



BOURNEMOUTH SCHOOL

Year 8

# Knowledge Organiser 3

Spring Term: 2023-24

Name: \_\_\_\_\_

✓Hard Work

✓Discipline

✓Smart Appearance

✓Respect

## Bournemouth School

### Knowledge Organiser: Year 8 Spring Term 1

*'Knowledge is power' by Francis Bacon*

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO with you at all times in school and when you need to do your homework at home.
2. Ensure you have your Homework Learning Journal with you at all times in school and when you need to do your homework at home.
3. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
4. Initially, follow your homework timetable to decide what to revise each evening.
5. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.

#### **a. Look Cover Write Check**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
- iii. Now COVER this information so you can't read it.
- iv. WRITE out what you can remember word for word in your Homework Learning Journal.
- v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
- vi. Repeat this process until you are confident you can remember everything you need.

**AIM:**

**You should be able to repeat the information by rote**

#### **b. Self or peer quizzing**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
- iii. If you are working on your own, cover the KO and write a full answer to each question.
- iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
- v. Now uncover the KO and with a green pen correct your work.

**AIM:**

**You should be able to repeat the information by rote but with a good understanding**

#### **c. Playing with words and sentences**

- i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
- ii. You now want to check how well you have learnt the information in your KO.
- iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
- iv. Rephrasing – can you rewrite the sentences or explanations in your own words?
- v. Summary – can you summarise the main points of this section of the KO?
- vi. Synonyms – can you write synonyms for key words and ideas?
- vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?

**AIM**

**You should be able to use the information in your KO in a flexible and confident way in your writing.**

**d. Think it, Link it**

- i. This is a technique to use towards the end of the half term when you are revising all of the KO.
- ii. Think of the links or connections between different sections of your KO.
- iii. Write these out in your own words in your Homework Learning Journal.
- iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
- v. Write this out in your Homework Learning Journal.

**AIM**

**You should be able to link your homework and your lessons to show a confident understand of the work covered.**

**Homework Learning Journal**

- 1. Always write the subject and the date when you start your homework.
- 2. Always write the strategy that you are going to use for your homework.
- 3. Use a blue or black pen to complete your homework or a pencil if you need to draw.
- 4. Always use a ruler to underline titles and dates.
- 5. Use a green pen to complete corrections of your work.

**Checking:**

Your tutor will check your Homework Learning Journal at least once a week. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance you will be added to the afterschool 'Success club' where a member of staff will help you complete your homework.

**DO NOW tasks:**

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will ask your tutor to have a chat and offer you support.

# Drawing with words – The Big Issue

## Artists

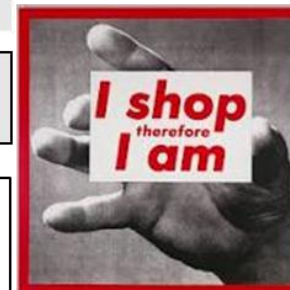
Jenny Holzer  
Barbara Kruger  
Bob and Roberta Smith

No.	Key terms	Tick
<b>Directional lines</b>	Directional lines lead the eye through an artwork and draw attention to certain parts or focus points. This basic art element can create a sense of flow, rhythm, and energy, which changes an artwork's general mood and feel.	
<b>Scale</b>	Scale can create different effects on the viewer's perception, such as realism, depth, distance or emphasis. Scale is a principle of art that refers to the size or dimensions of an artwork or its parts compared to other artworks or objects.	
<b>Weight of Line</b>	Line weight is the visual lightness, darkness, or heaviness of a line within a drawing.	
<b>Types of pen</b>	Gel pen, roller ball, ink pen, felt tip pen. These different types of pen will give you different weights of line.	



- ☐ Tonal layering – Use text in layers to build tone, less layers = lighter tone
- ☐ Directional text – write in a certain direction to exaggerate shape and form

**Activism** consists of efforts to promote, impede, direct or intervene in social, political, economic or environmental reform with the desire to make changes in society toward a perceived greater good.



### Barbara Kruger

Barbara Kruger is an American conceptual artist and collagist associated with the Pictures Generation. She is most known for her collage style that consists of black-and-white photographs, overlaid with declarative captions, stated in white-on-red Futura Bold Oblique or Helvetica Ultra Condensed text.

### Jenny Holzer

Jenny Holzer is an American neo-conceptual artist. The main focus of her work is the delivery of words and ideas in public spaces and includes large-scale installations, advertising billboards, projections on buildings and other structures, and illuminated electronic displays.

### Bob & Roberta Smith

Bob and Roberta Smith (whose real name is Patrick Brill) is a British contemporary artist, writer, author, musician, art education advocate, and keynote speaker. He brings together sign writing, activism and discarded materials. Talking about his practice, he says he sees 'art as an important element in democratic life.'

## Small Basic

Keyword	Definition / Example	✓
<b>Sequence</b>	A set of step-by-step instructions to solve a problem.	
<b>Selection</b>	Used to make decisions in a program based on the result of a Boolean condition. <pre> number = 5 If number &lt; 5 Then     TextWindow.WriteLine("Less than 5.") ElseIf number &gt; 5 Then     TextWindow.WriteLine("More than 5.") Else     TextWindow.WriteLine("Exactly 5.") EndIf </pre>	
<b>Iteration (definition)</b>	Used to repeat sections of code several times.	
<b>Iteration (example)</b>	FOR loops are used when we know the exact number of times we want the code to repeat. <pre> For Counter = 1 To 10     TextWindow.WriteLine("Counter = " + Counter) EndFor </pre>	
<b>Iteration (example)</b>	WHILE loops are used when we want the code to repeat an unknown number of times until a condition is met. <pre> Continue = "Y" while Continue = "Y"     TextWindow.WriteLine("Do you want to continue? Y/N")     Continue = TextWindow.Read() EndWhile </pre>	

## Small Basic

Keyword	Definition / Example	✓
<b>Subroutine/ subprogram</b>	A section of a computer program that is stored only once but can be used when required at several different points in the program. <pre> Sub PrintHour     TextWindow.WriteLine(Clock.Hour) EndSub </pre>	
<b>Graphics Window (basic functions)</b>	<pre> 1 'Set the title for the graphics window. 2 GraphicsWindow.Title = "Graphics Window" 3 'Sets the height for the window 4 GraphicsWindow.Height = 300 5 'Sets the width of the window 6 GraphicsWindow.Width = 200 7 'Sets the colour used to draw the outline of a shape. 8 GraphicsWindow.PenColor = "Black" 9 'Set the colour inside a shape. 10 GraphicsWindow.BrushColor = "Red" </pre>	
<b>Graphics Window (shapes)</b>	<pre> 1 'GraphicsWindow.DrawRectangle(x, y, width,height) 2 GraphicsWindow.DrawRectangle(50,50,100,150) 3 'GraphicsWindow.DrawEllipse(x, y, width,height) 4 GraphicsWindow.DrawEllipse(100,75,200,150) 5 'GraphicsWindow.DrawLine(x1, y1, x2, y2 ) 6 GraphicsWindow.DrawLine(50, 250, 250, 250 ) </pre>	





*What is the different between a thermoforming and a thermosetting polymer?*

A thermoforming polymer can be reheated and reshaped lots of times whereas once a thermosetting polymer is set, it cannot be heated and change its' shape. This is due to the molecule structures: thermosetting polymers have cross links which prevents the reshaping whereas thermoforming polymers do not have these.

