesque scenery, startling/ melodramatic narrative devices and an overall atmosphere of exoticism, mystery, fear, and dread.

Author	Text	Key Quotation	Historical/Social Context:		
Horace Walpole	<i>The Castle of Otranto</i>	“The door was clapped to with violence by an invisible hand.”	<ul style="list-style-type: none"> The term ‘gothic’ comes from the Germanic tribe ‘the Goths’, who played a part in the fall of the Roman Empire. Medieval Europe (3rd-14th century) is sometimes referred to as the ‘Dark Ages’. Some believe that people lived in fear due to superstition and ignorance. Castles with gargoyles were built to ward off evil spirits, this architecture is known as ‘gothic’. Figures from The Age of Enlightenment (18th-19th century) believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic. New fears around scientific advance begin in this time. Gothic writers are preoccupied with the supernatural because they believe that not everything has a scientific explanation. The gothic genre first emerged from the Romantic Movement. Writers used art and ideas from the Dark Ages, wild emotion and nature to contrast modern ideas about science and logic. Gothic writers challenged society’s expectations about propriety and emotion. To show wild emotion was seen as crass and uncouth, but not to the gothic writers, who often depicted passion and rage. Writers of Gothic fiction explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted the contemporary society. American Gothic fiction generally takes place in a distinctly American setting and tends to be characterised by themes and anxieties that were especially important to American writing, such as religion, racial tension, nature and wilderness, and rationalism vs. the irrational. Gothic writers were very interested in the psychological exploration of characters, particularly in relation to themes of madness. 		
Edgar Allan Poe	‘The Oval Portrait’, ‘The Fall of the House of Usher’, ‘The Raven’	“The gray sedge, and the ghastly tree-stems, and the vacant and eye-like windows.” “Sat meekly for many weeks in the dark, high turret-chamber where the light dripped upon the pale canvas.”			
Nathaniel Hawthorne	<i>The Scarlett Letter</i>	“The grey twilight of a dungeon, or other darksome apartment of the prison.”			
William Blake	‘The Tyger’	“And when thy heart began to beat, What dread hand? & what dread feet?”			
Bram Stoker	<i>Dracula</i>	“fixed and rather cruel-looking, with peculiarly sharp white teeth.”			
Sir Arthur Conan Doyle	<i>The Hound of the Baskervilles</i>	“The roof floated like a strange ship upon a shadowy sea.”			
Mary Shelley	<i>Frankenstein; or the Modern Prometheus</i>	“I ought to be thy Adam, but I am rather the fallen angel.”			
Robert Louis Stevenson	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>	“I compounded the elements, watched them boil and smoke together in the glass, and when the ebullition had subsided, with a strong glow of courage, drank off the potion.”			
Emily Bronte	<i>Wuthering Heights</i>	“A few mildewed books piled up in one corner; and it was covered with writing scratched on the paint.”			
Charlotte Bronte	<i>Jane Eyre</i>	“The strange little figure there gazing at me, with a white face and arms specking the gloom, and glittering eyes of fear’.”			
Angela Carter	<i>The Bloody Chamber</i>	“On moonless nights, her keeper lets her out into the garden. This garden, an exceedingly sombre place, bears a strong resemblance to a burial ground.”			
Anne Rice	<i>Interview with the Vampire</i>	“Two brilliant green eyes that looked down at the boy intently like flames in a skull.”			
Octavia Butler	<i>Fledgling</i>	I lay almost out of control, trembling and gasping, and thinking only, food!	<p style="text-align: center;">Typical Settings:</p> <ul style="list-style-type: none"> Autumn or winter Evening or night leading to loss of light (candle-light common) Wild landscapes: mountains, forests, moors etc. Medieval style castles, mansion houses, churches, abbeys, cloisters etc. Gloomy, decayed and ruined environments/ remote, uninhabited places Volatile and threatening weather: thunder and lightening, storms, rain, fog etc. Conventions include: secret passages, spiral staircases, trapdoors, tunnels etc. 		
Toni Morrison	<i>Beloved</i>	Outside a driver whipped his horse into the gallop local people felt necessary when they passed 124			
Susan Hill	<i>The Woman in Black</i>	“It was a yellow fog, a filthy, evil-smelling fog, a fog that choked and blinded, smeared and stained.”			
Maya Angelou	<i>Life doesn't frighten me</i>	Shadows on the wall / Noises down the hall / Life doesn't frighten me at all			
<p style="text-align: center;">Typical Features:</p> <ul style="list-style-type: none"> Death and darkness Supernatural beings/ events Curses or prophecies Intense emotions Illness – physical and mental/ madness Mystery/terror/suspense 		<p style="text-align: center;">Typical Characters:</p> <ul style="list-style-type: none"> Mysterious aristocrats (a high social status e.g. Princes, Counts etc.)/ Byronic Heroes Persecuted maidens or feminine characters that are threatened Femme Fatal/ threatening women who are unnatural (monsters or vampires) Powerful, tyrannical (often male) villains Supernatural beings: vampires, ghosts, werewolves, giants, angels, demons etc. Maniacs and madwomen Monks and nuns 	<ul style="list-style-type: none"> Narrative voice Metaphor Simile Personification Onomatopoeia 	<ul style="list-style-type: none"> Pathetic fallacy Sensory language Foreshadowing Delayed Action Tension 	<ul style="list-style-type: none"> Repetition Anaphora Epizeuxis Simple sentence Complex sentence

Year 8 Knowledge Organiser

Working scientifically

Science

Hypothesis and Variables

- A hypothesis is a predication made about an experiment based on some previous scientific knowledge.
- The hypothesis is then tested by carrying out the experiment.
- When designing experiments, there are three types of variable that we need to consider:
 1. The dependent variable (what we measure)
 2. The independent variable (what we change)
 3. The control variables (what we keep the same)

Methods

When writing a method you should include:

1. A clear sequence
2. Information on which equipment to use
3. Volumes and masses for reagents
4. Scientific language

Firstly, 25cm³ sulphuric acid was added to a small beaker. Using a spatula, excess insoluble base (copper oxide powder) was added to the acid. Check the base is in excess by looking for remaining powder in the beaker. Next, the excess base was filtered out using filter paper in a funnel. The filtrate was allowed to filter into a conical flask. When filtration was complete, the filter paper was discarded and the filtrate solution was poured into an evaporating dish. The solution was left for a few days or the evaporating dish heated for the dissolved salt to crystallise.

Precision

Sequencing

Equipment

Scientific language

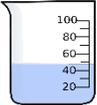
Key Terms	Definitions
Independent variable	The variable you change to find out its effect on the dependent variable
Dependent variable	The variable you measure to see how it changes
Control variable	Any variable that you must keep the same to ensure it doesn't affect the dependent variable
Mean	The total of the values divided by the number of values
Anomalous data	Data that does not fit the expected pattern

Results Tables

- In a results table the independent variable should always go
- When drawing a results table the following things are good practice::
 1. Show all repeat measurements
 2. Include the units in the headings
 3. Circle anomalies
 4. Discount these when calculating a mean

For example:

Concentration of acid (M)	Time taken for reaction to complete (s)			Mean (s)
0.1	102.1	105.6	103.4	103.7
0.2	88.8	86.5	87.2	87.5
0.3	69.1	67.3	64.2	66.9
0.4	56.2	40.1	53.3	54.8
0.5	32.1	30.1	33.2	31.8

Equipment	Picture	Use
Beaker		For pouring and transferring liquids and solutions.
Conical Flask		For carrying out reactions
Bunsen Burner		To heat substances
Tripod		To support
Gauze		To place an object on for example conical flask that you are going to heat.
Heatproof mat		To protect the desk from the heat produced by the Bunsen Burner and any spillages from the substances which are being heated
Evaporating basin		To evaporate the water from solutions. Leaving behind the solute.

Equipment	Picture	Use
Test Tube		For carrying out chemical reactions with small amounts of liquid
Boiling Tube		A boiling tube is used to heat substances in a Bunsen Burner
Measuring Cylinder		To accurately measure out volumes of liquid
Spatula		To move small amounts of solid powders
Stirring Rod		To stir solutions.
Thermometer		To measure the temperature of a substance
Tongs		To hold and move hot solids for example pieces of metal

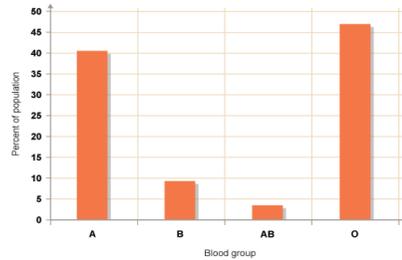
This is some of the most common laboratory equipment that you will be using ensure that you learn each piece.

Year 8 Knowledge Organiser

Working scientifically

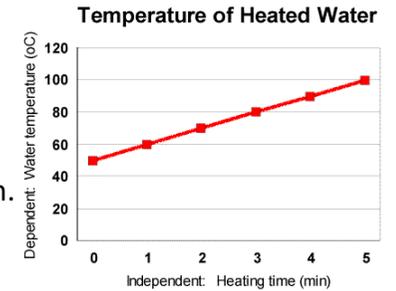
Discontinuous data

Discontinuous or categorical data can only take certain values for example eye colour and blood group, these should be plotted on a bar graph.



Continuous data

Continuous data can take any value, for example height or temperature. This should be plotted on a line graph.



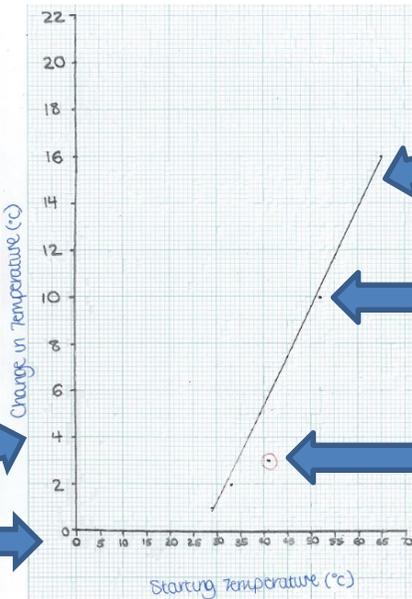
Drawing good line graphs

When drawing a graph you should:

1. Plot the dependent variable on the y axis and independent variable on the x axis
2. Label axis and include units
3. Use small precise crosses to mark your points
4. Add a line of best fit which goes smoothly through as many points as possible (this does not have to be a straight line, it can be a curve but it is not a dot to dot exercise!)
5. Circle anomalies and don't include them when drawing the line of best fit

Labels for axes, with units given in brackets

Both axes have suitable scales (equal intervals)



Accurate line of best fit, passing through most points, excluding anomalies.

Neat, accurately placed plots.

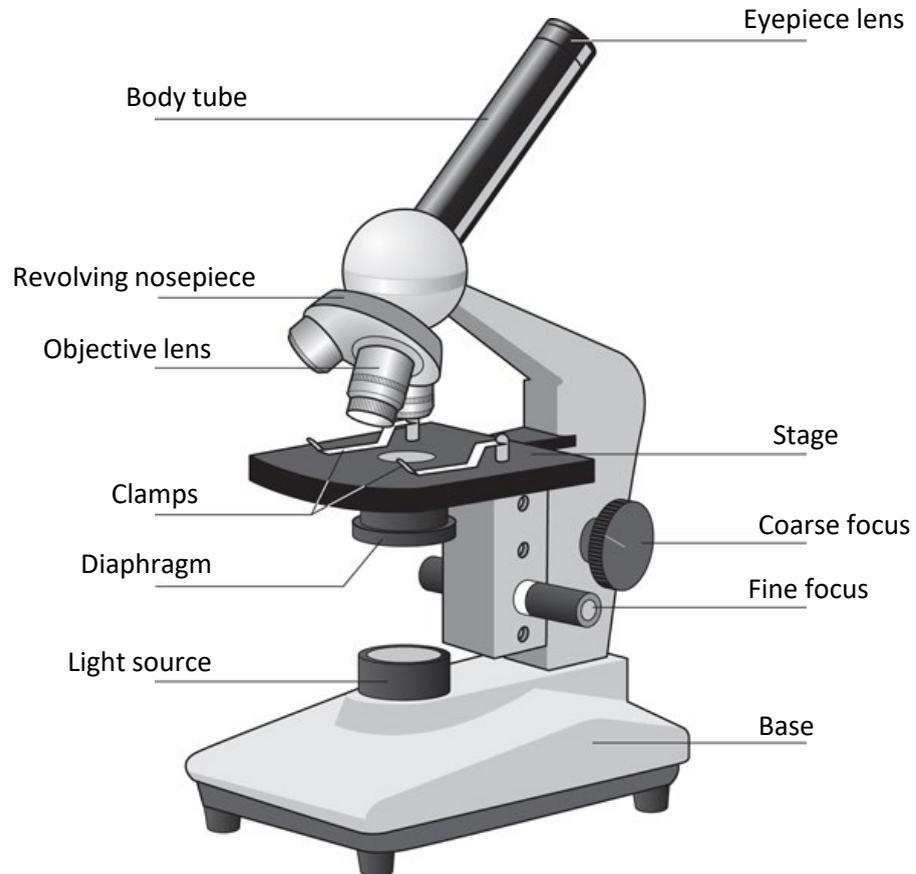
Anomaly recognised and highlighted on the graph

Year 8 Biology Knowledge Organiser

The Cell

Use a microscope to produce an image of a cell in focus.

Parts of a microscope



Key Terms	Function
Stage	Area where specimen is placed
Clamps	Hold the specimen still whilst it is being viewed
Light source	Illuminates the specimen
Objective lens	Magnifies the image of the specimen
Eyepiece lens	Magnifies the image of the specimen
Coarse/fine focus	Used to focus the specimen so it can be seen clearly
Revolving nosepiece	Holds 2 or more objective lenses

Magnification

We can use the following equation to calculate the magnification of an object viewed through a microscope:

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

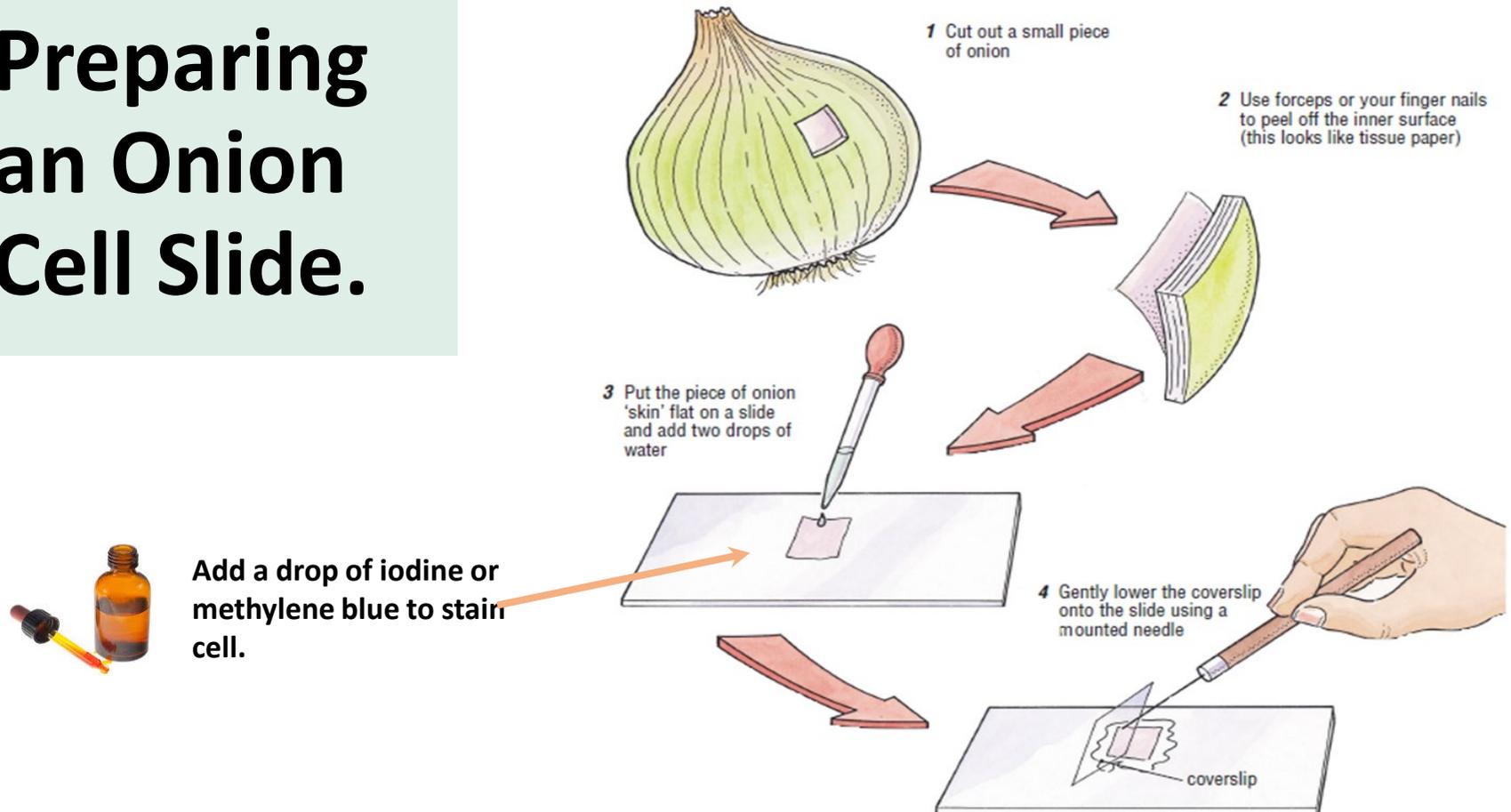
Using a microscope

To view an object down the microscope we can use the following steps:

1. Plug in the microscope and turn on the power
2. Rotate the objectives and select the lowest power (shortest) one
3. Place the specimen to be viewed on the stage and clamp in place
4. Adjust the coarse focus until the specimen comes into view
5. Adjust the fine focus until the specimen becomes clear
6. To view the specimen in more detail repeat the process using a higher power objective

Preparing an Onion Cell Slide.

Before you can look at onion cells under the microscope, you must peel off a very thin layer:



Why do you think we add stains such as iodine to your onion cell?

Year 8 Physics – The Universe

The Solar System

There are 8 planets in our Solar System. At the centre of the Solar System is the Sun, which is a star.

In order from the Sun the eight planets are:

- Mercury
 - Venus
 - Earth
 - Mars
 - Jupiter
 - Saturn
 - Uranus
 - Neptune
- These are the **inner** planets, they are made of rocks.
- These are the **outer** planets, they are mostly made of gas.

The solar system is part of a Galaxy called the Milky Way.

The Milky Way contains millions of solar systems.

The Universe is made of billions of galaxies.

Eclipses

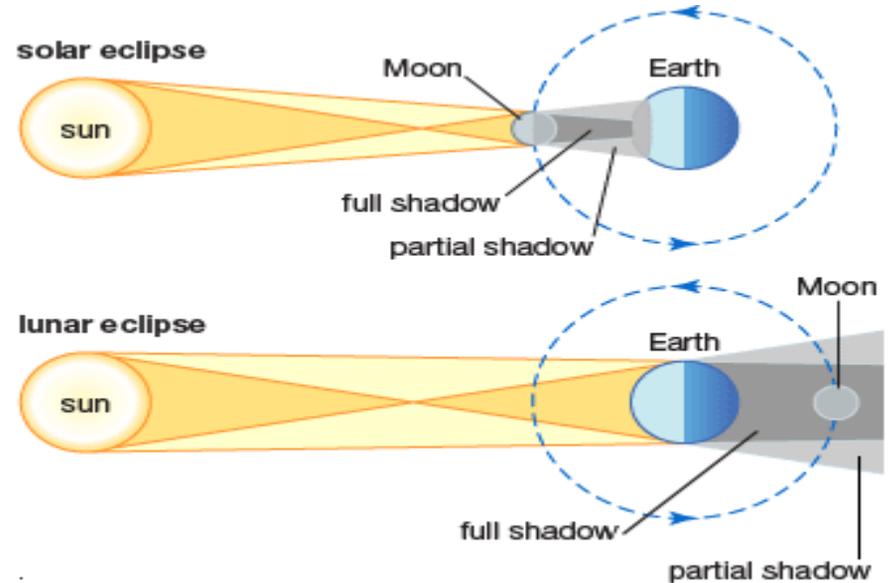
Objects in the solar system are constantly moving in **orbits**. This orbital path never changes.

The Earth orbits the Sun. The moon orbits the Earth.

Sometimes, for a short period of time, the moon is positioned between the Sun and the Earth. Then moon blocks the Sun's light from reaching the Earth, causing a shadow on the Earth. This is called a **solar eclipse**.

Sometimes the Earth is positioned between the Sun and the moon, causing a shadow on the moon. This is called a **lunar eclipse**.

