



Need ● ● ●
toKNOW
LOOE COMMUNITY ACADEMY

Year 8
Spring 2

Be the
BEST
you can be

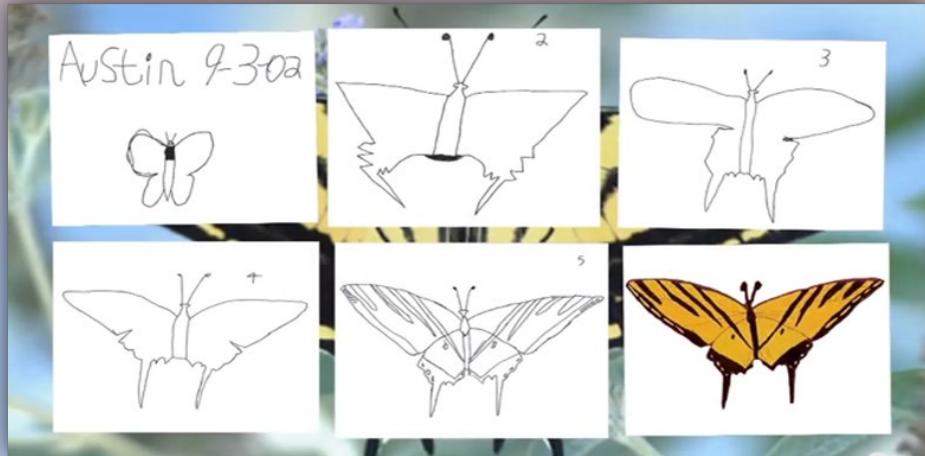




Need to KNOW
LOOE COMMUNITY ACADEMY

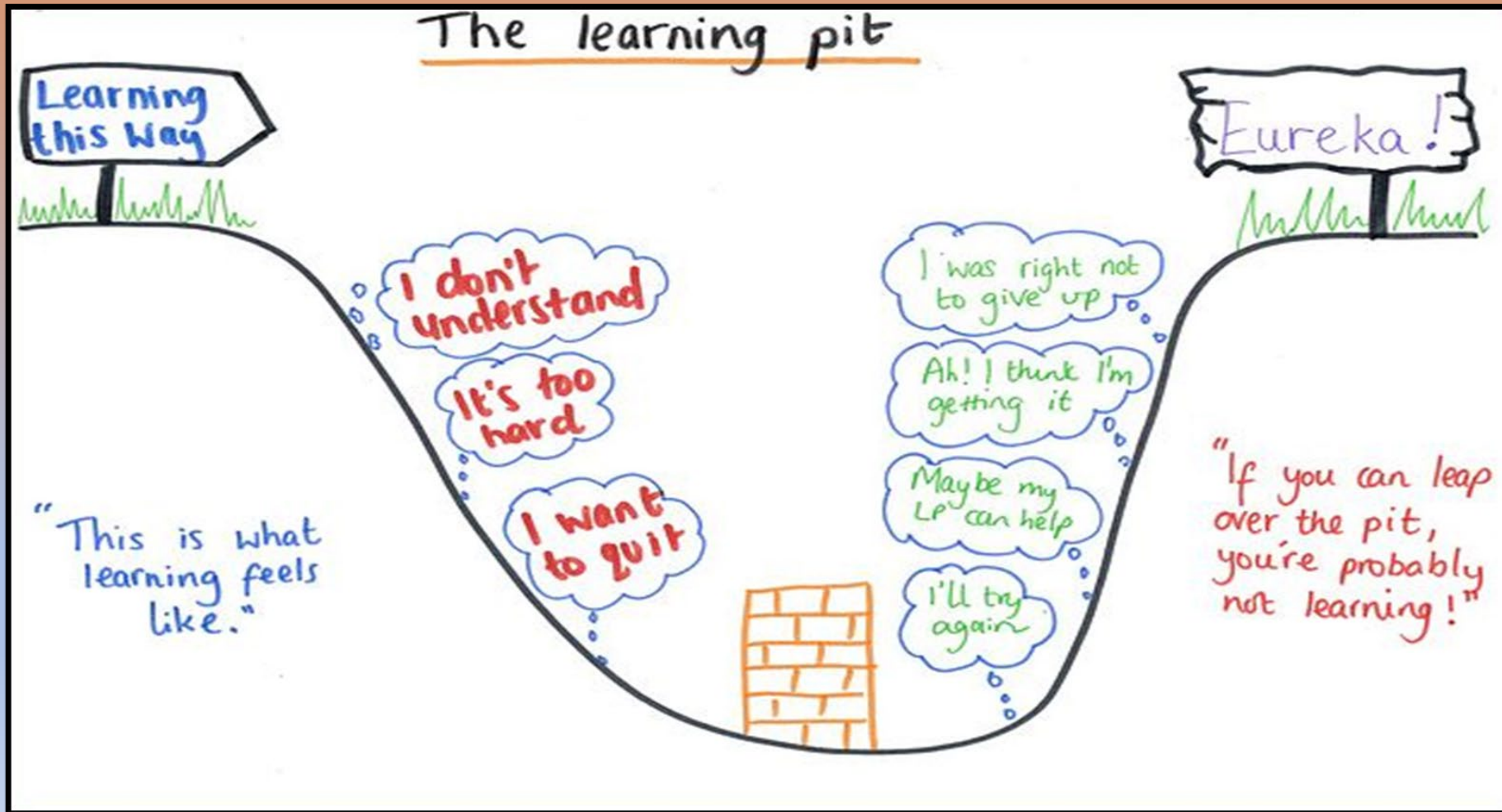
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