Thermosetting polymer	Properties	Uses
Polyester resin	Rigid, brittle, good electrical and heat insulator, corrosion resistant	<ul style="list-style-type: none"> <li>Boat hulls</li> <li>Sports car bodies</li> <li>Cast for decorative objects</li> </ul>
Urea formaldehyde	Rigid, hard, brittle, heat resistant, excellent electrical insulation	<ul style="list-style-type: none"> <li>Plugs, sockets, light switches (electrical fittings)</li> <li>Used as an adhesive in manmade boards</li> </ul>

Tick this box once  
this has been  
covered in lesson

☐

## Year 8 Design Technology

## Hardwoods

Hardwood	Uses	Advantages	Disadvantages
Oak	<ul style="list-style-type: none"><li>• High quality furniture</li><li>• Whisky barrels</li><li>• Boat building</li></ul>	Aesthetically pleasing, durable, strength	It is becoming rarer, expensive, fairly difficult to work with
Mahogany	<ul style="list-style-type: none"><li>• Window frames</li><li>• Jewellery boxes</li><li>• Older furniture</li></ul>	Fairly easy to work with, aesthetically pleasing due to the reddish colour	Issues sourcing due to being grown in tropical forests, expensive
Beech	<ul style="list-style-type: none"><li>• Toys</li><li>• Tools</li><li>• Cooking implements</li></ul>	Tough, hard, does not splinter easily	Very difficult to work with, not resistant to moisture
Balsa	<ul style="list-style-type: none"><li>• Modelling</li><li>• Raft building</li><li>• Surf boards</li></ul>	Extremely easy to work with, soft, lightweight, buoyant	Soft and weak

Tick this box once  
this has been  
covered in lesson

☐

*What is a mechanical property?*

Elements of a material that resist deformation from external forces in a particular way.

Property	Definition
Strength	Ability to withstand forces by squashing (compressive strength) or stretching (tensile strength).
Elasticity	Ability to return to its original shape once the deforming force has been removed.
Plasticity	Ability to permanently deform without breaking when subjected to a force.
Malleability	Ability to deform in all directions without fracture.
Ductility	Ability to be drawn out, bent or twisted without fracture.
Hardness	Ability to resist deformation, indentation or penetration.
Toughness	Ability to withstand sudden shock or stress.
Brittleness	Inability to withstand sudden shock or stress.
Durability	Ability to withstand deterioration over a long period of time.
Stability	Ability to resist changes in shape over time.
Stiffness	Ability to resist bending.





*What is a ferrous metal?*

A metal which contains iron.

Ferrous metal	Properties	Uses
Mild steel	Tough, ductile, malleable, high tensile strength, poor corrosion resistance	<ul style="list-style-type: none"> <li>Screws, nails, bolts</li> <li>Girders</li> <li>Car body panels,</li> <li>General engineering purposes</li> </ul>
Stainless steel	Corrosion resistant, hard, tough, sometimes magnetic, resists wear, difficult to cut	<ul style="list-style-type: none"> <li>Kitchenware</li> <li>Sinks</li> <li>Cutlery</li> <li>Medical equipment</li> </ul>
Cast iron	Hard 'skin', brittle, soft core, magnetic. Good in compression Self-lubricating	<ul style="list-style-type: none"> <li>Machine Parts</li> <li>Vices</li> <li>Break discs</li> <li>Manhole covers</li> </ul>

*What is a non-ferrous metal?*

A metal which does not contain iron.

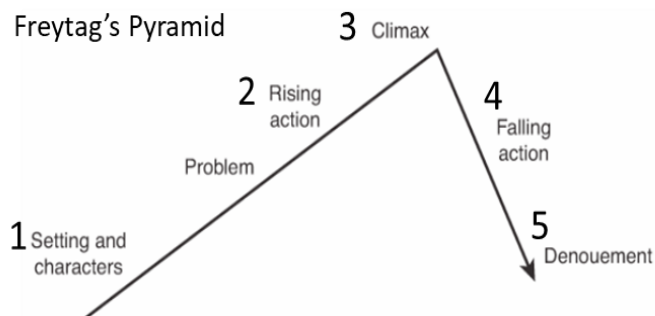
Non-ferrous metal	Properties	Uses
Aluminium	Corrosion resistant, easily machined, good heat/electrical conductor, excellent strength-to-weight ratio, polishes well	<ul style="list-style-type: none"> <li>Aircraft parts</li> <li>Foil</li> <li>Window frames</li> <li>Engine parts</li> <li>Drinks cans</li> </ul>
Copper	Reddish brown; corrosion resistant, ductile, tough, good heat/electrical conductor, polishes well	<ul style="list-style-type: none"> <li>Electrical components</li> <li>Gas and water pipes</li> <li>Printed circuits</li> </ul>
Brass	Corrosion resistant, easily machined, good heat/electrical conductivity	<ul style="list-style-type: none"> <li>Plumbing fittings</li> <li>Door fittings</li> <li>Musical instruments</li> </ul>



Language terminology	Definition	✓
<b>Noun</b>	An object, person, place, thing.	
<b>Adjective</b>	A describing word.	
<b>Adverb</b>	A word that describes an adjective or verb.	
<b>Verb</b>	Doing or being words. E.g. run, I am a student.	
<b>Emotive language</b>	Language that invites an emotional response.	
<b>Juxtaposition</b>	Two words close together in a text that create a contrast.	
<b>Personification</b>	When an object is given human characteristics.	
<b>Metaphor</b>	When you say something is something else but you know it can't be.	
<b>Simile</b>	When you compare two things using 'as' or 'like'.	

Structure terminology	Definition	✓
<b>Anaphora</b>	Repeating the structure of a sentence for effect.	
<b>Contrast</b>	Two ideas that emphasise difference.	
<b>Flashback</b>	When a plot point is set earlier in time to reveal further information.	
<b>Dialogue</b>	How writers present a conversation between characters.	
<b>Narrative perspective</b>	This could be first (I), second (you) or third (he/she/they) person.	
<b>Foreshadowing</b>	Clues about things to come later in the text.	
<b>Fragment</b>	An incomplete sentence.	
<b>Hook</b>	The opening line or paragraph of a story, designed to interest the reader.	
<b>One word sentence</b>	A sentence with only one word	

Freytag's Pyramid



The five acts in Freytag's Pyramid are: exposition, rising action, climax, conclusion, and denouement. Screenwriters, novelists, and dramatists today still use Freytag's Pyramid as a blueprint for crafting a compelling and emotionally satisfying story.

Sentence types	✓
Declarative: used to make a statement.	
Interrogative: used to ask a question.	
Imperative: used to issue a command.	
Exclamatory: used to show shock, surprise, anger.	



Poetic Forms		✓	Poetic terms: Structure		✓	Poetic Terms: Language		✓
Blank verse	Verse with no rhyme – usually 10 syllables.		Enjambment	When a sentence continues on the next line.		Alliteration	When words placed together start with the same sound.	
Epic	Tragic/heroic story poems		Iambic Pentameter	A line in poetry consisting of 10 syllables, alternating between unstressed and stressed syllables.		Sensory language	Language that uses the five senses: sight, sound, smell, taste & touch.	
Free verse	No regular rhyme/rhythm		Caesura	A pause near the middle of a line of poetry.		Colloquialism	Slang or informal language.	
Ballad	Story poems– often 4 lines stanzas.		Rhyme	A repetition of similar sounds in two or more words.		Plosive	An explosive speech sound, usually /p/ or /b/ sounds.	
Monologue	From the point of view of the speaker. As though they are telling a story.		Stanza	A ‘paragraph’ of poetry.		Oxymoron	When two words are placed together with opposite meanings.	
						Onomatopoeia	Words that sound like what they are.	
			Repetition	When something is repeated for a certain effect e.g to reinforce an idea.		Assonance	The repetition of an internal vowel sound.	
						Sibilance	Repetition of ‘s’ ‘sh’ and ‘f’ sounds within a sentence.	



Name:

Date:

## Year 8 Knowledge Organiser Food hygiene

- Good food safety and hygiene practices are essential to reduce the risk of food poisoning.

### Food poisoning

Food poisoning can be caused by:

- bacteria, e.g. through cross-contamination from pests, unclean hands and dirty equipment, or bacteria already present in the food, such as salmonella;
- physical contaminants, e.g. hair, plasters, egg shells, packaging;
- chemicals, e.g. cleaning chemicals.

Bacterial contamination is the most common cause.

Microorganisms occur naturally in the environment, on cereals, vegetables, fruit, animals, people, water, soil and in the air. Most bacteria are harmless but a small number can cause illness.

Harmful bacteria are called pathogenic bacteria.