Key Terms	Definitions
Solar System	The sun and all of the planets in orbit around it
Galaxy	A system of millions or billions of stars held together by gravitational attraction.
Star	A huge ball of gas which can transfer thermal energy as light.
Planet	A large, circular object which orbits a star.
Dwarf Planet	A much smaller, circular object which orbits a star.
Comet	An object made of ice and dust which travels through the solar system. When near the sun, it gets a 'tail' of gas and dust particles pointing away from the sun.
Satellite	An object which orbits a planet or a dwarf planet.
The Moon	The satellite which orbits our Earth.
Orbit	The curved path an object takes around a star, planet or moon.



Year 8 Physics - The Universe

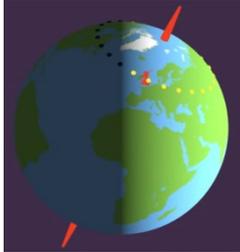
Seasons

The Earth spins on its axis every day (24 hours), and takes a year to orbit the Sun (365.25 days).

The Earth's axis is tilted. This means that at different times of the year some parts of the Earth are closer to the Sun than other parts.

Your location on Earth determines what season you experience.

In the UK, when it is winter, we are tilted away from the Sun and have less daylight and heat. In the summer, we are tilted towards the Sun and have more daylight and heat.

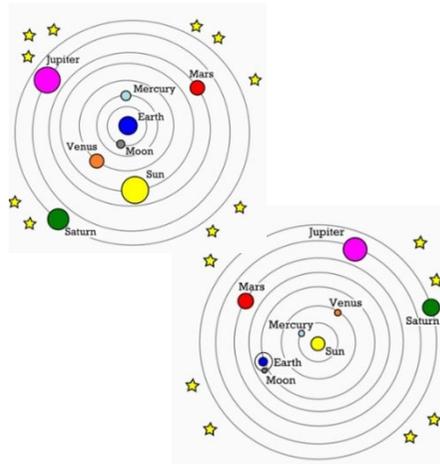


Understanding the Universe

The way people think about the Solar System has changed many times throughout history.

Before the development of the telescope, these ideas were based on what could be seen with the naked eye. This limited the details that could be gathered about the Solar System, as asteroids, most of the satellites of other planets, and the most distant planets are not visible to the naked eye.

Originally, people believed in the **geocentric model** and thought that the Earth was at the centre of the Universe.



Now we have better technology we have observed that the Universe is **heliocentric** – and that everything orbits the Sun.

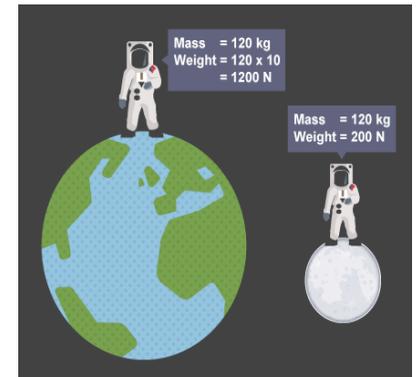
Key Terms	Definitions
Season	The four periods into which a year can be divided:
Axis	A real or imaginary line on which something rotates
Equator	An imaginary line drawn around the middle of the Earth that is equidistant from each of the poles.
Gravity	A force that exists between two objects with mass
Weight	The amount of downwards force acting on an object.
Mass	The amount of matter in an object, measured in grams or kilograms.
Geocentric Model	An out-dated idea about the universe in which the Sun, Moon, stars, and planets all orbited Earth.
Heliocentric Model	The new idea of the universe in which the Earth, Moon, stars, and planets all orbit the Sun.
Equation	Meaning of terms in equation
$W = m g$	Weight = mass x gravity

Gravity

Gravity is a force that exists between any two objects with mass. The more mass an object has, and the closer two objects are together, the greater the force of gravity between them.

Gravity is different on different planets, because different planets have different masses. Gravity on Earth is 9.8 N / Kg.

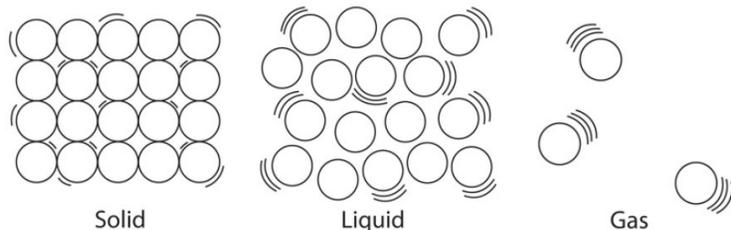
An object which is on or close to a planet will experience a force of gravity which we call **weight**. The weight of an object will vary, because gravity varies, but mass will always remain the same.



Year 8 Chemistry – Elements and Compounds

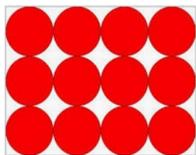
Atoms, Elements and Compounds

Atoms are the smallest units of matter that have the properties of an element. All substances that exist are made of atoms. The arrangement of the atoms changes depending on whether the substance is a solid, a liquid or a gas.



Elements are substances made of one type of atom. Elements are the different types of atom found in the periodic table. Most elements are either solid or gas at room temperature, only bromine and mercury are liquid at room temperature.

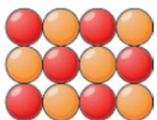
The diagram shows a solid element, such as sodium, carbon or copper.



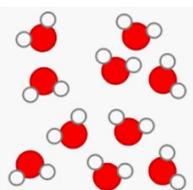
The diagram shows a gaseous element, such as oxygen, nitrogen or chlorine.

The atoms in the diagram are all the same **colour** and **size**, showing that they are the same type of element.

Compounds are substances made of two or more different elements chemically bonded together.



Both diagrams show compounds because the atoms are different **colours** and, on the lower diagram, different **sizes**. The upper diagram shows a solid compound. The lower diagram shows a gas.



Using circles to illustrate elements and compounds is an example of a **scientific model**. A model is useful as a way of understanding a concept, but it is a **simplification**.

→ This type of particle diagram has limitations: they don't show the movement of particles, the three-dimensional nature of matter, the correct relative sizes of the atoms, or the colour of the atoms.

Key Terms	Definitions
Atom	Atoms are the smallest units of matter that have the properties of an element.
Element	<ul style="list-style-type: none"> - Elements are substances made of one type of atom. - Elements are the different types of atom found in the periodic table.
Compound	Compounds are substances made of two or more different elements chemically bonded together.
Particle diagram	A diagram used to show that substances are made of particles. They illustrate the arrangement of particles, whether the substance is a solid, liquid or a gas, whether a substance is an element or a compound, the relative sizes of atoms,
Scientific model	A way of understanding a scientific concept that usually involves simplifying the concept. Simplifying a concept means scientific models have limitations.
Simplification	Explaining something complex in a simpler way. Sometimes, when an explanation is simplified it has limitations.
Limitation	<ul style="list-style-type: none"> - A weakness in an explanation/scientific model. - An area a scientific model can't explain.
Relative size (of atoms)	The size of something compared to something else (how big one atom is compared to another)

Year 8 Chemistry – The Periodic table

The Periodic Table

All the elements that exist are displayed in the periodic table, arranged according to their **properties** and their **atomic number**.

Metal elements are found on the left-hand side and in the middle of the periodic table.

Non-metal elements occur in the top right-hand corner of the periodic table.

The properties of metals are:

- High melting point
- Conductor of electricity and heat
- Malleable

Non-metals do not have these properties, with exceptions.

1	2											3	4	5	6	7	0
		Key															
		relative atomic mass atomic symbol name atomic (proton) number															
		Metal elements										Non-metal elements					
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 He helium 2
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[294] Ts tennessine 117	[294] Og oganesson 118

The development of the Periodic Table

- Early models of the periodic table arranged elements in order according to their atomic weight.
- This approach was flawed because some elements were positioned incorrectly according to their properties.
- Dmitri Mendeleev was the scientist who managed to create a periodic table that positioned elements both in order of their atomic weight and with other elements of similar properties.
- Mendeleev realised that some elements had not yet been discovered. He left gaps for these elements where he predicted they must go and predicted their properties with a high level of accuracy.
- Today, the periodic table is arranged according to atomic number, rather than atomic weight. The development of the periodic table is an example of the Scientific Process – the use of evidence to develop theories, and adjusting theories as more discoveries are made.

Key Terms	Definitions
Property	A way of describing how a chemical acts or behaves.
Malleable	Can be hammered or pressed into shape without breaking or cracking.
Conductor	Allow electricity or heat to pass through.
Atomic weight	The mass of an atom. Each element has a different mass. It is determined by the number of protons and neutrons in the nucleus.
Atomic (proton) number	The positive charge of the nucleus, indicates the number of protons in the nucleus.

YR 8 ART AND DESIGN *KNOWLEDGE ORGANISER Gaudi*

In Art and Design you are assessed on everything you do in class. There are 4 assessment objectives.

A01 LOOKING AT THE WORK OF ARTISTS - RESEARCH

In each project you will look at and analyse the work of an artist or art movement. In project one you will look at Antonio Gaudi. This research will help you produce your own work.

A02 EXPERIMENTING WITH MATERIALS

You will be given the opportunity to experiment with materials and techniques such as collage, relief and understand how to create a successful pattern with a focus on repetition and regularity.

A03 DRAWING AND RECORDING

You will learn how to refine your observational skills and focus on creating a wider tonal range within your drawing to create contrast and achieve a more three dimensional drawing.

A04 PRODUCING A FINAL PIECE

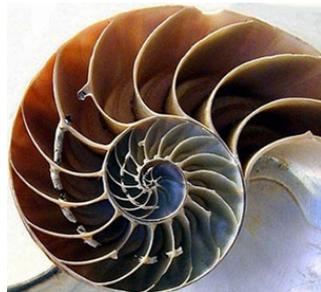
At the end of the project you will present a final piece of work using a range of materials with a focus on natural forms.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

Antoni Gaudi - Spanish Architect whose work was inspired by **natural forms**.



Barcelona – Sagrada Família



Mosaic - a picture or pattern produced by arranging together small pieces of stone, tile, glass, etc.



MIXED MEDIA TECHNIQUES

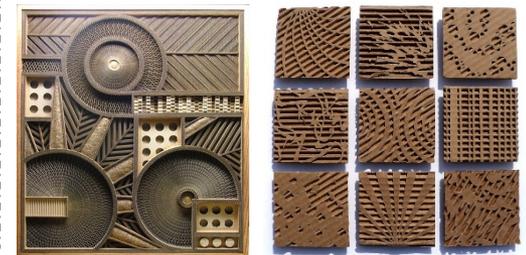
These techniques help to improve your understanding of Gaudi's work.

Observe - to look or watch carefully.

Collage - a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

Pattern making – creating a repeated decorative design.

Relief - a method of moulding, carving, or building up in which the design stands out from the surface.



The Eatwell Guide

CATERING

- When choosing food and drinks, current healthy eating guidelines should be followed.



The Eatwell Guide

- Comprises 5 main food groups.
- Is suitable for most people over 2 years of age.
- Shows the proportions in which different groups of foods are needed in order to have a well-balanced and healthy diet.
- Shows proportions representative of food eaten over a day or more.

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

- Sources of protein, vitamins and minerals.
- Recommendations include to aim for at least two portions of fish a week, one oily, and;
- People who eat more than 90g/day of red or processed meat, should cut down to no more than 70g/day.

Oil and spreads

- Unsaturated fats are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- Generally, people are eating too much saturated fat and need to reduce consumption.

Foods high fat, salt and sugar

- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
- Are high in fat, sugar and energy and are not needed in the diet.
- If included, should be had infrequently and in small amounts.

8 tips for healthier eating

These eight practical tips cover the basics of healthy eating, and can help you make healthier choices.

1. Base your meals on starchy carbohydrates.
2. Eat lots of fruit and veg.
3. Eat more fish – including a portion of oily fish.
4. Cut down on saturated fat and sugar.
5. Eat less salt (max. 6g a day for adults).
6. Get active and be a healthy weight.
7. Don't get thirsty.
8. Don't skip breakfast.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Composite/combination food

Much of the food people eat is in the form of dishes or meals with more than one kind of food component in them. For example, pizzas, casseroles, spaghetti bolognese and sandwiches are all made with ingredients from more than one food group. These are often called 'combination' or 'composite' foods.



Key terms

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

Hydration: The process of replacing water in the body.

Dietary fibre: A type of carbohydrate found in plant foods.

Composite/combination food: Food made with ingredients from more than one food group.

Fruit and vegetables

- This group should make up just over a third of the food eaten each day.
- Aim to eat at least five portions of a variety each day.
- Choose from fresh, frozen, canned, dried or juiced.
- A portion is around 80g (3 heaped tbs).
- 30g of dried fruit or 150ml glass of fruit juice or smoothie count as a max of 1 portion each day.

Potatoes, bread, rice, pasta or other starchy carbohydrates

- Base meals around starchy carbohydrate food.
- This group should make up just over a third of the diet.
- Choose higher-fibre, wholegrain varieties.

Dairy and alternatives

- Good sources of protein and vitamins.
- An important source of calcium, which helps to keep bones strong.
- Should go for lower fat and lower sugar products where possible.

To find out more, go to:
<https://bit.ly/2QZUMfe>

Meals and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne



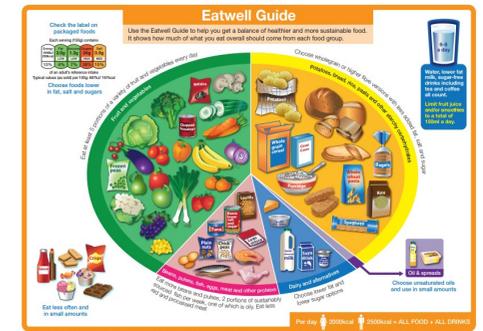
Pasta (lasagne sheets): **Potatoes, bread, rice, pasta or other starchy carbohydrates**

Onions, garlic and chopped tomatoes: **Fruit and vegetables**

Lean minced meat (or meat substitute): **Beans, pulses, fish, eggs, meat and other protein** –

Cheese sauce made with milk and cheese: **Dairy and alternatives**

Olive/vegetable oil used to cook onions and mince: **Oil and spreads**



Task

Plan a menu for a day that applies the principles of The Eatwell Guide and the 8 tips for healthier eating. Make one of the dishes, complete a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis.

Energy, nutrients and digestion

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.

Energy

Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:

- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

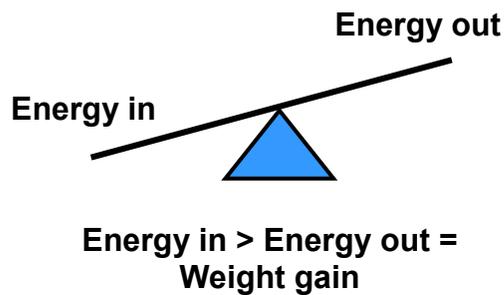
Different people need different amounts of dietary energy depending on their:

- age;
- gender;
- body size;
- level of activity;
- genes.



Energy balance

To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



Tasks

1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using <http://explorefood.foodafactoflife.org.uk> - reflect on the results.

Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
- Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

Total energy expenditure = BMR x PAL

Body Mass Index (BMI) can be used to identify if an adult is a correct weight for height.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)

Less than 18.5	Underweight
18.5 to 25	Desirable
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Nutrients

There are two different types of nutrients:

- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.

Carbohydrate

Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.

Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.

Sugars include a variety of different sugar molecules such as sucrose

Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

Protein

Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

A high saturated fat intake is linked with high blood cholesterol levels.

Micronutrients

Vitamins

There are two groups of vitamins:

- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

Minerals

Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.

Sodium is needed for regulating the amount of water and other substances in the body.

Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Stages of digestion

Ingestion - the intake of food into the gastrointestinal (GI) tract.

Digestion - a series of physical and chemical processes which begin in the mouth, but take place mainly in the stomach and small intestine.

Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.

Elimination - the excretion of undigested food substances (such as cellulose) or waste in faeces.

Key terms

Energy: The power the body requires to stay alive and function.

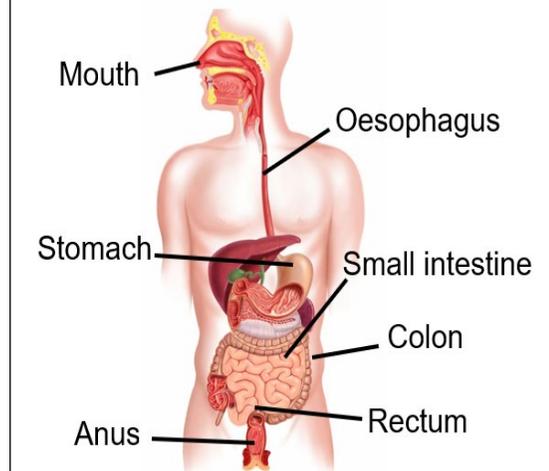
Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.

Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.

Micronutrients: Nutrients which are needed in the diet in very small amounts.

Digestion

The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below.



To find out more, go to:

<https://bit.ly/31CBjke>

Diet, activity and health

- There are health issues related to dietary excess or deficiency.
- It is important to include a variety of different activity in everyday living, supporting physical, social and mental wellbeing.

A balanced diet
A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.



Malnutrition
Having intakes of energy and/or nutrients below or in excess of needs for long periods of time can affect health.

The risk of **malnutrition** is increased by:

- increased requirements for some nutrients;
- restricted range of foods;
- reduction in available income;
- very low income;
- medical conditions;
- psychological conditions.

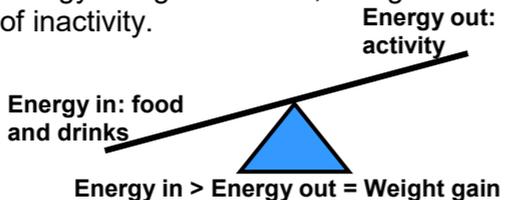
Diet and health
There is a link between a poor diet, and the risk of developing some diseases.

This includes the risk of:

- cancer;
- Coronary heart disease (CHD);
- bone health;
- anaemia.

Over nutrition
The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity.

Energy in: food and drinks vs **Energy out: activity**



Body Mass Index
BMI measures your height and weight to work out if your weight is healthy.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)	
Less than 18.5	Underweight
18.5 to 25	Desirable
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Under nutrition
Worldwide, Kwashiorkor and marasmus are two common diseases caused by a lack of protein and energy. Fat soluble vitamins (A, D, E and K) are stored in the body so it takes time for deficiency diseases to develop.

Activity recommendations
Pre-schoolers (3 to 4 years): 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
Children and young people (5-18 years): at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
Adults (19-64 years): at least 150 minutes each week (moderate intensity), or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

Moderate activity

- walking
- gardening
- hiking

Vigorous activity

- cycling
- active recreation
- swimming

Muscle strengthening activities

- exercising with weights
- or carrying heavy shopping
- yoga

Inactivity
It is also important that the amount of time being sedentary is reduced. Over time, sedentary behaviour can lead to weight gain and obesity, which can increase the risk of developing chronic diseases in adulthood.

1 in 4 women and 1 in 5 men are classified as inactive (<30 mins per week).

Obesity
People who are obese are more likely to suffer from CHD, type 2 diabetes, gall stones, arthritis, high blood pressure and some types of cancers, i.e. colon, breast, kidney and stomach.

Key terms
Deficiency diseases: Adverse bodily conditions caused by a lack of a nutrient.
Iron deficiency anaemia: A condition caused by insufficient iron in the body. Common symptoms include tiredness and lethargy.
Kwashiorkor: A severe type of protein-energy malnutrition.
Malnutrition: When the diet does not contain the right amount of nutrients.
Marasmus: A severe type of protein-energy malnutrition.
Moderate activity: Will raise your heart rate, and make you breathe faster and feel warmer.
Obesity: Extreme overweight. Obese adults have a BMI of 30 or above.
Sedentary behavior: Requires little energy expenditure and includes sitting or lying down to watch television, use the computer, read, work or study, and sitting when travelling to school or work.
Vigorous activity: Makes you breathe hard and fast.

Diet and cancer
The World Cancer Research Fund has released nine cancer prevention recommendations.

- Be a healthy weight.
- Move more.
- Avoid high-calorie foods and drinks.
- Enjoy more grains, veg, fruit and barley.
- Limit intake of red meat and avoid processed meat.
- Don't drink alcohol.
- Eat less salt.
- Don't rely on supplements.
- Breastfeed your baby.

Diet and CHD
It is believed that 80% of CHD and strokes could be prevented by changes to lifestyle factors, such as diet, physical activity and smoking.

Changes to the diet to reduce the risk of CHD include:

- increasing oily fish intake;
- reducing salt intake;
- increase fruit and vegetables;
- decreasing alcohol consumption.

Bone health
Calcium is important for strong bones. Vitamin D is needed for calcium to be absorbed from food.

Anaemia
Iron is vital for making red blood cells. Iron from the diet forms haemoglobin, which carries oxygen in the blood. Anaemia develops if the body's stores of iron are too low.

Task
Create a poster that contains information on what constitutes a healthy diet and some top tips on how to get active. Include information on how getting active and having a healthy diet can reduce the risk of some health issues and some other tips on how to reduce the risk of these.

For more information, go to: <https://bit.ly/32BF4FJ>

Planning what to cook

- Current healthy eating advice, dietary needs, socio-economic factors, preferences, occasion and cost need to be considered when planning to cook.

Planning what to cook

Deciding on what to cook or eat, whether for yourself or someone else, requires making a number of decisions:

- beliefs and values;
- consumer information;
- food preferences;
- food provenance;
- health and wellbeing;
- social and economic considerations;
- who, what, when and where.



Consumer information

Information can help consumers make informed choices, including

- advertising and marketing;
- media;
- online blogs/forums;
- packaging, nutrition and health claims;
- point of purchase information;
- product placement;
- recipe ideas.

Who, what, when and where

The time of day, location and who is eating can impact food choice:

- eating alone, with family or friends;
- celebration;
- day of the week,
- location, e.g. at home, school or work, at a restaurant, on the go;
- meal or snack;
- occasion and time of day.

Personal preferences

A number of factors can influence personal preferences, including:

- colour, size and shape of crockery and cutlery used;
- portion size;
- serving style;
- taste, aroma, texture, appearance, shape and colour of food.

Social and economic considerations

The cost of food, money available and social aspects will influence people's food choices:

- cost of food;
- greater food availability;
- income;
- labour saving equipment;
- lack of cooking skills;
- long hours at work;
- wider range of convenience foods.

Allergy and intolerance

There are 14 ingredients (allergens) that are the main reasons for adverse reactions to food. People who are allergic, or intolerant, to these ingredients should take care to avoid eating them. The 14 allergens are:

- | | |
|---------------------------|-----------------|
| Celery (and celeriac) | Milk |
| Cereals containing gluten | Molluscs |
| Crustaceans | Mustard |
| Eggs | Nuts |
| Fish | Peanuts |
| Lupin | Sesame |
| | Soybeans |
| | Sulphur dioxide |

Beliefs and values

Personal beliefs and values include:

- culture, tradition and heritage;
- food ethics, e.g. environment, fair trading, organic, free-range, local and seasonal food;
- lifestyle choices, e.g. vegetarian, vegan;
- religion.

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddhism (strict)	x	x	x	X	x
Seventh-day Adventist Church	x	x	x	✓	✓
Rastafari Movement	x	x	x	X	x

Food provenance

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



Red Tractor



British Lion

TRACEABLE, SAFE
&
FARMED WITH CARE



Marine Stewardship Council

Health and wellbeing

People may choose their food based on their own or their family's health and wellbeing:

- age and gender;
- allergy and intolerance;
- body image;
- health status;
- mental health;
- physical activity.

Eating the seasons

Most foods are grown in a particular season of the year, e.g. strawberries are harvested in summer in the UK. These are called 'seasonal foods'. Buying foods when they are in season will often mean that the price is lower. Technology and the importation of food has allowed food to be available all year round. Frozen foods, such as vegetables, are a great alternative to fresh, if they are unavailable.

Key words

Advertising: Advertising is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue or take some new action.

Allergens: Substances that can cause an adverse reaction to food.

Ethical: Relating to personal beliefs about what is morally right and wrong.

Food certification and assurance schemes: Defined standards of food safety, quality or animal welfare.

Food provenance: Where food is grown, caught or reared, and how it was produced.

Marketing: Promoting and selling products or services, including market research and advertising.

Religion: a particular system of faith and worship.

Seasonal food: Food grown at a particular time of year.

Seasonality: The times of year when a given type food is at its peak, either in terms of harvest or its flavour.

Task

Research one consideration when planning what to cook. Prepare a PPT presentation to share with the class next lesson.

To find out more, go to:
<https://bit.ly/3dNUMBf>



Year 8 Computing Term 1.1: Programming with Scratch

Scratch	A visual programming language that uses blocks of code	Blocks for selection		Variable	A variable is a box that stores data. To make the game unpredictable and to increase the level of challenge.
Programming Constructs	Sequence: Set of step by step instructions to complete a task. Selection: Making a decision based on the condition that is met. It uses IF or ELSE. Iteration: Repeating in a loop	Example of selection program		Example of changing variable	
Example of Programming Constructs		Random	To make the game unpredictable and increase the level of challenge (make it more difficult).	Debugging	Finding and removing errors in a program.
Blocks for iteration		Example of random		Algorithm	A set of steps to solve a problem. Scratch could be used to solve a problem by putting the blocks of code in the correct order, so they work correctly.
Example of iteration program					



Year 8 Computing Term 1.2: Programming with Python Turtle

Python	A text based programming language that uses words that humans understand.	Example of code to create a black rectangle	<pre>import turtle turtle.fillcolor("Black") turtle.begin_fill() turtle.forward(180) turtle.right(90) turtle.forward(60) turtle.right(90) turtle.forward(180) turtle.right(90) turtle.forward(60) turtle.right(90) turtle.end_fill()</pre>	Example of code to create a square	<pre>import turtle turtle.goto(0,0) turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90) turtle.forward(100) turtle.left(90)</pre>
Print function	Prints text on screen.				
	<pre>print("Hello")</pre>				
ASCII art	Images made using keyboard symbols.				
	<pre>print("o _ _ _ _") print(" ")</pre>	X and Y Coordinates		Example of code to use fillcolor to fill shapes with a colour	<pre>turtle.forward(100) turtle.left(90) turtle.end_fill() turtle.fillcolor("Green") turtle.begin_fill() turtle.right(90) turtle.circle(20) turtle.penup() turtle.left(90) turtle.forward(160) turtle.pendown() turtle.right(90) turtle.circle(20) turtle.end_fill()</pre>
Starting a program with turtle	<pre>import turtle turtle.goto(100,100)</pre>				
Hide and show the line when drawing	<pre>turtle.penup() turtle.pendown()</pre>				

YR 8 DESIGN & TECHNOLOGY *KNOWLEDGE ORGANISER*



In Design & Technology you are assessed on both the Practical and Theory work.

Health and Safety

Safe and proper use of tools and machinery. Understand the hazards and reduce the risks of incidents occurring

Tools and equipment

You will learn about how plastics can be shaped in a variety of methods, casting, moulding, bending and vacuum forming. Then you will learn to vacuum form to create a product

Materials

You will learn about the polymer groups of materials used in Design and Technology. You will learn how to produce a mould that you will then Vacuum form

Final Piece

Work will be assessed throughout the module and at the end of the project you will present a final modelled product.

KEYWORDS AND KEY TERMS FOR THIS PROJECT

SUSTAINABILITY - avoidance of the depletion of natural resources in order to maintain an ecological balance. "the pursuit of global environmental sustainability"

This can be considered by using the 6R's which are;
Recycle - Take an existing product that has now become waste and reprocess the material for use in a new product

Reuse - Take an existing product that has become waste and use the material or parts for another purpose without processing it

Reduce - Minimise the amount of material and energy used during the whole of a products life cycle

Refuse - Don't use a product at all if you don't need it or if its environmentally or socially unsustainable

Rethink - Can we sustain our current lifestyles and the way we design and make

Repair - When a product breaks down or doesn't function properly, fix it.

SHAPING PLASTIC

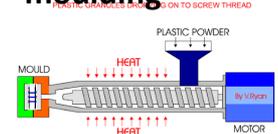
Injection moulding - Manufacturing process for producing parts by injecting molten material into a mould

Blow Moulding - Molding process in which heated plastic is blown into a mold cavity to create a hollow object.

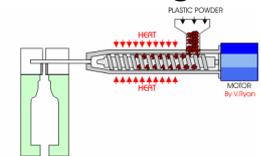
Line Bending - Process used to bend thermoplastics in a straight line. The process involves heating a thermoplastic sheet over a strip heater until it becomes soft and then bending it to any desired angle.

Vacuum forming - A sheet of plastic is heated to a forming temperature, stretched onto a single-surface mold, and forced against the mould by a vacuum.

Injection moulding

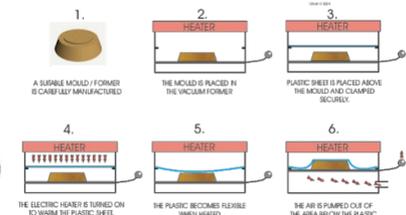


Blow moulding

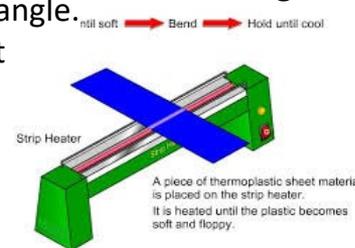


Vacuum forming

SEQUENCE DRAWING - VACUUM FORMING

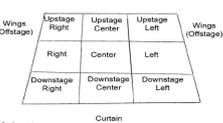


Line bending



Year 8 DANCE Knowledge Organiser

The Ingredients of Dance

ACTIONS	SPACE
<p>Actions are WHAT the body is doing. It is a movement. There are 6 categories. Think GLEFTS to help you to remember!</p> <p>Gesture – A small movement that does not transfer weight. E.g. shoulder roll, nodding head</p> <p>Locomotion/Travel – Moving from one place to another. E.g. Stepping, cartwheeling</p> <p>Elevation/Jump – Rising into the air using the muscles in the legs and feet. E.g. Leap, rotating jump, land on 1 foot, land on 2 feet</p> <p>Falling/Weight Transference – Shifting your weight from one part of the body to another. E.g. Rolling, side stepping</p> <p>Turn – To move around an axis or rotate</p> <p>Stillness/Balance – Placing your weight on a body part without falling or wobbling</p>	<p>Space is WHERE the body is moving. This can relate to:</p> <p>LEVELS: The height of the action. E.g. High, medium and low</p> <p>FORMATIONS: Where the dancers stand in a shape.</p> <p style="text-align: center;">  </p> <p>DIRECTIONS: Where the dancers goes. E.g. forwards, backwards, right, left, up, down and diagonally</p> <p>PATHWAYS: The patterns created on the floor.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">STAGE DIRECTIONS</p> <p style="text-align: center;">  </p>
DYNAMICS	RELATIONSHIPS
<p>Dynamics are HOW the body is moving and this relates to the <i>speed, energy, and flow</i> of the movement.</p> <p>Descriptive words tend to be used when explaining dynamics such as:</p> <p>Fast Slow Mechanical Sustained</p> <p>Dynamics add texture, colour, interest and variety to a dance and can help to show the dance idea more clearly.</p>	<p>Relationships are about with WHOM you dance with and the way in which you dance with others.</p> <p>Varying the relationships throughout a dance adds interest and variety and can help to make the dance idea clear.</p> <p>Relationship examples:</p> <p>UNISON: Dancing the same action at the same time</p> <p>CANON: Dancing one after the other, creating an overlap or ripple effect</p> <p>MIRRORING – Dancers use the other side of the body to partner</p> <p>COMPLEMENTARY – Dancers perform similar movements but are not exactly the same</p> <p>CONTRAST – Dancers perform movements that have different dynamics or shapes</p>

Warming up

You warm up for 3 reasons:

- 1: To reduce the risk of injury
- 2: To improve performance
- 3: To prepare psychologically

Stage of a warm up

Pulse raising activity

E.g. Jogging, aerobic routines

Joint mobility

E.g. Shoulder rolls, head rotations

Flexibility

E.g. Stretches

Core stability

E.g. Sit ups, planks, push ups



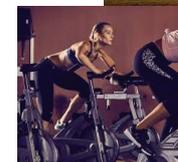
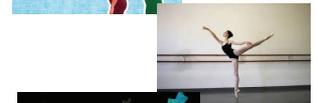
Year 8 DANCE Knowledge Organiser

TECHNICAL PERFORMANCE SKILLS

TECHNICAL PERFORMANCE SKILLS

(Anything to do with the body)

Skill	Definition	How can I improve this?
POSTURE	The way the body is held when sitting, standing or lying.	Improved through pliés in the mirror, keeping the back straight and bottom tucked under. Improved over time by deepening the pliés and performing in various foot positions i.e. 1st, 2nd, 3rd, 4th, 5th.
BALANCE	The ability to maintain steadiness in a held position	Improved through increasing core strength through sets of 30 sit ups 3 times a week. Improved over time through increasing to 50 sit ups 3 times a week.
CO-ORDINATION	The ability to move multiple body parts simultaneously	Improved through rehearsal of short phrases that use multiple body parts such as arm swings plus use of torso. Improved over time through increasing the number of body parts used in the rehearsed phrases.
CONTROL	The ability to start and stop movement, change direction and hold a shape efficiently.	Improved through increasing core strength through sets of 30 sit ups 3 times a week. Improved over time through increasing to 50 sit ups 3 times a week.
FLEXIBILITY	The range of movement available at a joint	Improved through performing straddle stretches held for 10 seconds each 3 times a week. Improved over time through deepening the stretch by lowering the body or head to the ground.
STRENGTH	The ability of the muscles to withhold or resist a force	Improved through performing 20 press ups 3 times a week. Improved over time through increased to 50 press ups 3 times a week
STAMINA	The ability to maintain levels physical and mental energy over time	Improved through performing cardio-vascular exercise such as jogging, swimming or running for at least 20 minutes 3 times per week. Improved over time through performing the exercise for at least 40 minutes 3 times per week.



Year 8 DANCE Knowledge Organiser

EXPRESSIVE PERFORMANCE SKILLS

EXPRESSIVE PERFORMANCE SKILLS

(How you perform it)

Skill	Definition	How can I improve this?
PROJECTION	The energy the dancer uses to connect with and draw in the audience.	Improved through rehearsing to an audience and exaggerating movement and performance energy. Film and watch back. Get feedback from a teacher or peer.
FOCUS	Use of the eyes to enhance performance or interpretative qualities.	Improved through ensuring specific use of eyes is choreographed into the performance. Film and watch back. Get feedback from a teacher or peer.
SPATIAL AWARENESS	Consciousness of the surrounding space and its effective use.	Improved through rehearsing formation and spatial changes without the use of a mirror. Film and watch back. Get feedback from a teacher or peer.
FACIAL EXPRESSIONS	Use of the face to show mood, feeling or character.	Improved through exaggerating and enhance use of face throughout the performance. Film and watch back. Get feedback from a teacher or peer.
MUSICALITY	Being in time with the music	Improved through matching specific dynamic qualities to those in the music. Film and watch back. Get feedback from a teacher or peer.
SENSITIVITY TO OTHER DANCERS	Awareness of and connection to other dancers.	Improved through rehearsing without mirrors and using peripheral vision to ensure no one collides. Film and watch back. Get feedback from a teacher or peer.
COMMUNICATION OF CHOREOGRAPHIC INTENT	The dancer portraying emotion, feeling or thought through the dancers' movements	Film and watch back. Get feedback from a teacher or peer



Year 8 DANCE Knowledge Organiser

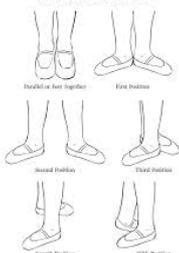
Key Words

- Cultural Dance** – A dance style explored around the world
- Social Dance** – A dance style that gathers people together socially
- Choreography** – the making of a dance. The dance
- Choreographer** – the creator of the dance
- Motif** – A series of dance actions put together to create a phrase
- Improvisation** – Making movements up on the spot
- Solo** – a dance for 1 person
- Duet** – A dance for 2 people
- Trio** – A dance for 3 people
- Quartet** – A dance for 4 people
- Performance** – A showing of the dance but not always, for an audience
- Plie** – bending of the knees
- Stimulus** – the starting point of the dance idea. May be music, picture, theme, mood, historical event
- Set phrase** – a piece of choreography taught by the teacher
- Sutra** – The thread that holds things together. Name of professional work. Made in 2008
- Sidi Larbi** – Choreographer of Sutra
- Anthony Gormley** – Set designer of Sutra

Year 8 Projects

Title of project	What will you be learning?
Sutra	You will be introduced to the professional work 'Sutra' as a stimulus, which focuses on martial arts. You will be taught a set phrase which you will develop further.
Popular Dance Through the Decades	You will be introduced to social dance from 1950, 1960 and 1970's and explore the Jive, the Twist and Disco dancing.

Positions of the Feet



How can I develop a motif?

ACTION	SPACE	DYNAMICS	RELATIONSHIPS
Add in an action Take away an action Repeat an action Retrograde – perform backwards, Change the order of the actions	Change the direction, levels, pathways, size of action, floor/air pattern	Change the speed Change the quality (the flow) Change the rhythm	Add in unison and or canon Add mirroring, solo, chorus, complementary, contrast

Health and Safety in Dance

- Be mindful of others
- Keep your head up and know what is around you
- Warm up properly
- Bend your knees when you land from Jumps
- Make sure liquids are kept away from the dance surface
- Bare foot or Jazz shoes for dancing
- Remove jewellery
- No food or drink in the dance studio
- Keep long hair up
- Make sure you dance in a clear space and clear all obstacles

Key Words

Choreograph Plan out movement

Combat Fighting

Knap The sound effect created to make stage combat more realistic

Proxemics The distance between actors on stage

Sell the move Using your physical and vocal skills to make the move more realistic

Tension A growing feeling of expectation that something is about to happen



Stage Combat

Drama Year 8

What you NEED to know

- Stage Combat is a way of performing a fight without being harmed.
- You must always practice a move in slow motion 3 times before trying at full speed.
- Stage combat relies on you staging your body in particular way to make it realistic- hiding the knap, selling the move and hiding any gaps between the bodies.
- The other way to get the audience to believe in the Stage Combat is to make sure you build tension first. This means that they are feeling tense before you start so are more likely to believe it.

Assessment

1. Plan and create a scene that builds tension and would realistically end in a fight
2. Choreograph and perform a stage combat sequence that showcases the skills learnt this topic, and includes Shakespearean insults,

Where stage combat is used

- TV and Movies in naturalism
- Wrestling
- Clowning and Melodrama to create comedy
- Plays on stage

Shakespeare insults

Combine one word from each of the three columns below, prefaced with 'thou':

Column 1

artless
bawdy
beslubbering
bootless
churlish
cockered
goatish
gorbellied
impertinent
infectious
jarring
mammering
ruttish
saucy
spleeny
spongy
warped

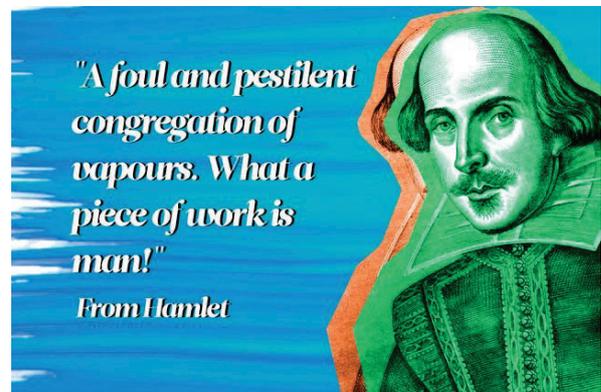
Column 2

base-court
bat-fowling
beef-witted
beetle-headed
boil-brained
clapper-clawed
fly-bitten
folly-fallen
fool-born
full-gorged
guts-gripping
hedge-born
pox-marked
reeling-ripe
rough-hewn
villainous
tickle-brained

Column 3

apple-john
baggage
barnacle
bladder
boar-pig
bugbear
fustilarian
giglet
gudgeon
haggard
harpy
hugger-mugger
mumble-news
nut-hook
pigeon-egg
strumpet
varlot

Knowledge Organiser Year 8



Drama Knowledge Organiser – Year 8 Devising Skills (The Titanic)

Learning Aims: To learn devising skills and use them to create an emotional piece of drama about The Titanic that highlights the differences between the passengers in different classes.

Key Skills	Definition
Facial Expression	Using your face to communicate emotion
Body Language	Using your body and movement to communicate attitudes and feelings
Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Voice	Speaking in a way that is suitable to your character and changing your voice to communicate emotion.

Performance skills for this topic	Definition
Communication	The ability to share ideas with your classmates and listen to there's in order to create a collaborative performance.
Mannerism	Performing a habitual gesture or way of speaking or behaving to communicate character
Posture	A position in which someone holds their body when sitting or standing.
Projection	Voice projection is the strength of speaking or singing whereby the voice is used loudly and clearly. It is a technique employed to command respect and attention but is also important to ensure a performer can be heard by the audience.
Clarity and articulation	Speaking in a way which is clear and easy to understand.
Accent	a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.
Status	relative social or professional position; standing. Status also refers to how important a person is. Levels on stage can show status.

Devising Skills/ Drama techniques	Definition
Still Image	A still image is where a performer or performers use their bodies to create a frozen picture. The picture should communicate a story or emotions without the need for movement or dialogue. It is important to use strong facial expression and body language in a still image.