The process of food becoming unfit to eat through oxidation, contamination or growth of micro-organisms is known as food spoilage.

### Bacterial growth and multiplication

Most bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- Oxygen



### High risk food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

### Moisture

Bacteria need moisture to survive. Dried foods, such as powdered milk, cereals or dried egg do not support bacterial growth, if properly stored. However, if moisture is added, any bacteria still alive can quickly begin to multiply.

### People at risk

Elderly people, babies and anyone who is ill or pregnant needs to be extra careful about the food they eat.

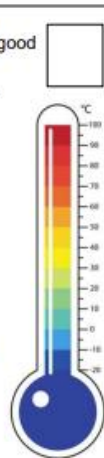
### Why clean?

To remove grease, dirt and grime, and prevent food poisoning and pests. Dirty surfaces and equipment encourage flies etc

### Temperatures to remember

To reduce the risk of food poisoning, good temperature control is vital:

- 5-63°C – the danger zone where bacteria grow most readily.
- 37°C – body temperature, optimum temperature for bacterial growth.
- 8°C – maximum legal temperature for cold food, i.e. your fridge.
- 5°C (or below) – the ideal temperature your fridge should be.
- 75°C – if cooking food, the core temperature, middle or thickest part should reach at least this temperature.
- 75°C – if reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.



### Allergen and food intolerance awareness

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. Cross-contamination of food containing these allergens must be prevented to reduce the risk of harm. They must also be labelled on pre-packaged food and menus so that consumers can make safe choices. The 14 allergens are:

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

0-5 Degrees C correct operating temperature range for a fridge.

- 18 Degrees C correct temperature for a freezer.

### Where should food be stored in the fridge?

#### Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

#### Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

#### Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

#### Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

### Getting ready to cook

- Remove blazers/jumpers and roll up long sleeves.
- Tie up long hair and tuck in ties or head coverings.
- Thoroughly wash and dry hands.
- Put on a clean apron.

### Best-before-date

You can eat food past this date but it might not be at its best quality.

#### BEST BEFORE:

25/08/21

STORE IN A COOL DRY PLACE

#### USE BY:

25/08/20

KEEP REFRIGERATED

### Time

When bacteria spend enough time on the right types of food, at warm temperatures, they can multiply to levels that cause illness.

Reheat food only once and eat leftovers within 48 hours.

### Use-by-date

You've got until the end of this date to use or freeze the food before it becomes too risky to eat. These are usually high risk foods.

Food poisoning Bacteria e.g.

Salmonella  
Listeria  
E-Coli  
Campylobacter  
Bacillus Cereus  
Staphylococcus aureus  
Clostridium perfringens  
These are all Pathogenic bacteria.

### Symptoms of food poisoning

The symptoms of food poisoning include:

- nausea;
- vomiting;
- stomach pains;
- diarrhoea.

### Key terms

**Allergens:** Substances that can cause an adverse reaction to food. Cross-contamination must be prevented to reduce the risk of harm.

**Bacteria:** Small living organisms that can reproduce to form colonies. Some bacteria can be harmful (pathogenic) and others are necessary for food production, e.g. to make cheese and yogurt.

**Cross-contamination:** The transfer of bacteria from one source to another. Usually raw food to ready-to-eat food but can also be the transfer of bacteria from unclean hands, equipment, cloths or pests. Can also relate to allergens.

**Food poisoning:** Illness resulting from eating food which contains food poisoning micro-organisms or toxins produced by micro-organisms.

**High risk ingredients:** Food which is ready to eat, e.g. cooked meat and fish, cooked eggs, dairy products, sandwiches and ready meals. These are usually moist high protein foods but can include those kept warm on hotplates like Gravies, soups and stews.

### Task

Create a poster highlighting the top tips for ensuring food is safe to eat. Include personal hygiene, safe storage, preparation and cooking of food.



<u>Mon caractère</u>	<u>My character</u>
je suis	I am
il / elle est	he/she is
je ne suis pas	I'm not
je ne suis pas du tout	I'm not at all
mon meilleur ami/ma meilleure amie est...	my best friend is

<u>Les adjectifs</u>	<u>Adjectives</u>
arrogant(e)	arrogant
casse-pieds	a pain
curieux/curieuse	curious
débrouillard (e)	resourceful
drôle	funny
égoïste	selfish
gentil(le)	kind
intelligent(e)	intelligent
optimiste	optimistic
paresseux/paresseuse	lazy
patient(e)	patient
pénible	annoying
pessimiste	pessimistic
rigolo (te)	funny
sympa	nice

<u>Les couleurs</u>		
<u>Français</u>	<u>Anglais</u>	
les couleurs	Colours	
blanc(he)	white	
bleu turquoise	turquoise	
gris(e)	grey	
marron chocolat	chocolate brown	
noir(e)	black	
orange	orange	
vert kaki	khaki	

<u>Les vêtements</u>		
<u>français</u>	<u>anglais</u>	
normalement, je porte	normally, I wear	
des baskets (f)	trainers	
des bottes (f)	boots	
des chaussures	shoes	
une chemise	a shirt	
un chapeau	a hat	
un jean	jeans	
une jupe	a skirt	
un pantalon	trousers	
un pull	a jumper	
un sweat à capuche	a hoodie	
un tee-shirt	a t-shirt	
une veste	a jacket	

<u>français</u>	<u>anglais</u>	
le style	style	
j'ai un style plutôt...	my style is rather...	
classique	classic	
décontracté	relaxed	
skateur	skater	
sportif	sporty	
c'est...	it's....	
moche	ugly	
horrible	horrible	
chic	chic	

### Au future – in the future

<u>français</u>	<u>anglais</u>	
qu'est-ce que tu vas porter?	What are you going to wear?	
qu'est-ce que tu vas faire?	What are you going to do?	
ce weekend	this weekend	
cet été	this summer	
ce soir	tonight	
demain	tomorrow	
la semaine prochaine	Next week	
je vais/tu vas/il/elle va aller	I am going /you are/he/she is going to go	
je vais/tu vas/il/elle va faire	I am going/you are/he/she is going to do	

## La musique

français	anglais	
le hard rock	hard rock	
le jazz	jazz	
la musique classique	classical music	
le pop-rock	pop	
le rap	rap	
le r'n'b	R & B	
un peu de tout	a little bit of everything	
les mélodies	the melody	
les paroles	the lyrics	
mon chanteur préféré c'est	my favourite singer is	
mon groupe préféré c'est	my favourite group is	
j'adore la musique de...	I love.....'s music	
j'adore la chanson de...	I love ..... 's song	

## Les rapports

français	anglais	
les rapports	relationships	
s'amuser	to have fun	
se chamailler	to squabble	
se confier des secrets	to tell each other secrets	
se dire des secrets	to tell each other secrets	
se disputer	to argue	
s'entendre	to get on with	
se fâcher	to get angry	
je me dispute avec....	I argue with....	
il/elle/on se dispute	he/she argues...	

## Les opinions

français	anglais	
mon chanteur/ma chanteuse préférée c'est...	my favourite singer is	
mon groupe préféré, c'est	my favourite group is	
j'adore/je déteste la musique de...	I love/hate ...'s music	
j'adore la chanson	I love the song	
ça me donne envie de..	it makes me want to...	
danser/chanter/pleurer/dormir	dance/sing/cry/sleep	

## Les résolutions

français	anglais	
je vais faire de l'exercice	I'm going to do exercise	
être plus organisé(e)	be more organised	
manger plus de légumes	eat more vegetables	
manger moins de frites	eat less chips	
travailler au collège	work at school	
dépenser moins d'argent	spend less money	

## Les négatifs

ne... plus	no longer	
ne... que	only	
ne... pas	not	

## Les expressions du temps/Time expressions

comme d'habitude	as usual	
en général	in general	
normalement	normally	
par moments	at times	
quand	when	
souvent	often	
tout le temps	all the time	

## Les mots essentiels/High frequency words

avec	with	
bien	well / good	
en plus	in addition	
ensemble	together	
même	same	
ou	or	
partout	everywhere	
plutôt	rather	
sinon	if not	
tout (e)	all	
vraiment	really	



# Topic 3: Glaciation and Climate

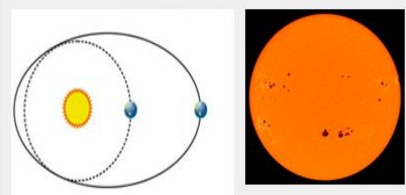
## Section 1: Where is the Ice? ☐

- Today Ice covers **10%** of the Earth's surface.
- Places that have permanent Ice include: **Antarctica, Greenland, The Alps, The Himalayas, The Andes, Alaska, Canada, Siberia, Tanzania and Iceland.**



## Section 2: Causes of Ice Ages ☐

- **Changes in the Earth's orbit:** Changes how much solar energy the earth receives.
- **Sunspots:** Fewer sunspots means that less energy is reaching the earth Cooling it.
- **Volcanoes:** Throw out ash blocking the sun and cooling the planet.



## Section 3: Iceman ☐

- Ice can tell us many things about the earth's past.
- The **'Iceman'** whose body was found in an Austrian snowfield in 1991, having been frozen in ice for 5000 years
- **Ice cores** can tell us what the earth's climate was once like

## Section 4: Hazards and Challenges ☐

- This **EXTREME ENVIRONMENT** brings **hazards** and **challenges** for people and also **ecosystems** (the animals and plants found living here).
- Avalanches are a problem in glacial areas.
- **People** have **adapted** to life in extreme cold. **Traditional dress** and clothing in places like Greenland makes good practical use of animal skin and furs. Homes have sloped roofs to shed snow.
- **Animals** have white thick fur to camouflage and keep them warm.

## Section 5: What Issues Are Glacial Tourist Resorts Facing? ☐

- Many people visit glacial areas on holiday
- In recent years, consistently **rising warmer temperatures**, and a **decrease in snowfall**, has led to growing fears that skiing and snowboarding could end
- Tourism causes **overcrowding**

## Section 6: How has Glaciation shaped the landscape? ☐

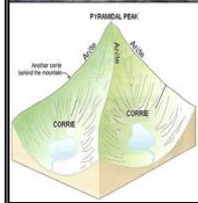
- A glacier is a slowly moving **river of ice** that is formed in areas that are extremely cold. They move because of gravity and they erode the land as they move

### Pyramidal Peak/ Arête



**Type:**  
Erosional

**Description:**  
A pointed pyramid shaped peaked mountain top, with knife like edges (Arête)



**Explanation:**  
Sharp mountain edges and pyramidal peaks are formed by multiple corries developing back to back, glaciers and ice practically sharpens the tops of mountains by abrasion and plucking.

**Example:**  
The Matterhorn of the Alps, border between Switzerland and Italy.

## Section 7: What impact has climate change had on people? ☐

- Our Climate has changed many time in the past causing positive and negative impacts on people:
- **Positive:** Warming of our climate allowed people to discover and settle new places eg; the Vikings in Greenland.
- **Negative:** Cooling of our climate forced people to leave cooler places, Disease, famine and war were consequences of cooler climates.



## Section 8: What impact has climate change had on Ecosystems? ☐

- **65 Million years ago** an asteroid hit the earth. This threw a cloud of dust into the atmosphere cooling our planet and causing the extinction of the Dinosaurs.
- **10,000 years ago** the last Ice age ended. Megafauna like the Mammoth and Giant Elk became extinct because of a lack of food.
- A warming Climate meant that people could migrate to different parts of our planet. They hunted the Megafauna and contributed to their extinction.



## Section 9: How will melting ice affect your school and town? ☐

- Future warming is likely to melt the Ice caps and glaciers.
- This will cause sea level to rise. If the Greenland Ice sheet melts Sea levels will rise by **7 metres**.
- Sea level rise will flood low lying areas like **Christchurch**.

## Section 10: How will melting ice affect our planet? ☐

- As the Oceans warm **thermal expansion** will cause global sea levels to rise by **40-60cm**.
- If all the Worlds Ice melted global sea level will rise by **60 metres**.
- This would be catastrophic and poorer countries like **Bangladesh** and the **Maldives** would suffer the most.

## Definitions ☐

<b>Abrasion</b>	The scraping away of the valley walls and floor as glaciers drag sediment.
<b>Plucking</b>	The process where the base of glacier freezes to the valley and pulls away rock.
<b>Megafauna</b>	Big animals, over 40Kg such as the Mammoth

# To use a regular present tense verb you need:

	<b>subject</b>	+	<b>stem</b>	+	<b>ending</b>
ich	I				- e
du	you				- st
er/sie/es	he/she/it				- t
wir	we				- en
ihr	you				- t
sie	they				- en
Sie	you (polite)				- en

Chop the **-en**  
off the infinitive

**For example:**  
wohnen  
stem = wohn

You can use the present tense with a future tense time phrase to talk about what you are going to do.  
Ich gehe nächste Woche in die Stadt.

*Next week I'm going to town.*

In zwei Wochen spiele ich zwei Wochen Fußball.  
I'm playing football in two weeks.

## Strong verbs in German change the vowel in the "du & er/sie/es/man" forms only

fahren = fährst/fährt	to travel
sehen = siehst/sieht	to watch
lesen – liest/liest	to read
Verbs with a stem ending in –d or –t add an extra "e" in these forms	
reiten = reitest/reitet	to go horse riding
finden – findest/findet	to think/find

## spielen - to live

ich spiele	I play
du spielst	you play
er/sie/es spielt	he/she/it plays
wir spielen	we play
ihr spielt	you (pl) play
sie spielen/ Sie spielen	they/you (formal) play

## machen - to have

ich mache	I do
du machst	you do
er/sie/es macht	he/she/it does
wir machen	we do
ihr macht	you (pl) do
sie machen/ Sie machen	they/you (formal) do

## Essential irregular verb

### sein - to be

ich bin	I am
du bist	you are
er/sie/es ist	he/she/it is
wir sind	we are
ihr seid	you (pl) are
sie sind/ Sie sind	they/you (formal) are

## Mein Leben online – My Life online

Was machst du am Computer?	What do you do on your computer?
Was machst du am Handy?	What do you do on your mobile?
Ich chatte mit meinen Freunden auf Facebook.	I chat with friends on facebook.
Ich lade Musik herunter.	I download music.
Ich mache Fotos oder Filme.	I take photos or make films.
Ich sehe Videos.	I watch videos.
Ich simse.	I text.
Ich spiele Computerspiele.	I play computer games.
Ich suche und lese Infos für die Hausaufgaben.	I look for and read information for my homework.
Ich surfe im Internet.	I surf the internet.
Ich telefoniere mit Freunden.	I call my friends.
Ich mache ziemlich viel auf meinem Handy.	I do quite a lot of things on my mobile.

In German, the verb is always the second idea in a sentence.  
If you start a sentence with a time phrase, the verb has to come immediately afterwards.  
Am Abend spiele ich Xbox.  
Jeden Tag mache ich Sport.

<u>Sportarten - Sports</u>		
Ich bin (sehr) sportlich	I am (very) sporty	
Ich bin ziemlich sportlich	I am quite sporty	
Ich bin nicht sehr sportlich	I am not very sporty	
Was spielst du?	What do you play?	
Ich spiele .....	I play.....	
Badminton	badminton	
Basketball	basketball	
Eishockey	ice hockey	
Fußball	football	
Handball	handball	
Tennis	tennis	
Tischtennis	table tennis	

<u>Opinions with verbs</u>		
Ich spiele gern .....	I like playing	
Ich spiele ziemlich gern ...	I quite like playing	
Ich spiele nicht gern .....	I don't like playing	
<p>To say that you like doing / to do something, you add "gern" just after the verb. You can also use qualifiers.</p> <p><b>Remember:</b></p> <p>Ich mag/liebe/hasse + noun</p> <p>Verb + gern/nicht gern</p>		

<u>Freizeitaktivitäten – Free time activities</u>		
Was machst du gern?	What do you like doing?	
Ich fahre Rad.	I ride my bike.	
Ich fahre Skateboard.	I go skateboarding.	
Ich fahre Ski.	I ski.	
Ich fahre Snowboard.	I snowboard.	
Ich lese.	I read.	
Ich mache Judo/Karate.	I do judo/karate.	
ich reite.	I go horse riding.	
Ich schwimme.	I swim.	
Ich sehe fern.	I watch TV.	
Ich spiele Gitarre.	I play the guitar.	
Ich tanze.	I dance.	
Ich chille.	I chill out.	
Ich esse Pizza oder Hamburger.	I eat pizza or hamburgers.	
Ich gehe einkaufen.	I go shopping.	
Ich gehe ins Kino.	I go to the cinema.	
Ich gehe in den Park.	I go to the park.	
Ich gehe in die Stadt.	I go into town.	
Ich höre Musik.	I listen to music.	
Ich mache Sport.	I do sport.	
Ich spiele Xbox oder Wii.	I play Xbox or on the Wii.	