Thought Tracking	Thought Tracking is a drama technique in which a character will step out of the scene and say their thoughts to the audience. Whilst they are doing this the rest of the performers freeze and cannot hear. This allows the character to give the audience more information that the other character might not know, and also allows the audience to hear the feelings of a character. This can create dramatic irony and deepen the drama.
Split Stage	Split stage is when there are two sides of the stage showing two different scenes or locations. Whilst one side performs, the other side is frozen. This allows performers to show to things happening at once, without performers talking over each other. This can also help to highlight contrast between different characters.
Narration	A narrator will come onto the stage to tell the story or to give the audience more information about the story. They may be a separate performer, or they may be one of the characters stepping out of character and speaking impartially.
Blocking	Blocking is when the performers decide where on the stage each piece of the piece will happen. Blocking is essential, without blocking each moment of the performance, performers may face the back, stand in front other performers, or hide at the back of the stage. Blocking can also help the audience to understand where they should be looking at any moment.
Levels	Levels refers to how high or low a performer is on the stage. For example, sat on the floor, on a chair, stood up, or stood on a platform/chair/ table. A high level can suggest a higher status or importance and a lower level can suggest a less important character.
Communication of intention	Intention refers to the message or idea a practitioner wants to communicate to the audience, or the reason they created the piece of drama. These could include to entertain, to communicate a political message, to inform, to educate etc. For this topic, the intention of the work you devise may be to inform the audience about the horror of the disaster of the titanic, or to educate the audience on the implications of the class system on The Titanic.

The Titanic key facts/context	
What year did The Titanic sink?	April 15 th 1912
What was life like for different classes at this time?	The upper and middle-class people were brought up to believe the lower classes were dirty and inferior, although they were prepared to employ them as servants. There were over two million servants in Britain at the turn of the century (80% of the population). The different classes would not socialise or work together.
How many people died in the disaster?	Around 1500 total, 537 third-class, 168 second-class and 123 first-class. Around 685 crew members died.
Why did more men and third-class people die than women and first-class passengers?	The ship followed the tradition on seating women and children on life boats first, and they also sat first and second class before third class, meaning that the majority of third class men on board died, and you most likely to survive if you were a female first class passenger.

Year 8 French Knowledge Organiser Term 1 Module 1 Chez moi

Parallel text/ Model answer

1	J'habite dans une jolie maison avec	I live in a pretty house with
2	mes parents, mon frère et ma sœur.	my parents, my brother and my sister.
3	Dans ma maison, il y a une cuisine moderne et	In my house, there is a modern kitchen and
4	un grand salon confortable au rez-de-chaussée.	a big comfortable lounge on the ground floor.
5	Au premier étage, il y a trois chambres et	On the first floor, there are three bedrooms and
6	une petite salle de bains.	a small bathroom.
7	Dans ma chambre, j'ai un grand lit , où	In my bedroom, I have a big bed , where
8	je peux lire un roman ou écouter de la musique.	I can read a book or listen to music.
9	J'ai aussi un bureau où je dois faire mes devoirs.	I have also a desk where I must do my homework
10	Pour aider à la maison, je dois ranger ma chambre	To help out at home, I must tidy my bedroom
11	Je trouve ça très ennuyeux.	I find it very boring.
12	Normalement le weekend,	Usually at the weekend,
13	je joue aux jeux-vidéo dans ma chambre.	I play video games in my room.
14	Le soir, je regarde la télé dans le salon et	In the evening, I watch TV in the living room and
15	je dirais que c'est divertissant.	I would say that it's fun.
16	Quand j'étais petit, j'adorais	When I was little, I used to love
17	jouer au foot dans le jardin avec mon frère.	playing football in the garden with my brother.
18	J'ai toujours rêvé d'habiter en France et	I have always dreamed of living in France and
19	si j'étais riche, j'achèterais une maison à Nice.	if I were rich, I would buy a house in Nice.
20	Ce serait vraiment génial!	It would be really great!

The words highlighted in yellow can be changed.

When self-quizzing, focus on the lines we are working on in class. Test yourself on each line changing the highlighted words for words on the vocabulary page.

e.g. Q1. How do you write...
I live in a **pretty** house?
J'habite dans une **jolie** maison.

Q2. How do you write...
I live in a **small** house?
J'habite dans une **petite** maison.

Saying 'a' and 'the'

When saying 'a' or 'one', remember that there are two words, based on the gender of the noun.

un salon – **a** living room (masculine)
une cuisine – **a** kitchen (feminine)

When saying 'the', remember that you need to change 'un' or 'une'.

un salon – **a** living room (masculine)
le salon – **the** living room

une cuisine – **a** kitchen (feminine)
la cuisine – **the** kitchen

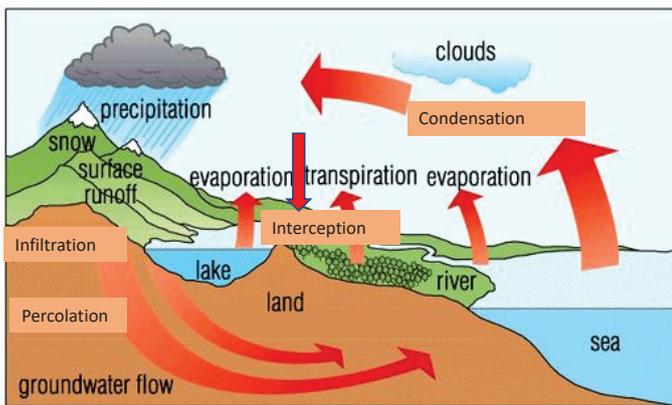
Types of house	Rooms in a house	Bedroom furniture	Activities at home	Present tense verbs
une ferme <i>a farm</i> une maison <i>a house</i> une maison jumelée <i>a semi-detached house</i> un appartement <i>a flat</i>	un bureau <i>an office</i> un escalier <i>a staircase</i> un garage <i>a garage</i> un jardin <i>a garden</i> un salon <i>a living room</i>	un bureau <i>a desk</i> un lit <i>a bed</i> un mur <i>a wall</i> un ordinateur <i>a computer</i> un tapis <i>a rug</i>	dormir <i>to sleep</i> écouter de la musique <i>to listen to music</i> jouer aux jeux-vidéo <i>to play video games</i> faire les devoirs <i>to do homework</i> lire un roman <i>to read a book</i> manger <i>to eat</i> regarder la télé <i>to watch TV</i> travailler dans le jardin <i>to work in the garden</i>	Je dors <i>I sleep</i> Je fais <i>I do</i> Je lis <i>I read</i> J'écoute <i>I listen to</i> Je joue <i>I play</i> Je mange <i>I eat</i> Je regarde <i>I watch</i> Je tchatte <i>I chat (online)</i> Je travaille <i>I work</i>
Adjectives	une cave <i>a cellar</i> une chambre <i>a bedroom</i> une cuisine <i>a kitchen</i> une douche <i>a shower</i> une salle à manger <i>a dining room</i> une salle de bains <i>a bathroom</i>	une armoire <i>a wardrobe</i> une chaise <i>a chair</i> une commode <i>a chest of drawers</i> une console de jeux <i>a games console</i> une étagère <i>a bookshelf</i> une fenêtre <i>a window</i> une lampe <i>a lamp</i> une peluche <i>a cuddly toy</i> une porte <i>a door</i> une table <i>a table</i>	Helping at home	Using infinitives
beau/belle <i>beautiful</i> grand <i>big</i> joli <i>pretty</i> petit <i>small</i> confortable <i>comfortable</i> énorme <i>enormous</i> moderne <i>modern</i> propre <i>clean</i> sale <i>dirty</i>	au rez-de chaussée <i>on the ground floor</i> au premier étage <i>on the 1st floor</i> au deuxième étage <i>on the 2nd floor</i> au sous-sol <i>in the basement</i> au grenier <i>in the attic/loft</i>	des posters <i>posters</i> des rideaux <i>curtains</i>	aider mon père <i>to help my dad</i> faire le ménage <i>do the housework</i> faire la cuisine <i>do the cooking</i> faire la vaisselle <i>do the dishes</i> passer l'aspirateur <i>vacuum</i> mettre la table <i>set the table</i> débarrasser la table <i>clear the table</i> ranger ma chambre <i>tidy my room</i>	To say '(to) do' or 'doing' something in French, you need the infinitive. Infinitives end in: -er -ir or -re You usually need another verb in front of an infinitive for the sentence to make sense. e.g. J'aime regarder <u>I like to watch</u> Je déteste ranger <u>I hate to tidy</u>
Conjunctions		Prepositions	Time phrases	
aussi <i>also</i> car <i>because</i> cependant <i>however</i> et <i>and</i> maintenant <i>now</i> mais <i>but</i> ou <i>or</i> où <i>where</i> parce que <i>because</i> si <i>if</i>	Intensifieurs	derrière <i>behind</i> devant <i>in front of</i> entre <i>Between</i> sous <i>under(neath)</i> sur <i>on</i> à côté de <i>next to</i>	le weekend <i>at the weekend</i> le soir <i>in the evening</i> le matin <i>in the morning</i> l'après-midi <i>in the afternoon</i> après le collège <i>after school</i> normalement <i>normally</i> tous les jours <i>every day</i> tous les soirs <i>every evening</i> chaque jour <i>each day</i>	Je peux dormir <u>I can/ am able to sleep</u> Je dois faire <u>I must/ have to do</u> J'adorais lire <u>I used to love to read</u> Je voudrais jouer <u>I would like to play</u>

Geography: Knowledge Organiser 8.1 : Rivers

8.1.1 Rivers

- A **river** is fresh water flowing across the surface of the land, usually to the sea.
- The river flows into the sea, at a place called the **mouth**. The coast is where the land meets the sea.
- A river flows in a **channel**.
- The bottom of the channel is called the **bed** and the sides of the channel are called the **banks**.
- **Rivers are important because**
 - Hydro Electric Power (to make electricity)
 - Drinking Water (to hydrate humans and animals)
 - Transportation of cargo (historically)
 - Travel (historically)
 - Tourism
 - Irrigate crops (water crops)

8.1.2 Water cycle – The water cycle shows the continuous movement of water within the Earth and atmosphere.



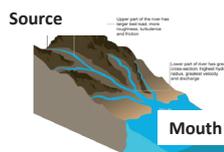
- Water Cycle:** There is a never ending movement of water from the sea to the sky, onto the land, and back to the sea.
- Evaporation:** The sun heats water liquid which turns into a gas called water vapour.
- Condensation:** The water vapour cools in the sky and turns back into water liquid.
- Precipitation:** Rain, Hail or snow
- Infiltration:** The movement of water from the ground surface into the soil
- Surface run off:** The movement of water over the land in a drainage basin
- Drainage basin:** The area from which a river collects its water also known as a catchment area
- Percolation:** The movement of water from the soil into the rocks below
- Interception:** When water is prevented from falling directly to the ground by vegetation
- Transpiration:** Water loss from plants through pores in the leaves

1

Geography: Knowledge Organiser 8.1: Rivers

8.1.3 Drainage Basin

- A **river** is fresh water flowing across the surface of the land, usually to the sea.
- The bottom of the channel is called the **bed** and the sides of the channel are called the **banks**.
- The amount of water in a river at a given point and time is called **discharge**
- Rivers start and rivers end**
- A river starts at a place called the **source**. This is usually on highland / upland areas with high steep relief.
- The river flows into the sea, at a place called the **mouth**. This is usually in an area of low land



Channel and valley

- A river flows in a **channel** and the land surrounding the channel is called a **valley**

River have 3 parts, called courses

- Rivers have three courses

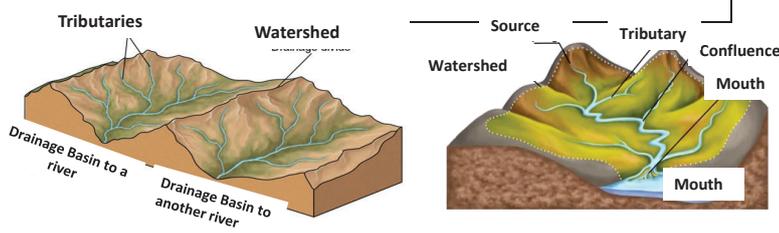
The river channel and valley change from source to mouth

- The shape of the valley and channel changes along the river course; depending on erosion or deposition has taken place

Course	Channel	Valley
Upper	Narrow, shallow, high volume of	V shaped, steep gradient, narrow valley, river takes up valley floor
Middle	Wider deeper channel	U shaped, gentle sloping valley sides, valley is wider
Lower	The widest and deepest channel	Open U shaped, almost flat, river only takes up a small proportion of the channel

Drainage Basin

- A river basin or **drainage basin** is an area of land drained by a river and its tribu
- Here are some key features to a drainage basin:
 - The edge of the drainage basin is known as the **watershed**
 - **Tributaries** a smaller river or stream which flows into a larger river
 - **Confluence:** where a smaller river meets another river
 - **Meander:** A bend in a river



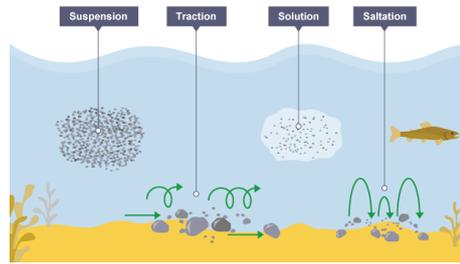
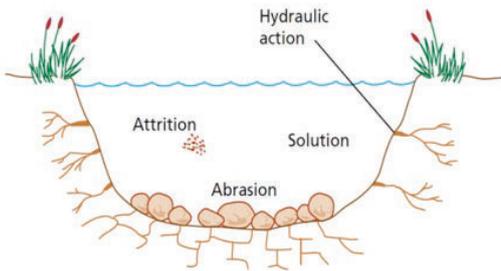
2

Geography: Knowledge Organiser 8.1 : Rivers

8.1.4 River Processes

- A river carries out 3 processes **erosion, deposition and transportation**
- We call the rocks and soil the river carried **bedload**

<u>Erosion</u>	<u>Transportation</u>	<u>Deposition</u>
Erosion is the movement of rocks and soils causing them to break down away from their original place.	Rivers pick up and carry material as they flow downstream.	When a river loses energy, it will drop or deposit some of the material it is carrying.
Hydraulic Action – the force of the water breaking rock away from the river channel	Solution - minerals are dissolved in the water and carried along in solution.	Deposition happens when 1. Volume of water decreases 2. River slows down 3. River becomes shallower e.g. inside bend of a meander 4. River reaches the mouth
Abrasion – Large bedload rubs against the river channel wear down the river bed and banks.	Suspension - fine light material is carried along in the water.	
Attrition – Eroded rocks bump and smash into each other making the bedload rounder and smaller	Saltation - small pebbles and stones are bounced along the river bed.	
Solution – River water dissolves some types of rock e.g. chalk, limestone	Traction - large boulders and rocks are rolled along the river bed.	

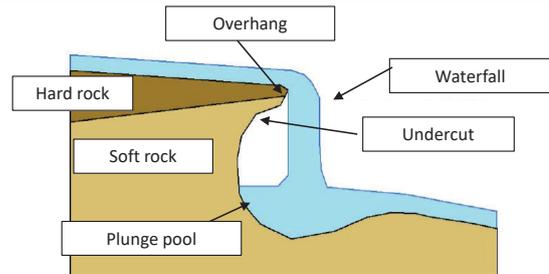


3

Geography: Knowledge Organiser 8.1 : Rivers

8.1.5 Formation of a waterfall and gorge

- Waterfalls are places along a river where water flows over rock and falls down to the river below
- Here are the features of a waterfall



Here are the steps in the formation of a waterfall

Step 1 Waterfalls are formed when water flows over horizontal bands of hard and soft rock.	Step 2 The soft rock is less resistant to erosion. The soft rock is eroded through hydraulic action which is where the force of water goes into cracks in the soft rock breaking it. This creates a step in the river where the soft rock undercuts the hard rock this creates a plunge pool.	Step 3 The hard rock is left overhanging and eventually collapses in to the bottom of the waterfall because it is no longer supported. The fallen rock falls into the plunge pool, where it erodes the plunge pool through abrasion, which is the rubbing of rocks against the river bed. This makes the plunge pool bigger (wider and deeper).	Step 4 Over time this process repeated itself and the waterfall to retreats upstream. The steep sides left behind either side of the waterfall create a gorge.

4

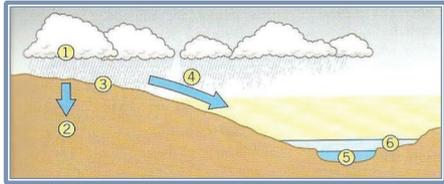
Geography: Knowledge Organiser 8.1 : Rivers

8.1.6 River flooding

- The amount of water in the river in a given time is called **discharge**.
- A flood occurs whenever a river overflows its banks, we say the river has burst its banks. This means the water the river is carrying goes over the banks of the river. This is because the amount of water the river is carrying (discharge) is more than the river has capacity (room) for.
- So, when discharge is too high, the river bursts its banks and we call this a **flood**.

Why do rivers flood

- From the water cycle, we know there are three ways water flows to the river: surface run off, infiltration and ground water flow. Surface run off is the fast way water travels to the river, and therefore the more surface run off happening, the quicker the amount of water in the river increases, and the chance of the river bursting its banks.
- The process happens like this:



1. Precipitation
2. When water hits the ground, it can either run across the surface or go through the soil
3. Some of the rain infiltrates into the soil
4. Most of the water quickly reaches the river through surface run off
5. River discharge increases
6. River bursts its banks and floods

- Therefore the **more surface run off = the greater the chance of the river bursting its banks and the river flooding**, because the channel will not be able to hold the water
- The more infiltration and percolation (less surface run off) the smaller the chance of the river bursting its banks and flood, because the water will go to the river slower.

Human and Physical Factors will affect flooding

- Human factors are man made factors that increase or decrease the chance of flooding
- Physical factors are natural factors that increase or decrease the chance of flooding

Geography: Knowledge Organiser 8.1 : Rivers

8.1.7 River flooding

Flooding (when a river **bursts its banks**) can be down to human and physical factors

High Discharge (increase chance of flooding)	Low Discharge (little surface run off so less chance of flooding)
<p>High volume of precipitation (Physical) Snow Melt (Physical) Steep slopes – if the relief is steep more surface run off (Physical) Soil Saturation- more surface run off (Physical) Urban Areas - concrete no less infiltration, more surface run off, Drains take water straight to river. (Human) Impermeable soil e.g. clay no infiltration and more surface run off (Physical) Deforestation – no interception more surface runoff (Human) Land Use – Urban area, impermeable ground like concrete less infiltration and more surface run off (Human)</p> <p>All - more surface run off > more discharge (more water in the river channel) > increase risk of the river bursting its banks and flooding</p>	<p>Little precipitation (Physical) Flat land or gentle gradient, if the relief is flat more infiltration less surface run off (Physical) Rural areas – less buildings, less concrete, just soil and vegetation - water infiltrates through soil reducing surface run off (Physical) Vegetation – lots of trees, so interception – less surface run off (Physical) Permeable soil, more infiltration i.e. sand, less surface run off (Physical) Land Use – Rural area, trees (Physical)</p> <p>All - less surface run off > less discharge (more water in the river channel) > decrease risk of the river bursting its banks and flooding</p>

An example of how you write about factors affecting discharge:

Heavy or prolonged rainfall is a physical cause of flooding. Heavy or prolonged rain, may cause the soil to become saturated, this means water cannot flow through the soil, but instead flows over the surface of the land, as surface run off, this increases the discharge and increases the chance of the river bursting its banks and causing flooding

Deforestation is a human cause of flooding, because when trees are cut down there is no interception, this means there is more surface run off which causes discharge to increase, increasing the chance of the river bursting its banks. and cause flooding.

Urban areas is a human cause of flooding as a large area will have concrete surfaces, which will cause more surface run off and increase discharge, increasing the chance of the river bursting its banks.

Impermeable soil like clay, is a physical cause of flooding. This is because precipitation cannot infiltrate through the soil and so you get more surface run off and this increases the discharge and increases the chance of the river bursting its banks and causing flooding

Geography: Knowledge Organiser 8.1 : Rivers

8.1.8 Flooding Case Study

- An example of a flood event is the Boscastle flood on 16th August 2004
- Location: Boscastle is a small coastal settlement in the south west of England. It is located in the county of Cornwall.
- The River Valency flows through it into the mouth at Boscastle



<p>Causes The reason why it happened</p>	<p>Physical factors – Heavy rainfall - 89 mm of rain fell in an hour - the same amount that normally falls in the whole of August. , soil was already saturated from previous rainfall, Gradient was steep upstream of Boscastle the steep-sided valley acted as a funnel directing vast volumes of water into the village, Narrow river channels in the village itself.</p> <p>Human factors – Boscastle is built on a flood plain, which is flat valley floor prone to flooding in the lower course</p>
<p>Effects The impact the flood had socially (on people and their quality of life), economically (cost and money) and environmentally (on the natural and man made surrounding area)</p>	<p>Social –Floodwater gushed into houses, shops and pubs and all these buildings were badly damaged, people survived holding on to trees and climbing to the roof of their houses, long-term stress and anxiety to people traumatised by the incident.</p> <p>Economic- millions of pounds worth of damage, insurance claims for damage to cars, buildings and boats, 90% of Boscastle’s economy is tourism and about 2/3 of this income usually occurred during the school holidays which was when the flood happened there with tourist facilities in ruins, tourists did come to the area for almost a year this causes a loss of jobs and income,</p> <p>Environmental- 75 cars and 6 buildings were washed into the sea, several boats were also lost, along with uprooted trees and other debris, church was filled with six feet of mud and water, trees were uprooted and swept into peoples’ gardens, water eroded river banks, damaged gardens and pavements, damage to local wildlife habitats, coastal pollution caused as debris and fuel from cars flowed out to sea,</p>
<p>Responses How the event was responded to in the immediate (during and straight after the event) and long term (the weeks, months and years after the event).</p>	<p>Immediate Responses - seven helicopters sent to Boscastle airlifted 120 people to safety, 100 firefighters from Cornwall and Devon plus coastguard teams were deployed in the rescue exercise, 1,000 people were evacuated out of Boscastle</p> <p>Long Term Responses - £10 million was spent on new flood defences for the village and the Environment Agency has carried a major project to increase flood defences in Boscastle, investment in new ways of predicting heavy rainfall events on a small scale to produce better warning, Prince Charles, who is the Duke of Cornwall, made a large donation to a fund to help rebuild parts of Boscastle.</p>

7

Geography: Knowledge Organiser 8.1 : Rivers

8.1.9 Managing flooding: Hard Engineering

- Managing flooding means to try and stop or reduce the effects of a flood, this means to try and stop flooding and the risk flooding brings to destroying homes, endangering peoples lives and damage to business and property.
- Floods can be managed by hard and soft Engineering.

Hard Engineering – man made structures built to control the flow of rivers and reduce flooding			
Defence	How does it manage river flooding?	Advantages	Disadvantages
Dam and reservoir	<ol style="list-style-type: none"> 1. Dams are often built along the course of a river in order to control the amount of discharge. 2. Water is held back by the dam and released in a controlled way. 3. This controls flooding as water is usually stored in a reservoir behind the dam 4. So the river never bursts its banks 	<ul style="list-style-type: none"> • Stops flooding • This water can then be used to generate hydroelectric power or for recreation purposes which creates jobs and encourages tourism 	<ul style="list-style-type: none"> • Building a dam can be very expensive • land lost when the river valley is flooded to form a reservoir • it an change ecosystems
River Dredging	<ol style="list-style-type: none"> 1. Remove sediment from the bed and banks of the river 2. This makes the river wider and deeper 3. This means the river can hold more discharge 4. So it is harder for the river never bursts its banks 	<ul style="list-style-type: none"> • Stops flooding • Doesn’t look too unnatural 	<ul style="list-style-type: none"> • Altering the river channel may lead to a greater risk of flooding downstream • It is also very expensive and needs to be re engineering every few years
Embankments	<ol style="list-style-type: none"> 1. Raised walls along the river banks 2. Banks are higher so 3. The river can hold more discharge 4. So harder for the river to bursts its banks 	<ul style="list-style-type: none"> • Stops flooding • When made from natural materials (mud) this creates new habitats • Can provide a path for walkers along the river. 	<ul style="list-style-type: none"> • Expensive • If severe flooding there will still be damage • Looks unnatural if using concrete

8

Geography: Knowledge Organiser 8.1 : Rivers

8.1.10 Managing flooding: Soft Engineering

Soft Engineering - Management that tries to work with the natural river system			
Defence	How does it manage river flooding?	Benefits	Costs
Afforestation	<ol style="list-style-type: none"> 1. Trees planted near a river 2. More interception 3. Less surface run off and less discharge 4. So harder for the river to burst its banks 	<ul style="list-style-type: none"> • Cheap • Encourages habitats • Risk of flooding reduced 	<ul style="list-style-type: none"> • Doesn't work in urban areas where short of space • Not effective in heavy rain
Flood Warning	<ol style="list-style-type: none"> 1. Warnings issued when an area is at risk of flooding through tv, radio, newspapers or the internet 2. People can prepare: sand bags 3. People can evacuate 4. Reduces the risk created by flooding 	<ul style="list-style-type: none"> • Cheap • Risk of flooding reduced 	<ul style="list-style-type: none"> • Warnings do not stop the flood from happening, so damage will still occur • Also some people may not hear or have access to warnings like phones and internet
Preparation	<ol style="list-style-type: none"> 1. Buildings are modified to reduce the amount of damage a flood would cause. People make plans like an evacuation route, having torches, blankets or sand bags handy. 2. Reduces the risk created by flooding because people know what to do 	<ul style="list-style-type: none"> • The impact of flooding is reduced: buildings less damaged, people know what to do • also people are less likely to worry 	<ul style="list-style-type: none"> • Preparation doesn't ensure safety and can give people a false sense of security. • expensive.

9

Geography: Knowledge Organiser 8.1 : Rivers

8.1.11 Key Terms:

Key Terms	Definitions	Key Terms	Definitions
Abrasion	A type of erosion where large bedload rubs against the river channel wear down the river bed and banks.	Evaporation	The sun heats water liquid which turns into a gas called water vapour
Attrition	A type of erosion where eroded rocks bump and smash into each other making the bedload rounder and smaller	Flood	When a river bursts its banks
Bed	Bed is the bottom of the river channel	Hard Engineering	Man made structures built to control the flow of rivers and reduce flooding
Bank	Banks are the sides of the river channel	Hydraulic Action	A type of erosion where the force of the water breaking rock away from the river channel
Channel	What the river flows in	Infiltration	When water flows through the soil
Condensation	The water vapour cools in the sky and turns back into water liquid.	Interception	When vegetation (trees) slows down the speed rain reaches the ground
Confluence	Where a smaller river meets another river	Impermeable	Not allowing liquid to pass through
Continent	One of the seven large land masses of the earth.	Latitude	Horizontal lines, which measure the degree from the equator (0°)
Contour Lines	Brown/Orange lines on a map which show height and the shape of the land on Ordnance Survey Maps	Longitude	Vertical lines which run from the top of the Earth to the bottom.
Country	A nation with its own government occupying a particular territory.	Meander:	A bend in a river
Deposition	When a river loses energy, it will drop or deposit some of the material it is carrying	Mouth	Where the river enters the sea
Discharge	The volume or amount of water in a river at a given point and time	Precipitation	Rain, sleet, snow and hail
Deforestation	The cutting down on trees or a forested area	Percolation	When water goes into the rocks below the soil
Drainage Basin	A river basin or drainage basin is an area of land drained by a river and its tributaries.	Permeable	Not allowing liquid to pass through
Equator	The equator is an imaginary line around 0° latitude	Relief	The height and shape of the land.
Erosion	The movement of rocks and soils causing them to break down away from their original place.	Rural	The countryside
		Saltation	A type of transportation in rivers where small pebbles and stones are bounced along the river bed.

10

Geography: Knowledge Organiser 8.1 : Rivers

8.1.12 Key Terms:

Key Terms	Definitions
Source	Where a river begins, usually in high attitude
Surface run off	When water flows across the surface of the land
Suspension	A type of transportation in rivers where fine light material is carried along in the water
Traction	A type of transportation in rivers where large boulders and rocks are rolled along the river bed.
Transportation	When rivers pick up and carry material as they flow downstream.
Transpiration	Water loss from plants through pores in the leaves
Tributary	A smaller river or stream which flows into a larger river
Urban	Town or city or a build up area like Bristol
Valley	Land surrounding the channel
Vegetation	Plants and tress
Water Cycle	The is a never ending movement of water from the sea to the sky, onto the land, and back to the sea.
Watershed	The edge of the drainage basin

Geography: Knowledge Organiser 8.2 : Urban Areas

8.2.1 Rural and Urban Characteristics

Urban areas = Built up areas of town and cities

Rural areas = Countryside / natural landscape

Urbanisation = An increase in the proportion of people living in urban areas compared to rural areas.



Urban Areas

- Urban areas are more **densely populated**. This means lots of people living in a given area.
- 83.6%** of the UK's population live in urban areas.
- Urban areas contain the majority of homes and businesses in the UK even though only **5.9%** of the UK's land is built on.



Urban areas on a map

- Contains many building
- Contains many roads
- Contains fewer areas of green spaces/woodland



Rural Areas

- Rural areas are more **sparsely populated**. This means fewer people living in a given area.
- 13.4%** of the UK's population live in rural areas.
- Rural areas have fewer homes and businesses containing mainly small villages or Hamlets.
- The primary industry in the rural area is agriculture. This accounts for **72%** of the UK's land use.



Rural areas on a map

- Contains few buildings
- Areas of woodland are shaded green
- Contains fewer roads

8.2.2 Distribution of Urban Populations Globally

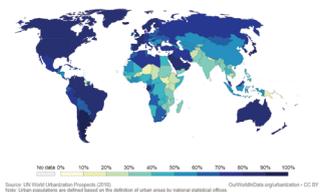
Rates of **urbanisation** are not the same everywhere.

Proportion = amount of something

Rate = how quickly something is increasing or decreasing.

	Proportion of people living in Urban areas	Rate of increase	Examples
HIC	Proportion is high	The rate is very slow	Europe – UK, Germany, France North America – USA, Canada
NEE	Proportion is low	Rate is rapidly increasing	Asia – China, India
LIC	Proportion is lowest	Rate is increasing	Africa – Chad, Ethiopia

Share of people living in urban areas, 2017



Geography: Knowledge Organiser 8.2: Urban Areas

8.2.3 Causes of Urbanisation

Rural to Urban Migration = the movement of people living in the rural area to the urban area to live.

- Many NEEs and LICs are rapidly urbanising due to **industrialisation**.
- This creates a growth in jobs in **manufacturing** which are often more well paid than jobs in rural areas.
- This then creates **rural to urban migration**.



There are many other reasons for rural to urban migration. We can classify the reasons for this movement into push and pull factors.

Push factors = Things that encourage people to leave the area (push them out)

Pull factors = Things that encourage people to move to an area (pull them in)

Push Factors	Pull Factors
<ul style="list-style-type: none"> • Fewer well paid jobs in agriculture • Fewer workers are needed on farms due to mechanisation • Crop failure • Poorer living conditions • Limited access to education and health care • Conflict • Natural disasters 	<ul style="list-style-type: none"> • Greater number of jobs available • Greater number of higher paying jobs • Better living conditions • Better access to services such as education and health care • Increased amount of security

8.2.4 Impacts of urbanisation

- As the number of people living in urban areas increases the demand for **services** also increases.
- This creates the challenges of keeping up with the growing population.
- Many NEE and LICs find it difficult to keep up with demand.
- This causes people in urban areas to have poor access to housing, clean water, toilets, education, electricity and health care.
- As a result many people who have migrated to the city live in **squatter settlements** also known as **slums** or **favelas**. These are areas of land in cities which people have built homes on illegally using materials they have found. They become overcrowded and lack many basic services such as clean water.

Social and economic impacts	Environmental impacts
<ul style="list-style-type: none"> • Badly built and over crowded • No access to basic services (running water, sanitation, electricity) • Unclean conditions means diseases can spread quickly • Lack of access to medical services mean people often have poor health • No access to education • High levels of unemployment • High levels of crime 	<ul style="list-style-type: none"> • Rubbish isn't collected so it leaves toxic rubbish heaps. • Air pollution comes from burning fossil fuel from vehicles and factories • Sewage and toxic chemicals can get into rivers, causing health problems and harming wildlife • Roads can not cope with the increased amount of cars which causes congestion. This increases green house gas emissions which cause global problems.

- Images of favelas and slums



Geography: Knowledge Organiser 8.2: Urban Areas

8.2.5 Urbanisation in Brazil

Brazil is an NEE and is rapidly **urbanising**. This has created many challenges in the cities of Brazil.

Sao Paulo is a city in the south east of Brazil. It has a population of over **20 million** with **15%** of the population living in **favelas** and around **2000** people moving to the city each week.

Issues in Sao Paulo's Favelas

- **Traffic** – Over **7 million cars** results in heavy traffic causing air and noise pollution.
- **Services** – limited access to clean drinking water, electricity, schools and health care.
- **Waste** – few rubbish collections and sewage is not properly treated meaning drinking water is often **contaminated** resulting in widespread **diseases**.
- **Employment** – Due to a **lack of education** people in the favelas find it hard to get a good job. They are then forced to work in **poor conditions** with poor pay such as rubbish tips.
- **Housing** – Houses are poorly built from whatever materials they can find. They are a fire hazard and at risk of being cleared by the government.
- **Crime** – Theft, violence and drug trafficking are all major issues in the favelas. This is often the only way some are able to survive.



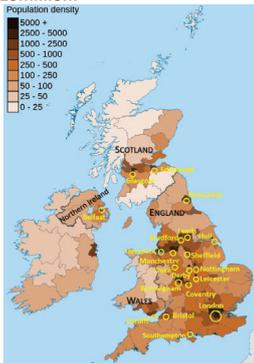
Solutions

Project	Benefits of the project	Issues of the project
<p>Cingapura Project</p> <p>Clearing areas of the favelas to build new apartment blocks with a supply of clean water, sewage pipes and electricity.</p>	<ul style="list-style-type: none"> • The new housing had clean water supply and proper sanitation • The new housing was built on the same land as the favelas, so people didn't have to leave the area they knew • leisure areas were included in the developments • Building materials were provided for free and many of the locals were employed to construct the apartments 	<ul style="list-style-type: none"> • Residents are expected to pay \$26 rent a month which many could not afford • Inhabitants have no say in what is being built • The living space in each apartment was very small. • Many of the apartments are not yet finished, only 14,000 of the 140,000 have been built.
<p>Monte Azul Project</p> <p>A charity that works with communities to improve education and create a healthier environment for people to live.</p>	<ul style="list-style-type: none"> • Have built a new school where more than 60% of children are illiterate • Built two early years centres to provide a safe nurturing space for children aged 4 months – 4 years. • One day every month they hold an integration day where adults can take part in activities to improve their employability and strengthen ties among the community. 	<ul style="list-style-type: none"> • Half of their funding comes from donations which are not always reliable. • Are currently helping 20,000 people but 3million live in the slums.

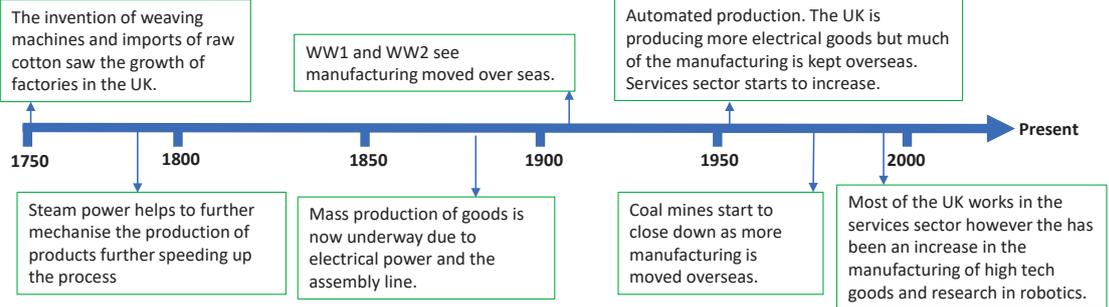
Geography: Knowledge Organiser 8.2 : Urban Areas

8.2.6 Distribution of UK Urban Populations

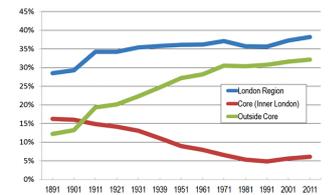
- The population and urban areas of the UK are not evenly distributed.
- Northern Scotland and **upland** areas of England and Wales tend to be **sparsely populated**.
- The majority of cities are located in **lowland** areas near a river.
- The highest areas of population density are located in the **UK's major cities**.
- 8 of the 10** largest urban areas are located in England. The map below shows the major urban areas of the UK.
- The most densely populated area of the UK is the capital **London** located in the south east with a population of **10million**.



8.2.7 Post industrial London



- As the industrial revolution began people started to move into cities such as London for work.
- This increased over time as the jobs in manufacturing and coal mining also increased. The majority of people now live in urban areas.
- After WW1 and WW2 much of the manufacturing was kept overseas as it is cheaper. This caused inner city areas (where manufacturing and coal mining used to be) to fall into decline as there were fewer jobs.
- As jobs in the services sector increased people would move to other areas of the city for jobs while the population in inner city areas decreased due to a lack of jobs, as can be seen in the graph.



Impacts

- People are leaving inner city areas have fallen into **deprivation** as there is a lack of jobs in these areas.
- People are still moving to other areas of London in search of higher paid jobs causing **urban sprawl** which is when green spaces are built on.
- Increased population has increased the amount of **traffic** also increasing **air and noise pollution**.
- The increased demand for housing in London has caused house prices to increase above the national average. **London = £514,000 UK average = £250,000.**
- People are now migrating from the urban area to the rural to live. This is called **counter-urbanisation**.

Geography: Knowledge Organiser 8.2: Urban Areas

8.2.8 Counter Urbanisation in the UK

Counter urbanisation = the movement of people from urban to rural areas.

Two factors have made moving to rural areas much easier.

- Advancements in **technology** e.g. internet speed, has made working from home easier, therefore people do not need to live in urban areas for jobs.
- Advancements in **transport** e.g. high speed rail, means people are more able to **commute** into the city for work but live in rural areas.

Push and pull factors for counter urbanisation

Push Factors from the Urban area	Pull Factors to the Rural area
<ul style="list-style-type: none"> Increased traffic Higher house prices Smaller house prices Fewer green spaces Higher crime rates Air pollution Increased noise and over crowding 	<ul style="list-style-type: none"> Larger homes Cheaper house prices More green spaces Cleaner air Less traffic Lower crime rates Less noise

Impacts of counter urbanisation

Impacts on the Urban area	Impacts on the Rural area
<ul style="list-style-type: none"> Skilled workers leave. Leaving behind an unskilled work force who earn less. This means tax for the area to improve services. Fewer people are there to spend money in the shops/businesses so they fall into decline. Decreased demand for services so they fall into decline. The area becomes deprived. 	<ul style="list-style-type: none"> Some services start to improve such as internet speed Increased income for local businesses Increased house prices means some are priced out of the area. Increased traffic as the population increases Original charm of the place might be lost as the area grows.

Geography: Knowledge Organiser 8.2: Urban Areas

8.2.9 Regeneration: Stratford, London

Regeneration = the long term improvement of an area that has become derelict.

Reasons for regeneration

After the **decline** in manufacturing along London docks in the 1960s many people left the area of **Stratford** so it fell into **deprivation**. Stratford became one of the most deprived areas in the country.

Unemployment was **7.8%** higher than the London average of 4.5%. Average household incomes were **£10,000 less** than the London average.



How it was regenerated

London was successful in its bid to host the **2012 Olympics** on the understanding that Stratford would be used during the games and **regenerated** for local people to use after the competitors had left. New homes were built, there was an improvement in infrastructure and investment into tourism and local sports facilities. After the Olympic Games were over, the park was named the **Queen Elizabeth Olympic Park**.

Impacts of the regeneration

	Positive impacts of the regeneration	Negative impacts of the regeneration
Social	<ul style="list-style-type: none"> By 2030, more than 10,000 new homes will have been built. Green spaces planned for the new homes and around a third of those homes will be affordable. A new school has been built for 2,000 pupils between the ages of 3 to 18. 	<ul style="list-style-type: none"> Many of the new affordable homes are still unaffordable for the poorest. Total cost was £10 billion funded by the lottery fund which meant other charity projects lost out.
Economic	<ul style="list-style-type: none"> Stratford is now a well-connected area of London, which allows commuters to travel to work. New jobs in construction and tourism. It is estimated that over 20,000 jobs could be created by 2030, bringing more than £5 billion into the area. 46,000 people worked on the construction of the park 10% of which were previously unemployed. 	<ul style="list-style-type: none"> During the construction of the Olympic park 380 local businesses had to relocate increasing unemployment in the area. House prices have increased, pricing people out of the area. The Olympic stadium cost £701million 3x more than originally planned.
Environmental	<ul style="list-style-type: none"> New walking and cycling routes and public transport to ease congestion and reduce emissions. water-efficient design of homes helps to conserve water. protection of green spaces and natural habitats 	<ul style="list-style-type: none"> Wildlife had to be relocated; 4,000 smooth newts, 100 toads and 300 common lizards. Many of the materials for the stadiums and the Olympic Park came from overseas. The games produced 3.3 million tons of CO2.