<u>Adjektive - Adjectives</u>		
Wie findest du das?	How do you find it?	
Ich finde es .....	I think it's ....	
Es ist .....	It's .....	
irre	amazing	
super	super	
toll	great	
cool	cool	
gut	good	
nicht schlecht	not bad	
okay	okay	
langweilig	boring	
nervig	annoying	
stinklangweilig	deadly boring	
furchtbar	awful	

<u>Wann? – When?</u>		
jeden Morgen/Tag	every morning/day	
manchmal	sometimes	
immer/nie	always/never	
einmal/zweimal pro Woche/pro Monat	once/twice a week/a month	
am Wochenende	on the weekend	
heute	today	
morgen	tomorrow	
am Abend/am Montag	in the evening/on Monday	





Keywords/terms	Definition – read, cover, write, check, redo	Tick
Typography	<b>Typography</b> is the art and design of text, it is the visual component of the written word, ". All visually displayed text, whether on paper, screen or billboard, involves typography	
Design brief	A <b>design brief</b> is a document that outlines the core details and expectations of a design project for a client.	
Design specification	A <b>design specification</b> is a list of criteria a product needs to address. Using the brief as a starting point for research, a specification can be written when more facts are known.	
Branding	A brand is a name, design or symbol, or some other feature which identifies a particular company or product.	
Kerning	<b>Kerning</b> refers to the space between two specific letters (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.	
Tracking	<b>Tracking</b> is similar to kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between groups of letters	

**Why do businesses need branding?**

Brand identity allows businesses to have a visual presence in the market place. Branding design encompasses all your graphic design decisions that define a brand. It includes a company's visual identity, such as the logo, color palette, and graphic elements, as well as marketing materials such as business cards and product packaging.

The rebranding process begins when a company or organisation needs to evolve and shift – often seeking to drive growth. These efforts could begin because they want to reposition themselves within their current market, they want to broaden their appeal, or they may be looking to expand into a new space.



Keyword	Definition - Layout in Graphic Design	Tick
Layout in design	<b>Layout</b> design is a fundamental branch of graphic design that concerns the arrangement of text and visuals.	
Hierarchy	Typographic <b>hierarchy</b> is an essential part of any design or layout. Hierarchy is a way to visually rank your design elements.	
Proportion	Adjusting size. Larger items appear more important. Spacing of text is important to make text legible.	
Repetition	Using repeating patterns or shapes can add interest - for instance, using a certain shape or line type as the basis for a lettering design.	
Negative space	Negative space refers to the empty spaces on your artboard. The right amount of negative space in your design will separate objects, cushion text to make it more readable and encourage your audience to look at certain elements of your design, helping you to direct their visual flow	

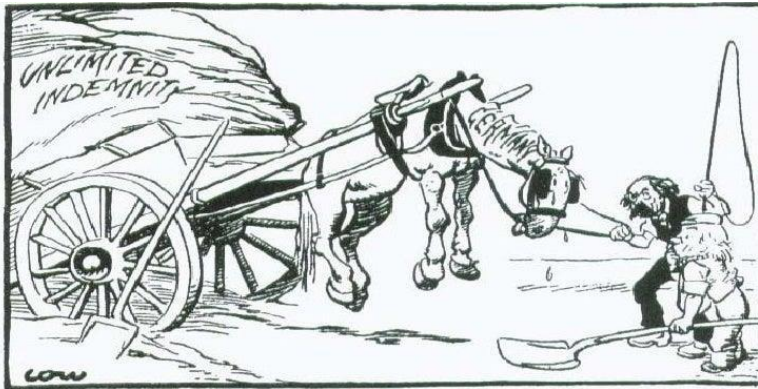
Keyword	Colour theory in Graphic Design	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	







# Bournemouth School: History Department: Knowledge Organiser: Year 8: Spring 1: Post WW1 Europe



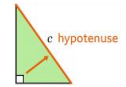
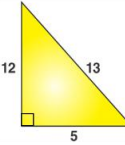
History skills: Key terms/definitions			1918-1939: Timeline of key events:	✓
Term	Definition	✓	<p><u>1918</u>: WW1 ended on 11/11/18</p> <p><u>1919</u>: Treaty of Versailles is signed in June</p> <p><u>1921</u>: Hitler becomes leader of the Nazi Party</p> <p><u>1922</u>: Benito Mussolini (leader of the Fascist Party in Italy) became leader of Italy</p> <p><u>1923</u>: Hyperinflation in Germany, peaking in November</p> <p><u>1923</u>: Munich Putsch: short-term failure for Hitler</p> <p><u>1924</u>: Lenin in the USSR dies and there is a power struggle between the potential next leaders.</p> <p><u>1929</u>: Stalin emerges as the leader of the USSR</p> <p><u>1929</u>: Wall Street Crash in the USA leading to the Great Depression</p> <p><u>1933</u>: Hitler becomes Chancellor of Germany in January</p> <p><u>1934</u>: Hitler establishes his dictatorship in Germany</p> <p><u>1939</u>: Outbreak of WW2 with the invasion of Poland</p>	
Treaty of Versailles	The agreements for Germany after WW1. It included points on land, money, military and war guilt.			
Reparations	The money Germany had to pay back after WW1: £6.6 billion			
Weimar Government	The new democratic government formed after WW1 in Germany and was known as “Weimar” as was named after the town it was based in			
Wall Street Crash	The stock market crash in the USA in 1929.			
Great Depression	A period in the 1930s where economies were struggling and unemployment was high			
Censorship	The government having control of the media: eg radio, newspapers			
Mein Kampf	Hitler’s autobiography written whilst in prison in 1924 outlining his racist and nationalistic views for Germany			
NSDAP	German abbreviation for the Nazi Party			
Communism	Left wing. The idea that everyone is equal and the government distributes the wealth out fairly			
Fascism	Right wing. Characterised by authoritarian leadership, militarism, suppression of the opposition, extreme pride in the country.			

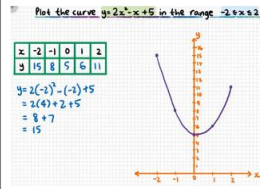
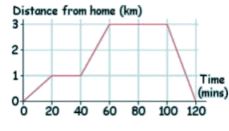


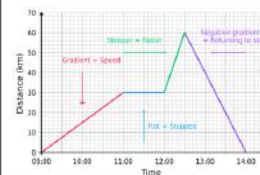
This cartoon was drawn by left wing artist David Lowe. It was published in January 1921 and is criticising the £6.6bn in reparations Germany had to pay. They also accused Britain and France of starving the children of Germany. Eventually the US lent money to Germany under the Dawes Plan from 1924 to help them pay back some of the money. The Young Plan then cut reparations to £2bn.