6

Geography: Knowledge Organiser 8.2: Urban Areas

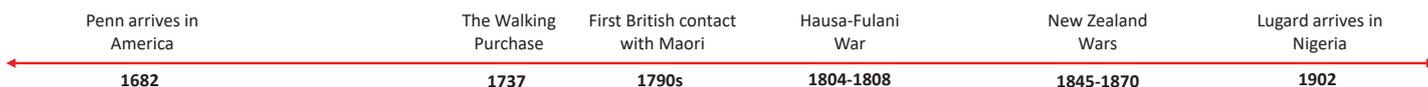
8.2.10 Key Terms:

Key Terms	Definitions
Commute	The journey one takes from home to work and back again
Conflict	A serious disagreement or war
Congestion	When the amount of cars on the road is high to cause slower journey times.
Counter urbanisation	The increase in people moving out of the urban area into a rural area
Densely Populated	High number of people living in a given area
Deprivation	When an area is lacking in funds and services
Favelas	Brazilian squatter settlement. Built using scrap material, lacking services
HIC	High Income Country
Industrialisation	Then increase in manufacturing (factories) to develop economically
Infrastructure	Structures and facilities needed for society e.g. roads and buildings
LIC	Low Income Country
Lowland	Areas of land that are close to sea level
Manufacturing	The production of goods
Mechanisation	The increase in machines to preform work people would have previously done e.g. harvesting crops
Migration	The movement of people
NEE	Newly Emerging Economy
Pollution	Substances that are harmful to the environment

Key Terms	Definitions
Pull factor	Something that makes someone want to live in an area
Push factor	Something that makes someone leave an area
Rural	Country side / natural landscape
Rural to urban migration	The movement of people from the rural area to an urban one
Sanitation	Relating to public health, providing clean water and sewage systems
Services	Systems supplying public need e.g. electricity, water, education
Services sector	Employment in jobs that provide a service e.g. teacher, waiter, doctor
Sparsely Populated	Low number of people living in a given area
Squatter settlement	An area of land where people live and homes are built but the people have no legal rights to the land.
Upland	Areas of land that are high above sea level
Urban	Built up area of towns or cities
Urban sprawl	The growth of an urban area onto the green areas surrounding the town or city
Urbanisation	Increase in the number of people living in urban areas compared to rural areas.

7

History: Knowledge Organiser 8.1: The British Empire



8.1.1 The British Empire



- From the 1600s, the British began to build an **empire** which would eventually stretch across much of the world
- Over several centuries, the empire grew as new **colonies** were added
- This process was called **colonisation**
- In some **colonies**, **migrants** from Britain **settled**. They were known as **colonists**
- Some **colonies**, such as the thirteen American **colonies**, succeeded in becoming **independent** from the **Empire**

8.1.2 The Lenape Story

Who were the Lenape?

- The **Lenape** were a **Native American** people who lived in the north east of America
- The **Lenape** people lived in three **clans**: Wolf, Turtle, Turkey
- Forests and grasslands were very important for hunting and farming

How did the Lenape come into contact with the British Empire?

- In 1682 **William Penn** **established** an English **colony** in **Lenape** territory
- Penn and his followers were **Quakers**, a religious group who had been **persecuted** in Britain
- Penn hoped to find **religious freedom** in America

How did the Lenape interact with the British?

- Penn** signed a **treaty** with **Lenape** leaders promising to be peaceful and pay for any land he needed
- For many years, the **Lenape** and Penn's **colonists** lived in peace
- Thousands more English **colonists** arrived in the new **colony** of **Pennsylvania** bringing with them diseases that killed large numbers of **Lenape**
- The 1737 Walking Purchase**: Penn's sons tricked the **Lenape** into giving them nearly 5,000 square kilometres of land which they then sold to English **colonists**
- As the **Lenape** began to resist attempts to seize their land, violent conflicts began

What has been the **legacy** of colonisation?

- Today, very few **Lenape** live in Pennsylvania.
- Most of the **descendants** of the **Lenape** live in special **Native American** reservations in the western United States, thousands of miles from **Pennsylvania**

History: Knowledge Organiser 8.1: The British Empire

8.1.3 The Maori Story

Who were the Maori?

- Maori** settled in **New Zealand** in the Middle Ages
- Different **tribes** fought brutal wars using weapons such as the **patu**
- The Maori followed a **polytheistic** religion

How did the Maori come into contact with the British Empire?

- British **explorers** and **trading ships** began to arrive in **New Zealand** from the 1790s

How did the Maori interact with the British?

- Maori** **tribes** **traded** peacefully with the British, exchanging food, water, and sex for British guns
- Thousands of British people **migrated** to **New Zealand** and settled on **Maori** land
- By 1845, some **Maori** **tribes** refused to sell any more land to the British **settlers**, leading to thirty years of conflict known as the **New Zealand wars**
- Other **Maori** **tribes** – known as **kupapa** – **collaborated** with the British
- When the British / **kupapa** forces defeated the Maori, they **confiscated** land as punishment
- British **missionaries** successfully **converted** most **Maori** tribes to **Christianity**

What has been the **legacy** of colonisation?

- Today, **Maori** control less than 10% of land in **New Zealand**

8.1.4 The Hausa Story

Who were the Hausa?

- The Hausa were an **ethnic group** based in **Hausaland**, part of modern **Nigeria**
- In the Middle Ages, the **Hausa** became wealthy from trading gold and salt across the **Sahara desert**
- Islam** spread via **trade routes** across the **Sahara desert**
- However, in the 19th Century, the **Fulani** people fought the **Hausa** and came to dominate the region

How did the Hausa come into contact with the British Empire?

- In the early 20th Century, the British government set up the **Royal Niger Company** to trade in **palm oil**
- Rivalry with the **French** and **German** empires led to the British taking control of large areas of **West Africa**

How did the Hausa interact with the British?

- In the early 20th Century, a British force led by **Frederick Lugard** attempted to seize control of the region
- Lugard** had a small army but **collaborated** with the **Hausa** to help defeat the **Fulani**
- Lugard** placed **Hausa** chiefs in important positions – as long as they swore **loyalty** to him

What has been the **legacy** of colonisation?

- British **colonists** did not settle in **Nigeria**
- The British relied on **Hausa** chiefs for support so allowed **Islam** to remain the main religion

Vocabulary

Clan	A group of connected families
Colony	A territory controlled by an empire
To colonise	To take over a territory
To collaborate	To work together
To convert	To change (someone's) religion
Descendants	People descended from you
Empire	Several territories ruled by one
To establish	To set up
Ethnic group	A group connected by cultural background
Fulani	A West African ethnic group
Hausaland	The area where the Hausa lived
Independent	Free (from an empire)
Islam	The religion of Muslims
Kupapa	Maori who collaborated with the British
Legacy	Long term impact
Migration	Moving to another place permanently
Migrant	Someone who moves to another place
Missionary	Someone who converts people
Native American	People who originally lived in the USA
Palm oil	Oil used for soap and cleaning products
Patu	A Maori club
To persecute	To treat unfairly/cruelly
Polytheistic	With many gods
Sahara desert	A large hot desert in Africa
To settle	To move permanently to a new place
Trade route	A route along which goods are transported
Treaty	An agreement to stop fighting
Tribe	A group united by culture/family/etc

History: Knowledge Organiser 8.2: New World Slavery

Britain colonised Barbados	Britain colonised Jamaica	Barbados Slave Code	Peace treaty with the Maroons	Tacky's Revolt
1625	1661	1661	1739	1760
17 th Century			18 th Century	

8.2.1 Race and Racism

Race is the idea that humans are divided into different groups, usually based on skin colour and other features

Racism is hatred and **discrimination** of other people because of their **race**

Today we sometimes think of categories like 'Black' and 'white' as scientific realities, but **genetic science** provides no evidence to support them

- All humans, regardless of skin colour, share 99.9% of their **DNA**
- Racial groups, like 'Black people' or 'white people', don't exist in science
- In fact, there are more differences *within* these groups than *between* them

Ideas about **race** and **racism** have not always been with us

- **Ivory Bangle Lady**, a Black woman in Roman Britain, was wealthy and respected
- **St Maurice**, an African saint, was worshipped in the Middle Ages
- It is unlikely that **John Blanke** faced racism in Tudor England

This does not suggest that racism isn't real. But it does show us that:

- **Race** and **racism** were made by historical events, not by our **genes**
- At some point in the past, **race** and **racism** were created

8.2.2 The Akan

Early Modern **West Africa** was highly **diverse**.

The **Akan Kingdoms** were a group of 30 **kingdoms** united by a common language and culture in modern day **Ghana**.

What mattered to the Akan?

Family

- Akan people owned carved **stools** symbolising their family ties
- Rulers had gold or silver stools to demonstrate royal power

Gold

- Gold, mined in the North, made the Akan hugely wealthy
- **Gold dust** was used as money and **brass weights** were developed to weigh the dust
- In the 15th Century, **Europeans** also arrived to exchange cloth, metal, and wine for **Akan gold**

War

- **Akan kingdoms** regularly fought wars against each other
- The **Akan enslaved** prisoners and made them work as gold miners



History: Knowledge Organiser 8.2: New World Slavery

8.2.3 The Transatlantic Slave Trade

Britain

- In the 17th Century, **sugar** became an important part of the British diet
- **Sugar** was used to sweeten new foods such as **coffee**, **tea** and **chocolate**
- The British **climate** was too cold to grow sugar: it had to be **imported** from **the Caribbean**



The Caribbean

- Sugar was grown on **plantations** in British **colonies** such as **Jamaica** and **Barbados**
- At first, **plantation owners** relied on British **indentured labourers** to work on the **plantations**
- However, there were not enough **indentured labourers** to produce enough **sugar** to meet the **demand**
- Instead, **plantation owners** began to use **enslaved** Africans as **chattel slaves**

West Africa

- **Kingdoms** such as the **Akan** were too powerful for the British to force Africans into **slavery**
- Instead, British **merchants** exchanged **manufactured goods** such as metal products and **guns** for **enslaved** people

8.2.4 Impact on Britain

Merchants who traded in sugar and **enslaved** people used their new wealth to build **stately homes**

A **slave economy** developed in port cities like **Bristol**:

- **Labourers** found work preparing ships to leave the **docks**
- Factories developed to **manufacture** **metal goods** such as **guinea pans** which could be traded in Africa
- **Sugar refineries** were built to **refine** the sugar **imported** from the Caribbean, providing thousands of jobs

8.2.5 Impact on West Africa

British **slave traders** established bases on the coast to hold **enslaved** people before their journey to the **Caribbean**

Some **Akan** rulers grew wealthy from the slave trade as they exchanged British goods for **enslaved** people

The guns introduced by the British encouraged **Akan** rulers to fight more wars and **enslave** even more people

By 1800, **West Africa** was almost constantly at war

8.2.6 Impact on the Caribbean

A small group of British **plantation owners** controlled the **plantations** and lived in luxury

On the other hand, **enslaved** people...

- ...were **chattel slaves** which meant they could be bought and sold and their children would be automatically enslaved
 - ...worked in the sugar fields from sunrise to sunset
 - ...risked their lives in the **boiling house** and **sugar mill**
- Around a third of **enslaved** people died within three years

History: Knowledge Organiser 8.2: New World Slavery

8.2.7 The Middle Passage

The Middle Passage was the journey that **enslaved** Africans were forced to take from West Africa to the Caribbean

The Slave Ship

- The slave ship was a floating prison that transported **enslaved** Africans to the Caribbean
- Enslaved men and women spent most of their time in cramped conditions below deck
- They were allowed on deck for a few hours per day to exercise

The Ship's Captain

- The ship's captain was a **tyrant** who treated his crew with extreme cruelty
- However, once the **enslaved** cargo came on board he needed the crew to prevent rebellion. This created a common 'white' identity on board the ship
- Captains treated enslaved people as **subhuman** property who could be treated brutally – and even murdered – without consequences

The Motley Crew

- The crew of the slave ship were poor **labourers** from across Britain
- They were abused by the ship's captain but, once the enslaved cargo came on board, needed to work with him to prevent rebellion: this created a common 'white' identity on board the ship

Resistance

- Enslaved men and women worked together to resist and around 10% of slave ships experienced **rebellions**
- Enslaved women played a crucial role in rebellions as they were given slightly more freedom
- In order to resist, Africans from **diverse** backgrounds had to work together: this began the creation of a common 'Black' identity

8.2.8 Slave society in the Caribbean

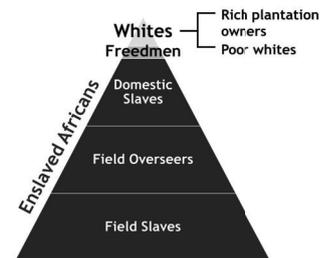
A **slave society** is a society that relies on the labour of enslaved people

The 1661 Barbados Slave Code

- By the 19th Century there were 800,000 **enslaved** Africans working in Britain's Caribbean colonies, owned by just 40,000 white **plantation owners**
- In order to control the enslaved people, colonies introduced **slave codes**
- The first **slave code** was introduced in **Barbados** in **1661**. The **1661 Barbados Slave Code**:
 - Outlined the brutal punishments **enslaved** people faced for any acts of theft, rebellion, or violence
 - Made it clear that **plantation owners** would not be punished for injuring – or even killing – **enslaved** African people
 - Stated that, unlike white people on the island, **enslaved** Africans did not have the right to a trial or the protection of the law

Social Hierarchy

- The Caribbean **slave societies** were ordered in a strict **social** and **racial hierarchy**
- The **hierarchy** made clear that to be black was to be a slave and vice versa
- The **hierarchy** also created an **alliance** between rich and poor white people



History: Knowledge Organiser 8.2: New World Slavery

8.2.9 Resistance

Resistance is the act of fighting back

To resist means to fight back

Enslaved people resisted slavery on an everyday basis

- Working slowly, pretending to be sick, or **sabotaging** equipment were all common examples of everyday resistance
- This **resistance** was very dangerous: even the smallest act would be severely punished

Nanny and the Maroons

- In **Jamaica**, slaves resisted by running away to form bands of **maroons** in the forests and mountains
- The **maroons** were led by an **Akan** woman called **Nanny**
- In the early 18th Century, the **maroons** fought the British, using **guerrilla warfare** and **psychological warfare** to great effect
- In 1739 the British were forced to sign a **peace treaty** with the **maroons** in which...
 - ...the **maroons** were given a large area of land to set up farms and towns
 - ...the maroons agreed to **collaborate** with the British against **slave rebellions** and return any runaway slaves to the **plantations**

Tacky's Revolt, 1760

- Tacky's Revolt** was one of many armed **slave rebellions**
- In 1760 a group of **enslaved** people led by **Tacky**, an **Akan** **enslaved** man, seized weapons and burnt **plantations** across **Jamaica**
- It took the British **authorities** over a year to **suppress** the **rebellion**
- As a result of the 1739 **treaty**, the **maroons** helped the British **suppress** the **rebellion**

Vocabulary

Boiling house	Part of the plantation where sugar was boiled
Climate	The weather over a long period
To collaborate	To work together with (the enemy)
Discrimination	Treating people unfairly
Diverse	Containing lots of different groups of people
DNA	The carrier of genetic information in the body
Enslaved	Made into a slave
Genes	Information in our cells that shapes our development
Guerrilla warfare	Using ambushes and traps to fight stronger enemies
Guinea pan	Brass pan made in Britain for export to West Africa
Hierarchy	A system that ranks people according to status
To import	To bring (a product) in to a country
Kingdom	A territory ruled by a king
Labourer	A poor worker
To manufacture	To make in a factory
Maroons	Former enslaved people who had run away
Merchant	Someone who makes money by trading goods
Peace Treaty	An agreement to stop fighting
Plantation	A farm in the Caribbean
Plantation owner	A wealthy white person who owned a plantation
Psychological warfare	Using techniques to intimidate and scare the enemy
To refine	To turn (sugar) into a fine powder
To sabotage	To deliberately and secretly destroy a machine
Slave code	A set of laws to control enslaved people
Slave rebellion	A rebellion of enslaved people against their masters
Stately homes	Large luxury homes in the countryside
Subhuman	Less than a human being
Sugar mill	Part of the plantation where sugar cane was juiced
Sugar refinery	A factory where sugar is refined
To suppress	To crush (a rebellion)
Tyrant	A cruel and oppressive leader

History: Knowledge Organiser 8.3: Abolition



19th Century

8.3.1 Abolition

Slavery was **abolished** in the **British Empire** by two 19th Century **acts of Parliament**:

1807 The Abolition of the Slave Trade Act

- Made the **slave trade** illegal in the **British Empire**
- Introduced fines for **captains** whose ships were carrying **enslaved** people away from Africa
- Did **not** **emancipate** African men and women who were already **enslaved** in the **Caribbean**

1833 The Slavery Abolition Act

- Paid **£20 million** in **compensation** to British slave owners for the loss of their 'property'
- Required the **enslaved** people to work an additional 5 years for their masters without pay before being **emancipated**
- Immediately **emancipated** the children of slaves

8.3.2 Causes of abolition

1. Slave rebellions in the Caribbean changed attitudes

- Rebellions were expensive to **suppress** and demonstrated the cruelty of slavery

2. The abolitionist movement publicised the horrors of slavery

- **Thomas Clarkson's** model of the Brookes highlighted the **inhumanity** of slavery
- **Olaudah Equiano** and **Mary Prince** wrote **memoirs** about their experiences
- **William Wilberforce** made speeches in **Parliament** to convince other **MPs**

3. Abolishing slavery gave British people a sense of national pride

- **Abolition** led some British people to see their country as a land of **liberty**
- It made some people proud to think that their country had **abolished** slavery

8.3.3 Consequences of abolition for Britain

Compensation

- The **1833 Slavery Abolition Act** paid £20 million in **compensation** to British slave owners, including ordinary British men and women
- Former slave owners used their money to **invest** in **infrastructure**, start new businesses, and build **stately homes**

West Africa Squadron

- After 1807, **Royal Navy** ships tried to **intercept** slave ships from other countries and free **enslaved** Africans
- In total, the **West African Squadron** freed **160,000** Africans
- However, this was only **6%** of the Africans taken enslaved after 1807

Cotton

- Even after **abolition**, the British **economy** continued to rely on the **labour** of **enslaved** people in other countries
- 4 million British people depended on the **textile industry**, spinning cotton picked by slaves in the **American South**

History: Knowledge Organiser 8.3: Abolition

8.3.4 Consequences of abolition for Jamaica

Although slavery had been abolished, white plantation owners still dominated Jamaican society

- White **plantation owners** tried to force freed people to continue working on the **plantations** by making it illegal to start small **subsistence farms**
- Only 2% of black Jamaicans were able to vote in **elections** by 1863
- **Governor Eyre**, the **Governor of Jamaica**, had been **appointed** by the British government
- Harsh punishments – such as whipping and forced labour – were introduced for **petty crimes**

The Morant Bay Rebellion, 1865

- 30 years after abolition, **Paul Bogle** led a protest against the arrest of a freed person for trespassing
- Violent clashes between the police and protestors led to **Governor Eyre** sending in the army
- Eyre's soldiers, aided by the **maroons**, killed 439 Jamaicans and burnt 1,000 homes to the ground
- 350 more Jamaicans, including **Bogle**, were arrested and hanged

8.3.5 Abolition and Racism

Governor Eyre's trial

- **Governor Eyre** was sent back to Britain to face trial for murder
- Many people defended his actions, including the author **Charles Dickens**
- He was eventually **cleared** of all wrongdoing and retired with a government **pension**

A New Racism

- In the mid-19th Century a new racism emerged based on two developments:
 - White plantation owners created **stereotypes** of freed people as lazy to explain why the plantations were not as **profitable** as they had been before
 - **Charles Darwin's** new **theory of evolution** was used to argue that white people were naturally more advanced than black people and that **abolition** had been a mistake

Vocabulary

To abolish	To get rid of (slavery)
Abolition	The ending of slavery
Act	A new law voted on by Parliament
To appoint	To give someone a job
American South	Part of the USA with slavery
Charles Darwin	British scientist who worked on evolution
Compensation	Money given to someone who has suffered
To be cleared	To be found not guilty
To emancipate	To free someone (from slavery)
The economy	The wealth of a country
Election	An event where people vote
Governor	The British person in charge of a colony
Infrastructure	Bridges, roads, railways, etc
To intercept	To stop someone reaching their destination
Inhumanity	Extremely cruel behaviour
Liberty	Freedom
Maroons	Former enslaved people who had run away
MPs	Members of Parliament
Paul Bogle	A black Jamaican priest and politician
Parliament	Part of the British government
Pension	Money paid in retirement
Petty crimes	Crimes that aren't too serious, like theft
Plantation owner	A wealthy white person who owned a plantation
Profitable	Money making
Royal Navy	The British navy
Stately Homes	Large luxury homes in the countryside
Stereotype	A simple but false view of someone
Subsistence farms	Farms that make enough food for the family
To suppress	To crush (a rebellion)
Textile Industry	Factories spinning cotton into cloth
Theory of Evolution	Darwin's idea that all life changes slowly over time

History: Knowledge Organiser 8.4: Industrial Revolution

8.4.1 The Industrial Revolution

Britain underwent a dramatic transformation between 1750 and 1850

PRE-1750 An Agricultural Society



- Before 1750, Britain was a largely **agricultural** society
- Most people lived in the **countryside** and grew their own food
- The threat of **famine** kept the population low

POST-1750 An Industrial Society



- The process of **industrialisation** transformed Britain
- Most people now worked in **factories** and bought food with their wages
- The **population** expanded as towns and cities grew

Why was there an industrial revolution in Britain in the 18th Century?