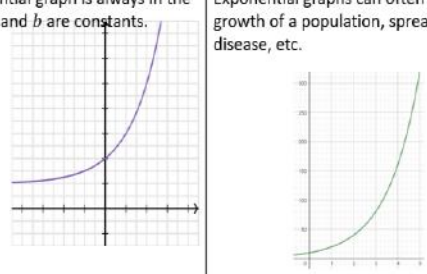
Key people					
		✓			✓
	<b>Adolf Hitler:</b> Chancellor of Germany 1933-1934, Fuhrer 1934-1945			<b>Heinrich Himmler,</b> Leader of the SS 1929 - 1945	
	<b>Joseph Goebbels</b> Reich Minister of Propaganda 1933-1945			<b>Paul von Hindenburg</b> President of Germany 1925-1934	
Treaty of Versailles		Hitler and Germany		Effects of Nazi rule	
✓		✓		✓	
Terms included navy restrictions and the army was restricted to 100,000 men and the War Guilt Clause (Article 231).		Hitler was able to become Chancellor by promising to rebuild Germany after the WSC, propaganda, and exploiting Germany’s problems.		Hitler used terror and mind control to rule Germany. Concentration camps, the Gestapo and the SS were used to achieve conformity.	

Year 8 – Maths – Spring 1 – Units 7, 8 & 9

Keyword	Description	Example
Hypotenuse	The longest length in a right-angled triangle, opposite the right-angle. It is often labelled with the letter $c$	
Pythagoras' Theorem	The square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. $a^2 + b^2 = c^2$ , where $c$ is the hypotenuse	13 is the longest length, so is the hypotenuse. $\therefore 12^2 + 5^2 = 144 + 25 = 169$ Which is equal to $13^2$ 
Converse of Pythagoras' Theorem	If, for any triangle, Pythagoras' Theorem holds, then it <u>must</u> be right-angled  If a triangle is right-angled, then Pythagoras' Theorem <u>must</u> be true	A triangle has side lengths 2cm, 3cm and 4cm $2^2 + 3^2 \neq 4^2$ Therefore, the triangle is not right-angled

Keyword	Description	Example
Quadratic equation	An equations in the form $y = ax^2 + bx + c$ where $a \neq 0$	$y = 3x^2 + 5x - 2$ $y = 5 - 10x^2$
Substitution	When a variable (letter) is replaced with a given number or expression	Find $3q^2$ when $q = 5$ $3 \times 5^2 = 3 \times 25 = 75$
Quadratic graphs	To plot a quadratic graph; • create a table of values • use substitution to find values of $y$ for given values of $x$ • plot the coordinates from the table of values • join the coordinates with a smooth curve	
Time graphs	Time, $t$ , must always go on the $x$ axis.	

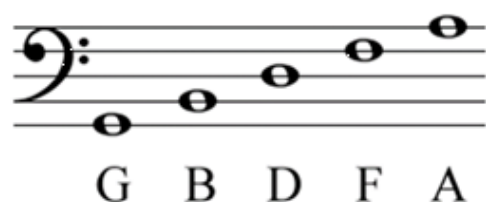
Keyword	Description	Example
Distance-time graph	A type of time graph, a distance-time graph is a visual representation of a journey; • The gradient of the line = speed • A flat section means no speed (stopped) • The steeper the graph the greater the speed • Negative gradient = returning to start point (coming back)	

Keyword	Description	Example
Exponential graphs	The equation of an exponential graph is always in the form $y = a \times b^x$ , where $a$ and $b$ are constants.  Exponential growth graphs always looks like:  The method to plot an exponential graph is the same as a quadratic graph; using a table of values	

Keyword	Definition	Example
Expression	A sum of terms with no equals	In the expression $4p^2 - 2p - 7$  <ul style="list-style-type: none"> <li><math>p</math> is a variable</li> <li><math>4p^2</math>, <math>-2p</math> and <math>-7</math> are terms</li> <li><math>-7</math> is a constant term</li> <li>The coefficient of <math>4p^2</math> is 4</li> </ul>
Variable	A letter that stands for a quantity that can take various values.	
Term	Part of an expression, equation or formula separated by + and – signs.	
Constant term	A term with no variable.	
Coefficient	The number in front of a variable, multiplying it.	These are all quadratic expressions: <ul style="list-style-type: none"> <li><math>4p^2 - 2p - 7</math></li> <li><math>16x^2 - 4</math></li> <li><math>5x - 15x^2</math></li> <li><math>a^2</math></li> </ul>
Quadratic Expression	An expression where the highest power of the variable is two.	
Like Term	Terms with the same variables and same powers	$4p^2 - 4p + 2p - 7$ has like terms $-4p$ and $2p$ . This can be simplified to the quadratic expression $4p^2 - 2p - 7$
Expand one bracket	Multiply each term inside the bracket by the value before the bracket.	Expand $2x(x - 7)$ $= 2x^2 - 14x$
Expand a pair of brackets	Multiply each term in the first bracket with each term in the second.	Expand and simplify $(x + 3)^2$ $= (x + 3)(x + 3)$ $= x^2 + 3x + 3x + 9$ $= x^2 + 6x + 9$
Expand three brackets	Expand and simplify two pairs of brackets, then expand this with the remaining pair of brackets.	Expand and simplify $(x + 1)(x + 2)(x + 3)$ $= (x^2 + 3x + 2)(x + 3)$ $= x^3 + 3x^2 + 3x^2 + 9x + 2x + 6$ $= x^3 + 6x^2 + 11x + 6$
Factorise	Writing an expression as a product of factors.	Factorise $x^2 + 5x - 6$ $= (x + 6)(x - 1)$
Difference of two squares (DOTS)	Two squares separated by subtraction which can be factorised as follows: $a^2 - b^2 = (a + b)(a - b)$	Factorise fully $16x^2 - 4$ $= 4(x^2 - 1)$ $= 4(x + 1)(x - 1)$



### Bass Clef Notation



Remember the notes on the lines with:

**Green Buses Drive Fast Always**

Remember the notes in the spaces with:

**All Cows Eat Grass**

### Instrumentation

**Saxophone**—a woodwind instrument with a single reed. Made of metal. Comes in different sizes and pitches

**Trumpet**—high pitched brass instrument with valves

**Trombone**—low pitched brass instrument with a slide.

**Mute**—cone shaped object which is inserted into the bell of a brass instrument to alter the sound produced

**Bass Guitar**—low pitch instrument which looks like an electric guitar, but has 4 strings and is tuned to the same notes as the double bass

**Double Bass**—double bass—lowest member of string family. Usually played pizzicato or plucked in jazz music

**Acoustic Guitar**—plucked string instrument, not amplified

**Electric Guitar**—plucked string instrument which is amplified

**Drum Kit**—a collection of drums and cymbals which can be played by one player. Includes bass drum, snare drum and tom-toms

**Piano**—keyboard instrument in which the strings are

**Rhythm Section**—bass, piano and/or guitar and drum kit in a jazz band

**Front line**—melodic instrument eg saxophone, trumpet, trombone

### Melody

**Improvisation** - when the melody is made up in performance rather than composed and notated in advance

**Blues note**—using a flattened note in the melody to increase the emotional quality of the music. The 3rd and

the 7th note of the scale are the most commonly flattened notes

**Walking bass line**—name given to the characteristic melodic shape in the bass line which involves 'walking' up and down the notes of the chord in crotchets

**Fill**—a short, often improvised, solo passage between phrases

**Blues Scale**—a scale which includes the flattened 3rd and 7th

### Jazz Features

**Syncopation**—rhythmic device which accents the off beat

**Swing Rhythm**—rhythmic pattern where quavers are played unevenly as a longer note and a shorter note rather than of equal length.

**Seventh chord**—a chord which has an additional note added which is 7 notes above the root eg C7 contains the notes C, E, G, Bb

**12 bar blues** - a chord sequence commonly used in blues and jazz. In C major the chords are:

C	C	C	C
F	F	C	C
G	F	C	C



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



Theme—the opening or original tune

Variation—a version of a theme which is in some way different

Theme and Variation—a way of structuring a piece of music by playing an original theme and then a series of variations

Major key—music which uses the major scale is in a major key. The major scale has a fixed pattern of where the semitones come:



Minor Key - music which uses the minor scale is in a minor key. In the minor scale the 3rd and 6th note are flattened, meaning that the semitones are in a different place compared to the major scale



Counter melody—a second melodic idea played against the main melody

Canon—when one part strictly imitates another at a particular time distance

Round - a special type of canon where you can go back to the beginning and repeat the canon endlessly eg London's Burning

Retrograde—when an idea is played backwards to develop the music

Inversion—when an idea is played upside down to develop the music

Diminution—when 1 melodic idea is played with shorter note lengths

Augmentation—when an idea is played with longer note lengths

Sequence—when a short melodic idea or cell is played more than once going up or down in pitch each time it is heard.



This QR code will take you to a Spotify playlist with audio examples of many of the concepts covered on this sheet and in lessons. You will find it helpful to listen to these as you learn.



## GCSE Options at Bournemouth School

- At GCSE, you are able to pick some of the subjects that you wish to study
- These are known as the 'options' subjects
- You need to pick these subjects carefully

Our advice:

- Pick subjects that you enjoy
- Pick subjects in which high grades are likely
- Consider all of the subjects carefully
- Every subject is worth studying for its own sake
- Don't pick subjects based around one particular career choice at this stage
- Broad and balanced

Core Subjects	Option Subjects
English Language	Art & Design OR Graphics Communication
English Literature	Business Studies
Mathematics	Computer Science
Biology	Design and Technology
Chemistry	Food Preparation and Nutrition
Physics	French
RS	Geography
Core PE – compulsory but not a GCSE qualification	German
	History
	Music
	Physical Education
	Spanish

From the "Core"

From "Options"

English Language  
+  
Mathematics  
+  
2 of the 4 Sciences  
(Biology/Chemistry/Physics  
/Computing)

plus

A Modern Foreign  
Language

plus

History  
or  
Geography

English Baccalaureate

## Useful Careers Websites

The **Unifrog** platform is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups. Each student has their own personal account that provides a wide range of information related to their interests and aspirations. [www.unifrog.org](https://www.unifrog.org)

Information on apprenticeships, including a range of different schemes:

<https://amazingapprenticeships.com/>

[www.gov.uk/apply-apprenticeship](https://www.gov.uk/apply-apprenticeship)

General careers information:

<https://careerpilot.org.uk/>

[www.nationalcareers.service.gov.uk](https://www.nationalcareers.service.gov.uk)

[www.prospects.ac.uk/job-profiles](https://www.prospects.ac.uk/job-profiles)



Apprenticeships



Further Education



University

Introduction to Sikhism			The Khalsa and it's formation			Kesh	Uncut hair. Sikhs should not cut their hair or shave hair from their body. Symbolises trust, obedience and devotion to God. Because it's highly visible, it also shows that they are not ashamed to be a Sikh
Guru	Religious or spiritual teacher. Sikhs follow the teachings of Ten Gurus but also recognise other Gurus as having been sent into the world to reveal God's message e.g. Jesus and the Buddha.		Guru Gobind Singh	The Tenth Guru and the founder of the Khalsa.			
			Martyrdom	Refers to the death or suffering of someone for their beliefs, whether religious, humanist or spiritual.			
Sikh	Literally means 'to learn'.		Sati	An historical Hindu practice in which a widow sacrificed herself by sitting atop her deceased husband's funeral pyre.		Kangha	The Kangha is a small comb kept in their hair under their turbans or veils. Sikhs must have a clean mind and body. It symbolises the importance of respecting your body, which is a vehicle for enlightenment.
Disciple	A follower or pupil of a teacher, leader, or philosopher.						
Equality	Having the same rights and opportunities as others, no matter what your gender, race, religion etc.		Khalsa	Baptised Sikhs. A group of very devout and committed Sikhs who wear a special uniform.		Kara	Steel bracelet given at the Sikh naming ceremony and worn at all times. Symbol of the eternal nature of God, and a reminder that a Sikh should refrain from actions that Waheguru would disapprove. Symbol of permanent bonding to the Sikh community.
Langar	A Sikh kitchen and dining area where everyone, no matter what your gender, race or religion is invited to dine together; it resembles Sikh hospitality and equality.		Panj Piaré	The Five Beloved; these represent the original at every initiation ceremony.			
			Amrit	A syrup considered by Sikhs to be divine, and which they drink at religious observances including baptism.			
Khanda	Symbolism of Sikhism, which represents God and their main religious teachings.		Amrit-dhari	Members of the Khalsa who can be called upon to represent the Panj-piaré.		Kaccha	An undergarment which can be worn by males and females. Symbolises that Sikhs should always act morally e.g. they should not drink alcohol, take illegal drugs, be profane or practise sexual immorality.
Gurdwara	The name given to the Sikh Temple which means 'House of the Guru.'						
Sikh Beliefs			Kesh-dhari	Potential members of the Khalsa; they've kept their hair long for when they are ready.		Kirpan	A blunt dagger which is usually concealed underneath clothing; some wear a small silver kirpan as a necklace. There is no fixed size. Symbolises that Sikhs must always be ready to defend their religion and to stand up against injustice.
Waheguru	The Sikh name for God.						
Creed	An outline of a group's main beliefs.		Sahaj-dhari	Sikhs who are not members of the Khalsa and who have cut their hair.			
Mul Mantra	The Mul Manta is the opening verse of the Guru Granth Sahib, which sets out the main beliefs about God in the form of a creed, which is a statement of belief.		Identity	One's personality and character; the way we see ourselves.		The 5 Ks and the law	The UK law exempts Khalsa Sikhs from being forced to wear motorcycle helmets due to their religious beliefs about not cutting their hair.
			Vaisakhi	A spring festival and one of the most important Sikh festivals. It celebrates the formation of the Khalsa in 1699.			
Monotheism	Belief in one God		Khalsa Dress			The 5 Ks and the law	The 5 Ks and the law
Humanist	Someone whose reasoning is based on the significance of humans, rather than a deity (God).		Panj Kakke	The Five K's.			
Guru Granth Sahib	The Sikh Holy Scripture. The last and final Guru. It contains the teachings and hymns of previous Gurus.		The Joora	Worn beneath the turban by kesh dhari. It is twisted and secured atop the head by winding and knotting the hair (turban cloth is called keski).		The 5 Ks and school	Sikh students in schools wear a symbolic kirpan either as a badge on their turban or on a necklace around their neck and the Kara does not count as jewellery and can also be worn.
Sewa	Service						

Sikh Identity			Kangha	The Kangha is a small comb kept in their hair under their turbans or veils. Sikhs must have a clean mind and body. It symbolises the importance of respecting your body, which is a vehicle for enlightenment.	Mantra	A word or phrase repeated in prayer or meditation	
Kaur	Means princess. The names given to baptised females					Adi Granth	Literally means the ‘first book’. The early compilation of the Sikh scriptures complied by the fifth Guru.
Lion	Means lion. The name given to baptised males				Akhand Path	The complete reading of the Guru Granth Sahib. Takes about 48 hours	
Amritsanskar	The Sikh Baptism Ceremony		The Gurdwara				
Panj Kakke	The 5 K’s		Gurdwara	The Sikh Temple & community centre			
The Joora	Worn beneath the turban by kesh dhari. It is twisted and secured atop the head by winding and knotting the hair (turban cloth is called keski).		Chauri	A type of fan made out of horses hair, which is waved over the Guru Granth Sahib (originally to keep flies away).			
			Takht	A throne; the Guru Granth Sahib is placed here.			
Kesh	Uncut hair. Sikhs should not cut their hair or shave hair from their body. Symbolises trust, obedience and devotion to God. Because it’s highly visible, it also shows that they are not ashamed to be a Sikh		Manji	A stool found on the Takht on which the Guru Granth Sahib is placed			
			Romallas	Cushions placed over the takht, which may be beautifully embroidered; the Guru Granth Sahib will be placed on these			
Kara	Steel bracelet given at the Sikh naming ceremony and worn at all times. Symbol of the eternal nature of God, and a reminder that a Sikh should refrain from actions that Waheguru would disapprove. Symbol of permanent bonding to the Sikh community.		Diwan	Worship hall			
			Palki	Focus of the prayer hall where the Guru Granth Sahib is placed.			
Kaccha	An undergarment which can be worn by males and females. Symbolises that Sikhs should always act morally e.g. they should not drink alcohol, take illegal drugs, be profane or practise sexual immorality.		Ragi	A Sikh musician who plays hymns (shabads)			
			Harimandir	The Golden Temple found in Amritsar			
			The Sikh Community				
Kirpan	A blunt dagger which is usually concealed underneath clothing; some wear a small silver kirpan as a necklace. There is no fixed size. Symbolises that Sikhs must always be ready to defend their religion and to stand up against injustice.		Sadh Sangat	The Sikh Community			
			Langat	A kitchen where all people are welcome to a free meal regardless of their sex, race or religion			
			Sewa	Means service in a gurdwara; it is done out of goodwill and for the benefit of others. It is the very essence of Sikhism			
Granthi			Gurmukh	Aspiring to be more God-like in terms of actions.			
			Manmukh	Following one’s own selfish desires			