Natural resources such as coal provided new forms of energy



New technology and machinery increased production



Slavery and empire provided wealth to stimulate industry

8.4.2 The Traditional View

The traditional pessimistic interpretation of the industrial life is based on sources written from a middle class point of view for a particular purpose and audience

Arnold Toynbee

- The 19th Century historian Arnold Toynbee argued that the Industrial Revolution was a 'darker period' in history that was 'disastrous and terrible' for ordinary people
- He based his conclusions on sources written by **middle-class** individuals such as:

Francis Trollope's novel



- Trollope's novel *Factory Boy* describes the miserable lives of child workers
- The **purpose** of her novel was to support the growing movement for improved working conditions

Michael Sadler's interviews



- Michael Sadler interviewed child workers and created a report to support a new law to improve **factory** work
- Sadler sometimes used **leading questions** to get the evidence he needed

8.4.3 Emma Griffin

The historian Emma Griffin has used the autobiographies of ordinary people to construct a different interpretation

Griffin's sources

- Emma Griffin looked at 350 autobiographies and memoirs of working people
- These sources provided evidence for a different interpretation of life in industrial Britain



Griffin's interpretation of life in industrial Britain

- Griffin argues that the **Industrial Revolution** presented new and exciting opportunities for **working class** men, even if they lived through hardships
- The **autobiographies** clearly show that family incomes increased
- However, **working class** women and children did not share in these advantages

These are some notes of my life from my childhood. When I was born, when he was nine or ten years old. He says: I was born when the world was not thought very much of. Among the poorest people, and there was not many from the school, I never knew that one with a better position. There was a few old women - school, I was the first. Then, and there was no thought, when I was born. Then, and there was no thought, when I was born. Then, and there was no thought, when I was born.

Problems with Griffin's sources

- Very few women wrote **autobiographies**, making it hard to find evidence about their lives
- **Autobiographers** did not want to spend time discussing the difficult times in their life, preferring to focus on positive experiences

VOCABULARY

Agricultural	Related to farms and farming
Autobiography	A book written about the authors own life
Factories	Large buildings where goods are manufactured by workers and machines
Famine	A period in which there is not enough food
Glasgow	A large industrial city in Scotland
Income	The amount of money you earn
Industrial	An adjective that describes a place or a time when most people worked in factories
Industrialisation	The process of becoming industrial
Justify	To prove something was right
Leading questions	Questions that lead the respondent to give particular answers
Memoir	A type of autobiography
Novel	A fiction book
Poverty	The state of being very poor
Progress	Development towards a more advanced time / state
Purpose	The reason why something is made
Sanitation	Hygiene / Cleanliness
Slums	Poor quality housing
Wages	Money earned from working
Working class	People who work for wages, usually the poorest people in society

History: Knowledge Organiser 8.5: The development of Democracy

8.5.1 Political power in Britain before 1750

Parliament became increasingly powerful during the Early Modern period, although the franchise was very limited



Medieval Parliaments

- In 1215, English barons forced King John to sign **Magna Carta**
- Later in the 13th Century, the barons set up **Parliament** to give consent for new taxes and present petitions to the monarch
- By the 14th Century, **Parliament** also included the **Commons: knights and burgesses**
- **Burgesses** were elected, but only by other wealthy and powerful men

The English Civil War

- During the 'personal rule' Charles I ruled as an **absolute monarch**, claiming he held power by **divine right**
- This led to the **English Civil War** and Charles' execution in 1649
- The new government under Lord Protector **Oliver Cromwell** crushed groups like the **Levellers** who wished to broaden the franchise
- Cromwell ignored Parliament and ruled as 'king in all but name'
- The monarchy was restored under Charles II

Bill of Rights

- In 1688 Parliament invited the Dutch ruler William of Orange to seize the English throne to protect **Protestantism**
- In 1689 Parliament introduced a **Bill of Rights** which stated that:
 - The **monarch** had to obey the law at all times
 - **Parliament's** consent was required for new taxes
- The franchise remained limited to **wealthy men**

8.5.2 The Age of Revolution

Revolutions in America, France, and Haiti increased the pressure for democratic reform



American Revolution



- In 1775, colonists in the **American colonies** rose up against British rule
- The **Declaration of Independence** introduced new ideas of equality ("all men were created equal") and democracy ("the consent of the governed")



French Revolution



- A **revolution** in France in 1789 led to the execution of the king and a new form of **democratic government**
- The **Declaration of the Rights of Man** laid out ideals of equality and democracy

Haitian Revolution



- A **slave revolution** in Haiti in 1791 defeated **French imperial rule**
- The 1801 **Haitian Constitution** abolished slavery and expanded the ideas of **equality and democracy** to include people of all races

8.5.3 Peterloo

The protests for democratic reform in the early 19th Century - and the brutal response from the authorities - reveals the corrupt and repressive nature of British government



The Peterloo Massacre

- On 16th August 1819, over 60,000 people gathered in St Peter's Field in Manchester to protest for **democratic reform** and listen to **radical speakers** such as **Henry Hunt**
- Fearing an **uprising**, the authorities demanded that the crowd leave and the speakers be arrested
- When the crowd linked arms to protect the speakers, the mounted **Manchester Yeomanry** charged
- 18 protesters were killed and over 700 injured

Why did so many people join the protest?

- In 1819 only 5% of the adult population could vote, excluding all women and huge **industrial towns** such as Manchester
- 'Rotten boroughs' and public elections led to **corruption**
- **Trade unions** were illegal
- These realities clashed with the ideas of the age of revolution

Why did the authorities respond brutally?

- The authorities feared a **revolution** similar to the one in France and believed it could only be stopped by **brutal repression**
- The **Manchester Yeomanry** were made up of wealthy local businessmen who saw **democratic reform** as a threat to their power

History: Knowledge Organiser 8.5: The development of Democracy

8.5.4 Chartism and 19th Century Reform

Under pressure from groups such as the Chartists, Parliament passed a series of acts that reformed British democracy

1832

The Great Reform Act

- Abolished the rotten boroughs and gave MPs to growing industrial towns like Manchester
- Expanded the franchise to include all men with land worth over £10 a year, about 6% of the population

The Chartists

- The Chartist movement grew out of anger at the failure of the Great Reform Act to give the vote to the working class
- They presented petitions to Parliament with millions of signatures, demanding their Six Points:

1. Votes for all men
2. Elections every year
3. Equal representation for all regions
4. Secret ballots
5. All men can be MPs
6. Pay for MPs



- The Chartists lost power after 1848, yet their influence can be seen in later 19th Century reforms

Parliamentary Reform

1867

The 1867 Reform Act

- Gave more MPs to industrial areas in the North
- Increased the electorate to 15% of the population by giving the vote to men who paid £10 or more in rent

1872

The 1872 Ballot Act

- Introduce the secret ballot, allowing voters to cast their votes in secret

1884

The 1884 Reform Acts

- Set up a commission to ensure MPs were elected by an equal number of votes
- Increased the electorate to 30% of the population

8.5.5 Women's Suffrage

Although the franchise had expanded by the end of the 19th Century, women were still excluded from political life

Rights of Women?



- In 1792, Mary Wollstonecraft published A Vindication of the Rights of Women
- She argued that women were human beings who deserved the same rights as men
- However, 19th Century Britain was a highly patriarchal society:
 - Women were legally the property of their husbands and could be physically abused
 - Women were not allowed to own property
 - Even by 1900, women could not vote



Opponents of women's suffrage employed a variety of false arguments

1. **Separate spheres:** women belonged in the private, domestic sphere, not the public male sphere of politics
2. **Loss of femininity:** entering the world of politics might make women less feminine
3. **Biology:** women were hysterical and wouldn't be able to cope with the pressure of political decisions

Some women still played a significant role in public life

- Women could vote in local elections after 1869 and played a role in local government
- There were women's suffrage societies across the country who held meetings and submitted petitions to Parliament demanding votes for women
- Women were also active in the trade union movement, for example winning improved working conditions during the 1888 Match Girls' Strike

VOCABULARY

Absolute Monarch	A monarch with complete power	Hysterical	Highly emotional / out of control
Act	A new law	Local elections	Votes for local councils
Authorities	The local / national government	MPs	Members of Parliament, elected
Ballot	A vote	Parliament	The elected part of the UK government
Burgess	The representative of a town / city	Patriarchal	Ruled by men
Commission	A government agency	Petition	A written appeal or request given to Parliament
Democracy	Government based on the will of all the people	Public elections	An election where voters have to vote publicly
Divine Right	King's authority based on God, not the people	Reform	A slower and gradual change
Domestic	Related to the home, including cooking / children	Repression	The crushing of protest by force
Electorate	The number of people who are allowed to vote	Revolution	A sudden often violent change
Election	An organised vote for political leaders	Rotten Borough	A tiny place that still elected MPs
Equality	Being treated/seen as the same as other people	Secret Ballot	An election where voters vote in secret
Femininity	Stereotypically like a woman	Suffrage	The right to vote in elections
Franchise	The right to vote in elections	Trade union	Organisations of workers to protect their rights
Haiti	A French Caribbean colony	Yeomanry	A military unit made up of local businessmen

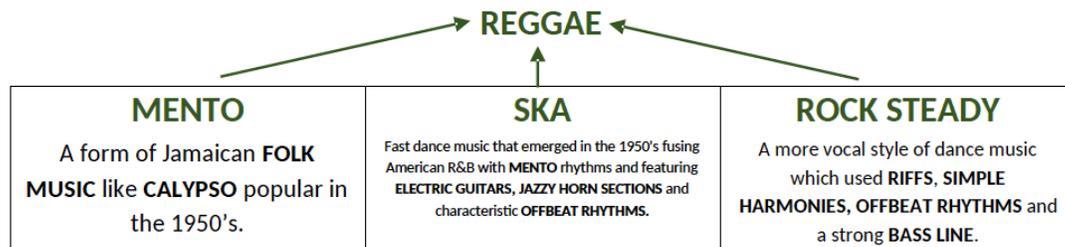
Offbeat

Exploring Reggae and Syncopation



A. How did Reggae develop?

REGGAE is one of the traditional musical styles from JAMAICA. It developed from :



Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

B. Where is Jamaica?



C. What are Reggae Songs About?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland). The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM** and **FREEDOM**.

D. Offbeat Rhythms & Syncopation

OFFBEAT RHYTHMS - Rhythms that emphasise or stress the **WEAK BEATS OF A BAR**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound **OFFBEAT**, often emphasised by the **BASS DRUM** or a **RIM SHOT** (hitting the edge of a **SNARE DRUM**) in much Reggae music.

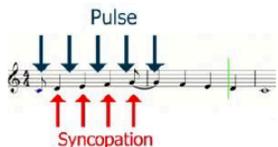
ONBEAT RHYTHM GRID

Pulse/Beat	1	2	3	4	1	2	3	4
"Onbeat" rhythms (strong beats)	♩	♩	♩	♩	♩	♩	♩	♩

OFFBEAT RHYTHM GRID

Pulse/Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)	♩	♩	♩	♩	♩	♩	♩	♩

SYNCOPATION - A way of changing a rhythm by making some notes a bit early, often so they cross over the main beat of the music giving the music a further **OFFBEAT** feel - another common feature of Reggae music.



E. Musical Features of Reggae

OFFBEAT RHYTHMS AND CHORDS (see D)
SYNCOPATED RHYTHMS AND MELODIES (see D)
SUNG LYRICS (see C)
LEAD SINGER often with **BACKING SINGERS** sometimes singing in **CALL AND RESPONSE** (see F3) accompanied by a Reggae band which often features: **BRASS INSTRUMENTS** and **SAXOPHONES, ELECTRIC GUITARS, BASS GUITAR, KEYBOARDS, DRUMS AND PERCUSSION INSTRUMENTS. VOCAL AND INSTRUMENTAL IMPROVISATIONS** (see F2)
MELODIC RIFFS (see F5)
SLOW, RELAXED ('chilled!') TEMPO
4/4 METRE/TIME SIGNATURE
 Most Reggae songs are structured in **VERSE AND CHORUS/POPULAR SONG FORM.**
SIMPLE HARMONIES (see F4)



- LYRICS (MELODY)
- SYNCOPATED RHYTHMS
- RIFFS
- OFFBEAT CHORDS
- BASS LINE RIFFS

THICK TEXTURAL LAYERS (see F9)
 "The Reggae Trifle" is an example of how many Reggae songs are 'layered'.

F. Reggae Key Words

- MELODY** - The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.
 - IMPROVISATION** - Previously unprepared performance.
 - CALL AND RESPONSE** - Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) - musical dialogue.
 - SIMPLE HARMONIES** - using a limited number of **CHORDS**, mainly **PRIMARY TRIADS** such as the **TONIC, DOMINANT** and **SUBDOMINANT** chords.
- Key of C major

Chord I Chord IV Chord V
- RIFF** - A repeated musical pattern. Often the **BASS GUITAR** played repeated **MELODIC BASS RIFFS** in Reggae songs.
 - BASS/BASS LINE** - The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.
 - CHORD** - 2 or more notes played together in **HARMONY**.
 - RHYTHM** - A series of long and short sounds.
 - TEXTURE** - Layers of sound combined to make music.

G. Who was Bob Marley?

BOB MARLEY was a famous reggae singer, **SONGWRITER**, and musician who first became famous in his band The Wailers, and later as a **SOLO ARTIST**. He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica. Although he grew up in poverty, he surrounded himself with music and met some of the future members of The Wailers. Bob Marley became involved in the Rastafarian movement and this influenced his music style greatly. Bob Marley and The Wailers worked with several famous musicians before becoming famous on their own. His career flourished and he became a cultural icon. He was the first international superstar to have been born in poverty in a Third-World country.



Overview of topic: This topic explores the history and development of Blues music. You will learn how music developed from African slave songs, developed across America in to Country Blues and developed again in too the Blues we know today. You will learn the key musical features of a typical Blues songs and how to pay them: The Blues scale, The walking bass and the 12 chords.

Music Making: Key content/ ideas/ concepts

Origins - African slaves brought their musical traditions with them when they were transported to work in the North American colonies. These **Work songs** were sung rhythmically in time with the task being done. Their songs were passed on orally (word of mouth) and were never usually written down. They used **call and response** where phrases from a lead singer were followed by the others. Early styles of Blues was known as **country blues** and was usually a solo singer accompanied on guitar or piano sometimes with added harmonica or drums.

12 Bar Blues - The 12 bar blues is the name of the structure used in blues music. It is split in to 3 sections, which have 4 bars each.

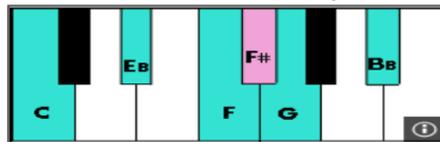
Chords - A chord is 3 notes played together at the same time. A chord is also called a **triad**. Blues music only uses 3 chords which are played at the start of every bar.

C/// C/// C/// C///
 F/// F/// C/// C///
 G/// F/// C/// C///

Chord	Keyboard	Notes
C		CEG
F		FAC
G		GBD

Improvisation - Improvisation is where music is performed 'on the spot'. Music that is improvised isn't traditionally written down, and the performers will use their musical knowledge to perform something from scratch. In Blues music, the improvisation is usually the notes from the Blues scale.

Blues Scale - The blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create the improvisation.



Walking Bass - The walking bass is the main part of any Blues song. This is usually played by the bass guitar. The tempo of the bass line should be steady, which is why it is called the "walking" bass.

Walking Bass

Song Structure- Modern Blues songs can sometimes follow modern pop song structure (Verse-Chorus). Older Blues songs usually consist of 3 lines. Lines 1 & 2 are the same, and line 3 is usually different. (This also ties in with the 12 chords).

Lyrics - The lyrics of Blues songs were often about depression, lack of money/employability, loneliness and them missing their family. The lyrics of line 1 & 2 are usually the same, with line 3 being different.

Musical Elements - Musical elements are often used separately and together to help create the mood and expression the emotion on a song.

Composers-
 Robert Johnson
 Muddy Waters
 Etta James

Musical Understanding: Keywords

12 Bar Blues	The structure used in Blues music. There are 3 lines of 4 bars.
Blues Scale	A selection of notes that are put together to create a 'bluesy' scale. The blues scale is used for the notes during improvised sections of music.
Chords	The chords are played at the beginning of each of the 12 bars. The chords used in Blues are C, F & G. <u>Rule for a chord: play a note</u> - miss a note - <u>play a note</u> - miss a note - <u>play a note</u> .
Improvisation	Improvisation is where music is played and made up 'on the spot'. Music that is improvised is not usually written down, and not pre-planned.
Walking Bass	The name for the bassline heard in Blues music. It is usually played at a "walking" tempo.
Call and Response	A performed plays/sings a 'call' and the other performers will 'respond'.

Musical Thinking: Wider reading/ Listening

http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/blues2.shtml

<https://www.misswardmusic.com/blues.html>

<https://www.educationquizzes.com/ks3/music/jazz-improvisation-01/>



Self-Quiz Questions	Self-Quiz Questions	Challenge Self-Quiz Quizzing
1. How many notes are in a chord?	1. What does call and response mean?	1. Explain the reason behind many Blues songs and their lyrics.
2. What 3 chords are used in blues music?	2. What did blues singers sing about?	2. After slavery was abolished, Blues songs still existed, why was this?
3. Where did blues music originate?	3. What country did blues music develop?	3. Which genre of “modern” music uses the walking bass?
4. Where would early Blues songs be heard? (in the past)	4. Name a blues composer.	4. <u>TASK</u> : Imagine you are a slave working on a plantation, taken away from your home. Create some lyrics for a song explaining you emotions and feelings (remember the fact about repeating lines).
5. What is the name for the blues bass line?	5. What is improvisation?	5. <u>TASK</u> : Create a fact file about a Blues musician; explain in detail why they sing about the blues and give a brief background of their life.
6. How fast should the blues bass line be?	6. What ‘element’ of blues used is used for improvisation?	6.
7. Name the genre of music that is very similar to Blues.	7. What was early blues known as?	7.
8. How many bars are in the blues?	8. Which 2 notes are flat (b) in the walking bass.	8.
9. What instruments would usually accompany a Blues singer?	9. Name a genre of music, other than Jazz, that Blues has influenced.	9.
10. How were work songs passed on to other people?	10. Which 2 lines of lyrics are usually repeated?	10.



Big Ideas

Develop Creativity:
Imagine
Incorporate Design
Integrate Function
Interdisciplinary Approach
STEAM

Communicate Clearly:
Effective Communication
Self & Peer Review
Information Fluency
Media Fluency
Digital Fluency

Embrace Culture:
Context of Information
Exchange Respect
Collaboration
Build Community
Real World Problems

Think Critically:
Problem Solving
High Order Thinking Skills
Interdisciplinary Approach
Real World Problems
Project Based Learning



1

1	pulse	regular beat
2	notation	way of writing down music
3	rhythm	sound patterns
4	ostinato	repeated pattern (classical)
5	riff	repeated pattern (popular)
6	pitch	high and low
7	duration	length of sound
8	tempo	Speed
9	dynamics	Volume
10	timbre	sounds - instruments - voices
11	texture	layers of sound
12	structure	organisation / order of sound
13	silence	no sound

2

Minimalism

3

In this unit we will be looking at the style of music known as Minimalism which is a form of art music that employs limited or minimal musical materials which are repeated.

It originated in New York in the 1960s and was initially viewed as a form of experimental music. Famous composers from this period include Steve Reich, Terry Riley, Phillip Glass and La Monte Young.



1	gradual transformation	when a melodic or rhythmic pattern gradually changes shape
2	metamorphosis	change a motif gradually, one note at a time
3	additive melody	change a motif by adding or taking away one note at a time
4	phase shifting	2 parts begin together, then move out of time
5	polyphonic	more than one part at the same time
6	phasing	where the same part is played on 2 instruments at a steady, but not identical, tempo

Music is made up of many different things called elements. They are the building blocks of music. When you compose a piece of music you use the elements of music to build it. If the piece of music is to sound right, then you have to use the elements correctly



Year 8 Knowledge Organiser - The Elements of Music

The Elements of Music	
Pitch	The pitch is how high or low the sounds/notes are. For example: A scale of notes rises in pitch by step.
Tempo	The tempo is the speed of the music. For example: how fast or slow the music is being played.
Dynamics	The volume of the music. For example: how loudly or quietly the music is being played.
Duration	The length of notes. For example: a minim lasts for two beats.
Texture	The layers within a piece of music. For example: how thick or thin the music is and how the parts within the music relate to each other.
Timbre	The quality and type of sound produced by an instrument. For example: string, brass, percussion, woodwind, voice.
Silence	The absence of music sounds. For example: in music, rests are written to show where the player should be silent.