## Biology H - Respiration

Keyword	Learn	
Respiration	A series of chemical reactions, in cells, that breaks down glucose to provide energy.	
Aerobic respiration	Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.	
Anaerobic respiration	Releasing energy from the breakdown of glucose without oxygen, producing lactic acid (in animals) and ethanol and carbon dioxide (in plants and microorganisms).	
Fermentation	Yeast fermentation is used in brewing and bread-making.	
Energy	Most living things use aerobic respiration but switch to anaerobic respiration, which provides less energy, when oxygen is unavailable.	

The word equation for aerobic respiration.

Glucose + Oxygen → Water + Carbon dioxide

## Chemistry I – Chemical Energy

Keyword	Learn	
Chemical bonds	Force that holds atoms together in molecules.	
Energy changes	During a chemical reaction bonds are broken (requiring energy) and new bonds formed (releasing energy).	
Exothermic	Reaction in which energy is given out, usually as heat or light.  If the energy released making new bonds is greater than the energy required to break old bonds, the reaction is exothermic.	
Endothermic	Reaction in which energy is taken in, usually as heat.  If the energy released making new bonds is less than the energy required to break old bonds, the reaction is endothermic.	
Catalysts	Substances that speed up chemical reactions but are unchanged at the end.	



## Chemistry H – Types of Reaction

Keyword	Learn	
Fuel	Stores energy in a chemical store which it can release as heat.	
Chemical reaction	A change in which a new substance is formed.	
Physical change	One that changes the physical properties of a substance, but no new substance is formed.	
Reactants	Substances that react together, shown before the arrow in an equation.	
Products	Substances formed in a chemical reaction, shown after the reaction arrow in an equation.	
Conserved	When the quantity of something does not change after a process takes place.	
Mass	Mass is conserved in a chemical reaction.	
Combustion	A reaction with oxygen in which energy is transferred to the surroundings as heat and light.	
Thermal decomposition	A reaction where a single reactant is broken down into simpler products by heating.	
Chemical changes	Chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.	

## Physics I – Work done

Keyword	Learn	
Work	The transfer of energy when a force moves an object, in joules.	
Lever	A type of machine which is a rigid bar that pivots about a point.	
Input force	The force you apply to a machine.	
Output force	The force that is applied to the object moved by the machine.	
Displacement	The distance an object moves from its original position.	
Deformation	When an elastic object is stretched or squashed, which requires work.	

Learn the equation.

$$\text{work done (J)} = \text{force (N)} \times \text{distance moved (m)}$$

Los días de la semana	Days of the week	
lunes	Monday	
martes	Tuesday	
miércoles	Wednesday	
jueves	Thursday	
viernes	Friday	
sábado	Saturday	
domingo	Sunday	

Adjectives and agreement	
--------------------------	--

Opinion structures		
me encanta(n)	I love	
me gusta(n)	I like	
me gusta(n) mucho	I really like	
no me gusta(n)	I don't like	
no me gusta(n) nada	I don't like at all	
odio	I hate	
detesto	I hate / detest	
me chifla(n)	I'm crazy about	
me mola(n)	I find it cool	

	Singular		Plural	
	Masculine	Feminine	Masculine	Feminine
Ending in - o/-a	divertido	divertida	divertidos	divertidas
Ending in - e	importante	importante	importantes	importantes
Ending in a consonant	útil	útil	útiles	útiles

Adjectives describe nouns. Their endings change to agree with the noun they describe. Adjectives fall into 3 main groups. The endings for each group work as seen above. e.g – El inglés es divertido / La tecnología es divertida / Las ciencias son divertidas

Indefinite articles (a / some)			Definite articles (the)		
un laboratorio	a lab		el laboratorio	the lab	
unos laboratorios	some labs		los laboratorios	the labs	
una piscina	a swimming pool		la piscina	the swimming pool	
unas piscinas	some swimming pools		las piscinas	the swimming pools	

Essential regular verbs
-------------------------

Estudiar	To study	
estudio	I study	
estudias	you study	
estudia	he/she studies	
estudiamos	we study	
estudiáis	you all study	
estudian	they study	

Comer	To eat	
como	I eat	
comes	you eat	
come	he/she eats	
comemos	we eat	
coméis	you all eat	
comen	they eat	

Escribir	To write	
escribo	I write	
escribes	you write	
escribe	he/she writes	
escribimos	we write	
escribís	you all write	
escriben	they write	

**¿Qué estudias?**

Estudio...	I study	
las ciencias	science	
el dibujo	art	
la educación física	PE	
el español	Spanish	
el francés	French	
la geografía	geography	
la historia	history	
la informática	computing	
el inglés	English	
las matemáticas	maths	
la música	music	
la religión	RS	
el teatro	drama	
la tecnología	technology	

**¿Cómo es tu insti?**

Es...	It is...	
antiguo/a	old	
bonito/a	Nice/pretty	
bueno/a	good	
feo/a	ugly	
grande	big	
horrible	horrible	
moderno/a	modern	
pequeño/a	small	

**¿Cuál es tu día favorito?**

Mi día favorito es el lunes	My favourite day is Monday	
Los lunes estudio...	On Mondays I study....	
¿Por qué?	Why?	
Porque...	Because	
por la mañana	in the morning	
por la tarde	in the afternoon	
estudio	I study	
estudiamos...	we study	
la tecnología	technology	

**¿Qué haces durante el recreo?**

Como..	I eat...	
un bocadillo	a sandwich	
unos caramelos	some sweets	
chicle	chewing gum	
una chocolatina	a chocolate bar	
fruta	fruta	
unas patatas fritas	some crisps	
Bebo....	I drink....	
agua	water	
un refresco	a soft drink	
un zumo	a juice	
Leo mis mensajes	I read my messages	
Escribo mensajes	I write messages	
Chateo con amigos	I chat to friends	

**¿Qué hay en tu insti?**

En mi insti	In my school	
hay	there is	
un campo de fútbol	a football field	
un comedor	a canteen	
un gimnasio	a gym	
un patio	a playground	
una biblioteca	a library	
una aula de informática	a computer room	
un polideportivo	a sports centre	
una piscina	a swimming pool	
unos laboratorios	some laboratories	
unas aulas	some classrooms	

**Opiniones**

aburrido/a	boring	
difícil	difficult	
divertido/a	fun	
fácil	easy	
importante	important	
interesante	interesting	
práctico/a	practical	
útil	useful	
raro/a	strange	
severo/a	strict	

## How long should I spend on my homework?

Monday		Tuesday		Wednesday		Thursday		Friday	
Maths	15	Maths	15	Maths	15	Maths	15	Free Choice	15
English	15	English	15	English	15	English	15	Free Choice	15
Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10
Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10
Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10	Free Choice	10
Reading	30	Reading	30	Reading	30	Reading	30	Reading	30

You should spend a maximum of 1.5 Hours revising each day.

You can decide what you revise in each slot that is called Free Choice. You can do this at the start of the year and have a fixed plan or you can decide on each day based on how well you feel you know your Knowledge Organisers.

# Timetable

[illegible]