Key Performance & Rehearsal Skills	
Rhythm and timing	Being able to play rhythms accurately and stay in time with other musicians, keeping the music together.
Accuracy of pitch	Being able to sing or play the correct notes, ideally from sheet music.
Intonation/tuning	Being able to stay in tune and not go sharp or flat when playing or singing.
Phrasing & breath control	Controlling your breathing so that you can sing or play through a phrase showing musical shape.
Learning songs & following an accompaniment	Being able to tackle a new song/piece of music and the ability to follow a live or pre-recorded accompaniment part.

Key Composition Skills	
Creating chord sequences	Using major and minor triads from within a key to create patterns of chords.
Using musical starting points	Using a musical/visual stimuli to inspire continuation of an initial idea.
Exploring musical structures	Taking inspiration from other pieces of music or songs to create a structure that suits your idea. E.g. ABABA, popular song, variations on a theme.
Using rhythmic and melodic rhythms	Exploring and creating patterns of notes in certain orders to create playable rhythms for both accompaniment and for melodies (tunes)

Stylistic music features (music theory)	
Instrumentation	Playing in an ensemble, playing multiple instruments
Scales and Modes	Major scales, minor scales
Harmony skills	Major triads, minor triads
Rhythmic skills	Metre, tempo/bpm,

Music Theory

Term	Symbol:	Effect:
planissimo	<i>pp</i>	very soft
piano	<i>p</i>	soft
mezzo piano	<i>mp</i>	moderately soft
mezzo forte	<i>mf</i>	slightly loud
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo	\lessdot	gradually louder
diminuendo	\gtrdot	gradually softer

Name	Note	Rest	Length
Semibreve			4 beats
Minim			2 beats
Crotchet			1 beat
Quaver			1/2 beat
Semiquaver			1/4 beat

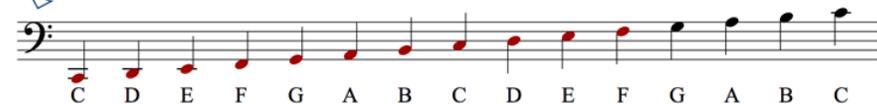
Treble clef

Treble Clef Notes



Bass clef

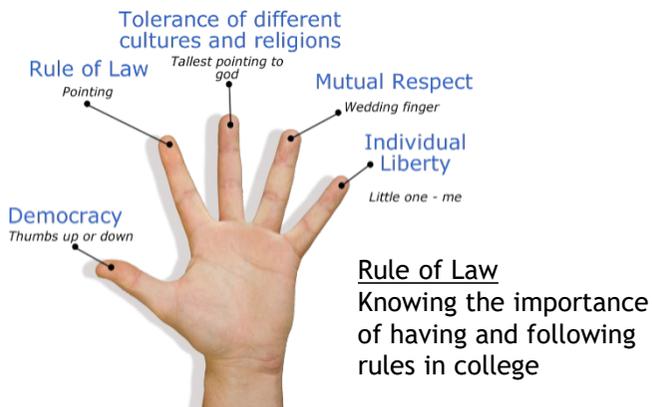
Bass Clef Notes



Accidentals

Natural		Cancel Sharp or Flat
Sharp (#)		Raise One Half-Step
Flat (b)		Lower One Half-Step

BRITISH VALUES



Democracy
Group decisions taken by a vote

Mutual Respect
Treating each other equally and fairly

Tolerance
Celebrating and respecting different faiths and beliefs

Individual Liberty
The ability to make choices but also to respect others' choices

SOCIAL INJUSTICE AND SOCIAL INEQUALITY



Social inequality: The unfair situation in society, when some people have more opportunities, money etc. than other people.



Social injustice: This is a product of inequality. It occurs when one group is put at a great disadvantage either by others or by society.

What can you do tackle inequality and injustice?



FAMILY, FIRST IMPRESSIONS, BELIEFS AND RELIGIONS



Active Listening: fully concentrating on what is being said rather than just passively 'hearing'



Belief: this is the trust, faith, or confidence in an idea or principle



Religions: the worship of a superhuman controlling power, especially a personal God or gods.

Influences can change over time or they can be more permanent.

- Core Influences: very unlikely to change e.g. family, sexuality, race
- Strong Influence: may change as you age e.g. social class, friends, school..
- Changing Influences: very short and might match with the popular culture
- No Influence: has no impact

BULLYING



Active bullying includes physical violence and name calling.

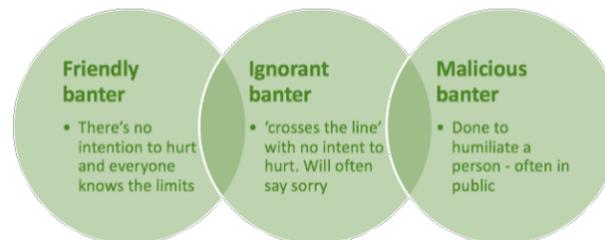


Passive bullying includes leaving people out or ignoring them.



Cyber bullying includes sending mean texts or messages via social media

Banter is the playful and friendly exchange of teasing remarks. There are three types of banter...



Friendly banter

- There's no intention to hurt and everyone knows the limits

Ignorant banter

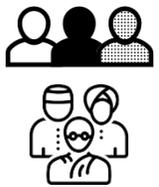
- 'crosses the line' with no intent to hurt. Will often say sorry

Malicious banter

- Done to humiliate a person - often in public

RACE, RELIGION AND MULTICULTURAL BRITAIN PD

Multiculturalism is the support for several distinct cultural or ethnic groups. So much of what we enjoy has been influenced by other cultures; food, film, books and more.



When a racist or religious incident becomes a criminal offence it is known as a **Hate Crime**. Any criminal offence can become a Hate Crime if the victim was **targeted because of their race or religion**.

Our British Values of **Mutual Respect** and **Rule of Law** mean that there are two Acts that ensure that Hate Crimes are punished

- Crime and Disorder Act 1998
- Criminal Justice Act 2003



THE GOVERNMENT AND THE MEDIA

Media is the main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively. Sometimes the media will be **biased** which means they present the news in a way which favours their own views.

Fake news is lies and propaganda told for a political or commercial purpose. 5 ways to spot fake news are...

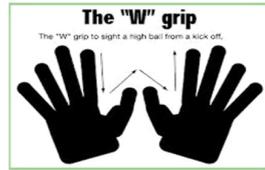
- 
Consider the source: Strange domain names or web sites that end in "lo" (like "Newslo") are signs you should be wary.
- 
Check the URL: Fake news sites will often use a web address designed to make it look like real site, ending in ".com.co"
- 
Look for visual clues: Fake news websites may use sloppy or unprofessional design and overuse ALL CAPS.
- 
Get a second opinion: If a story makes you very angry, dig deeper; consult other news sources or use debunking sites
- 
Put your browser to work: Consider installing one of the browser plugins listed on this page to flag fake news in real time.

RUGBY – Ball familiarisation and Passing

1 Fingers spread around ball
Thumbs on top



2 When catching or picking up ball make a 'W'



3 When running carry the ball with fingers up



4 When PASSING fingers down



Rule
In a game you must pass the ball backwards or level, not forwards.



Rule
If the ball comes off a players hand and goes forward it is called a 'knock on'



When carrying, picking up or catching a ball the grip is important

The Side Tackle



1) Ball carrier Kneeling, Tackler kneeling

- Attempt skill kneeling side by side
- Attempt skill moving on knees

2) Ball carrier standing, Tackler kneeling

- Attempt skill not moving side by side
- Attempt skill with ball carrier walking



Things to think about

1. Imagine the target area for your shoulder is on the bottom of the ball carriers shorts.
2. Head up chin off chest
3. First contact made shoulder and ball carriers thigh (upper leg)
4. Wrap arms around ball carriers legs
5. Drive with legs, Grip with arms bring ball carrier to the ground

Getting Free in Netball

Drive



P: On toes, aware and ready.



E: Sprint into space.



F: Receive ball in space, land balanced.

P.E.F

Prepare Execute Follow-through

The Dodge



P: On toes, ready and signal.



E: Drop shoulder pretending to go one way.



F: Sprint into space.

The Roll Off



P: On toes, ready and signal.



E: Go to run one way then...



F: Turn away from defender, sprint into space.

Netball Shooting

1. **Balanced position**- feet shoulder width apart.
2. **Ball held high above head** (away from defenders arms).
3. **Bend your knees and elbows** keeping your hands high and focus on the goal.
4. Extend knees and elbows, **follow through** and flick the wrist.



FOOTBALL

PASSING

Planting foot: Plant your foot close enough to make contact but not too close that it makes it awkward to strike the ball. You can also step to far bar or forward when planting your foot. You must ensure you planting foot toe area is in line with the front of the ball when possible.

Striking the ball- Keeping your ankle firm, bring your kicking foot through and strike the centre of the ball (to keep it on the ground) with the side of the foot. With this type of passing you are looking to keep the ball low so that it is easy for a team-mate to control



DEFENDING-

Top tips for defending
Close the space
Slow down &
Eyes on the ball
Bend knees and
Side on
Delay / timing



DRIBBLING

Top tips Keep the ball within playing distance. Use the inside and outside of both feet. Take quick, small steps. Players must dribble with their heads up.

SHOOTING

A sturdy planted foot —Keep the foot flat on the ground, and bend your knee as you bring your kicking foot down. A steady planted foot is crucial to shooting in football.

TIP: THE FURTHER YOU LEAN BACK AS YOU STRIKE THE BALL, THE HIGHER IT WILL GO. IF YOU'RE TRYING TO DRIVE A SHOT UNDERNEATH THE KEEPER, KEEP YOUR KICKING LEG STRAIGHT AND LEAN OVER THE BALL SLIGHTLY.

Follow-through —Rather than trying to kick the ball, you should be kicking "through" it. The kicking motion should continue after the ball has been struck to ensure a smooth, controlled kick. A great follow-through technique can also help you to improve your shooting accuracy



Year 8 Term 1 What is it like to be a Muslim today?

Key terms:

Makkah, prophet, Qur'an. Hijrah, Allah, shahadah, salt, sawm, zakat, Hajj, Ramadan, Eid ul-Fitr, mosque, imam, surahs, wudu, pilgrimage, Ka'bah

KPI- To explain why the prophet

Muhammad (pbuh) is important to Islam

Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to humanity by a number of **prophets**, but the final and complete revelation of the faith was made through the Prophet **Muhammad** in the 7th century CE.

- Muhammad was born in **Mecca** in Saudi Arabia in 570. He was a deeply spiritual man, and often spent time in meditation on **Mount Hira**.

- The traditional story of the **Qur'an** tells how one night in 610 he was meditating in a cave on the mountain when he was visited by the **angel Jibreel** who ordered him to recite. Once Jibreel mentioned the name of Allah, Muhammad began to recite words which he came to believe were the words of God.

- During the rest of his life Muhammad continued to receive these **revelations**. The words were remembered and recorded, and form the text of the Holy Qur'an, the Muslim scripture.

- Muhammad's popularity was seen as threatening by the people in power in Mecca, and Muhammad took his followers on a journey from Mecca to Medina in 622. This journey is called the **Hijrah** (migration) which the Islamic calendar begins.

KPI: To explain the importance on prayer for a Muslim.

- **Salat** is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second Pillar of Islam. God ordered Muslims to pray at five set times of day:

- Praying five times a day is seen as an opportunity to stand before Allah, to praise and thank him and ask for **guidance**. It is a way of keeping Allah continually in mind throughout the day. It **deepens** a Muslim's faith and dependence on Allah for all their needs, and helps them love and trust their creator.

- Before worshipping Allah, Muslims perform ritual washing called **wudu**, to prepare for prayer.

KPI: To investigate the reasons for making pilgrimage to Makkah.

- **Hajj** is the fifth pillar of Islam. Once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the **Ka'bah** praising Allah together.

- Muslims are to go on Hajj at least one in a lifetime. The Hajj makes Muslims feel real importance of life here on earth, and the afterlife. In the Hajj all are truly equal.

KPI: To understand the importance of shahadah in the worship of Allah

- "There is no God but Allah, and Muhammad is his messenger." This is the basic statement of the Islamic faith: anyone who cannot recite this wholeheartedly is not a Muslim.

- When a Muslim recites this they proclaim: That Allah is the only God, and that Muhammad is his prophet, that they personally accept this as true, that they will obey all the commitments of Islam in their life.

KPI: To investigate the importance of fasting in the lives of a Muslim

- **Sawm** is fasting. It's the fourth of the Five Pillars of Islam.

- Muslims are required to fast during **Ramadan**, the ninth month of the Islamic calendar. During the 29/30 days of Ramadan all adult Muslims must give up food etc.

- When daylight is over, most Muslims will break or open the fast with dates or water, following the example of the Prophet Muhammad, before having a proper meal later.

- **Eid ul-Fitr**. The month of Ramadan ends with the festival of Eid ul-Fitr. This is marked by dressing up and visiting the mosque for prayer, and have a celebratory meal.

KPI- To explore what the five pillars of Islam are.

- The most important Muslim practices are the Five Pillars of Islam.
- The Five Pillars of Islam are the five **obligations** that every Muslim must satisfy in order to live a good and responsible life according to Islam.
- The Five Pillars consist of: **•Shahadah: •Salat: •Zakat: •Sawm: •Hajj:**
- Why are they important? Carrying out these obligations provides the framework of a Muslim's life, and weaves their everyday activities and their beliefs into a single cloth of **religious devotion**.

KPI- To describe the Muslim place of worship

- Public worship takes place in the **mosque**. The muezzin (mu'adhhdhin) calls the people to prayer, sometimes from a minaret.
- When they enter the mosque, Muslims remove their shoes and sit on the floor facing the **Qiblah** or prayer wall which orients them in the direction of **Makkah** (Mecca).
- The **Imam** leads the people in the rak'ahs. At Friday prayers, also called Jumu'ah, he preaches a sermon using words from the Qur'an.

KPI- To investigate Muslim belief

- Islam is the second largest religion in the world with over 1 billion followers. There are around 2 million Muslims in Britain, around 2.7% of the population.
- The word '**Islam**' in Arabic means **submission** to the will of God. Followers of Islam are called **Muslims**. Muslims believe there is one true God **Allah** (the Arabic word for God the Qur'an, and the Sunnah).

Year 8 Spanish Knowledge Organiser Term 1 Module 1 Chez moi

Parallel text/ Model answer

1	Vivo en una casa bonita con	I live in a pretty house with
2	mis padres, mi hermano y mi hermana.	my parents, my brother and my sister.
3	En mi casa, hay una cocina moderna y	In my house, there is a modern kitchen and
4	un salón grande y cómodo en la planta baja.	a big comfortable lounge on the ground floor.
5	En el primer piso, hay tres dormitorios y	On the first floor, there are three bedrooms and
6	un cuarto de baño pequeño.	a small bathroom.
7	En mi dormitorio, tengo una cama grande , donde	In my bedroom, I have a big bed , where
8	puedo leer un libro o escuchar música.	I can read a book or listen to music.
9	También tengo un escritorio donde debo hacer mis deberes.	I have also a desk where I must do my homework
10	Para ayudar en casa, debo ordenar mi dormitorio	To help out at home, I must tidy my bedroom
11	Lo encuentro muy aburrido.	I find it very boring.
12	Normalmente, los fines de semana,	Usually at the weekend,
13	juego videojuegos en mi dormitorio.	I play video games in my room.
14	Por la tarde, veo la televisión en el salón y	In the evening, I watch TV in the living room and
15	diría que es divertido.	I would say that it's fun.
16	Cuando era joven, me encantaba	When I was little, I used to love
17	jugar al fútbol en el jardín con mi hermano.	playing football in the garden with my brother.
18	Siempre he soñado vivir en Argentina y	I have always dreamed of living in Argentina and
19	si fuera rico, compraría una casa en Buenos Aires.	if I were rich, I would buy a house in Nice.
20	Sería realmente genial!	It would be really great!

The words highlighted in yellow can be changed.

When self-quizzing, focus on the lines we are working on in class. Test yourself on each line changing the highlighted words for words on the vocabulary page. e.g. Q1. How do you write...
 I live in a **pretty** house?
 Vivo en una casa **bonita**.

Q2. How do you write...
 I live in a **small** house?
 Vivo en una casa **pequeña**.

Saying 'a' and 'the'

When saying 'a' or 'one', remember that there are two words, based on the gender of the noun.

un salón – **a** living room (masculine)
una cocina – **a** kitchen (feminine)

When saying 'the', remember that you need to change 'un' or 'una'.

un salón – **a** living room (masculine)
el salón – **the** living room

una cocina – **a** kitchen (feminine)
la cocina – **the** kitchen

Types of house	Rooms in a house	Bedroom furniture	Activities at home	Present tense verbs
una casa <i>a house</i> una casa adosada <i>a semi-detached house</i> una granja <i>a flat</i> un piso <i>a flat</i>	un comedor <i>a dining room</i> un cuarto de baño <i>a bathroom</i> un despacho <i>an office</i> un dormitorio <i>a bedroom</i> un garaje <i>a garage</i> un jardín <i>a garden</i> un salón <i>a living room</i>	un armario <i>a wardrobe</i> un aseo <i>a toilet</i> un escritorio <i>a desk</i> un ordenador <i>a computer</i> un peluche <i>a cuddly toy</i>	dormir <i>to sleep</i> escuchar música <i>to listen to music</i> jugar videojuegos <i>to play video games</i> hacer los deberes <i>to do homework</i> leer un libro <i>to read a book</i> comer <i>to eat</i> ver la tele <i>to watch TV</i> trabajar en el jardín <i>to work in the garden</i>	(yo) duermo <i>I sleep</i> (yo) hago <i>I do</i> (yo) leo <i>I read</i> (yo) escucho <i>I listen to</i> (yo) juego <i>I play</i> (yo) como <i>I eat</i> (yo) veo <i>I watch</i> (yo) chateo <i>I chat (online)</i> (yo) trabajo <i>I work</i>
Adjectives		una alfombra <i>a rug</i> una cama <i>a bed</i> una cómoda <i>a chest of drawers</i> una consola <i>a games console</i> una estantería <i>a bookshelf</i> una lámpara <i>a lamp</i> una mesa <i>a table</i> una pared <i>a wall</i> una puerta <i>a door</i> una silla <i>a chair</i> una ventana <i>a window</i>		
bonito/a <i>beautiful</i> cómodo/a <i>comfortable</i> moderno/a <i>modern</i> limpio/a <i>clean</i> pintoresco/a <i>pretty</i> pequeño/a <i>small</i> sucio/a <i>dirty</i>	una bodega <i>a cellar</i> una cocina <i>a kitchen</i> una ducha <i>a shower</i> una escalera <i>a staircase</i> una habitación <i>a bedroom</i>	una consola <i>a games console</i> una estantería <i>a bookshelf</i> una lámpara <i>a lamp</i> una mesa <i>a table</i> una pared <i>a wall</i> una puerta <i>a door</i> una silla <i>a chair</i> una ventana <i>a window</i>		
enorme <i>enormous</i> grande <i>big</i>	en la planta baja <i>on the ground floor</i> en el primer piso <i>on the 1st floor</i> en el segundo piso <i>on the 2nd floor</i> en el sótano <i>in the basement</i> en el ático <i>in the attic/loft</i>	unos pósteres <i>posters</i> unas cortinas <i>curtains</i>		
Conjunctions		Prepositions	Helping at home	Using infinitives
ahora <i>now</i> donde <i>where</i> sin embargo <i>however</i> o <i>or</i> pero <i>but</i> porque <i>because</i> si <i>if</i> sin embargo <i>however</i> también <i>also</i> y <i>and</i> ya que <i>because</i>		al lado de <i>next to</i> debajo de <i>under(neath)</i> detrás <i>behind</i> delante de <i>in front of</i> entre <i>between</i> sobre <i>on</i>	ayudar a mi padre <i>to help my dad</i> cocinar <i>do the cooking</i> hacer las tareas domésticas <i>do the housework</i> lavar los platos <i>do the dishes</i> limpiar la mesa <i>clear the table</i> ordenar mi dormitorio <i>tidy my room</i> pasar la aspiradora <i>vacuum</i> poner la mesa <i>set the table</i>	To say '(to) do' or 'doing' something in Spanish, you need the infinitive. Infinitives end in: -ar -er or -ir You usually need another verb in front of an infinitive for the sentence to make sense. e.g. Me gusta <u>ver</u> <i>I like to watch</i> Odio <u>ordenar</u> <i>I hate to tidy</i>
	Intensifiers		Time phrases	
	bastante <i>quite</i> muy <i>very</i> demasiado <i>too</i> un poco <i>a little bit</i> realmente <i>really</i>		los fines de semana <i>at the weekend</i> por la mañana <i>in the morning</i> por la tarde <i>in the afternoon/evening</i> después de la escuela <i>after school</i> normalmente <i>normally</i> cada día <i>each day</i> todos los días <i>every day</i> todas las noches <i>every evening</i>	Puedo <u>dormir</u> <i>I can/ am able to sleep</i> Debo <u>hacer</u> <i>I must/ have to do</i> Me encantaba <u>leer</u> <i>I used to love to read</i> Me gustaría <u>jugar</u> <i>I would like to play</i>