Magnificent Metacognition



Plan

Is this similar to a previous task?
What do I want to achieve?
What should I do first?

Monitor

Am I on the right track?
What can I do differently?
How can I ask for help?

Evaluate

What worked well?
What could I have done better?
Can I apply this to other situations?

2

Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner.

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

I NEED TO KNOW:

How to look after your finances.

This includes different types of financial products and how to manage money

PIN- personal identification number

Credit- the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made

Debit- a sum owed, the opposite of credit

Consumer Rights- The rights you are entitled to as a consumer of goods or services.

Saving account- basic type of financial product that allows you to deposit your money and typically earn interest

Credit Card- a small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit

Debit card- a card allowing the holder to transfer money electronically from their bank account when making a purchase

Interest rate- the proportion of a loan that is charged as interest to the borrower, typically expressed as an annual percentage of the loan outstanding

APR- annual percentage rate (APR) refers to the yearly interest rate you'll pay if you carry a balance on your credit card



I NEED TO KNOW:

How do writers use language and structural techniques to engage the reader? How can I use these techniques to create my own short story? Can I accurately use paragraphs and a range of punctuation?

Improve Your Writing Skills

Look at the questions below. Research the answers. Make notes and practise these skills.

1. Which of these can you use accurately? . , ? ' : ; - ...
2. How do you create simple, compound and complex sentences?
3. When do you use its and it's ?
4. Which homophones do you have difficulty with? Do you know when to use there/their/they're or where, wear and we're?

When Do I Start a New Paragraph? The TiP ToP Rule

Start a new paragraph when you change:

Ti = Time

P= Place

To= Topic

P= Person

What are these language and structural techniques?

- Circular
- Linear
- Flashback
- Climax
- Resolution
- Tension
- Simile
- Metaphor
- Personification
- Imagery
- Symbolism
- Adjective
- Verb
- Adverb
- Juxtaposition

Personal response

- How do you feel about the story?
- Did you enjoy reading it? Why or why not?
- Who was your favourite character? Why?
- What surprised you in the story?

Expanding Vocabulary

Use a thesaurus to find alternatives to:

- Said
- Asked
- Walked
- Saw
- Bad
- Good
- Nice
- Run

Challenge

What other short stories can you read by the authors you have read in class or new ones? Can you read short stories written by any of the following:

Charles Dickens, Sir Arthur Conan Doyle, Thomas Hardy?

I NEED TO KNOW: Understand, use and interpret mathematical symbols.

Symbol	Symbol Name	Meaning / definition	Example	Symbol	Symbol Name	Meaning / definition	Example
=	equals sign	equality	$5 = 2+3$ 5 is equal to 2+3	+	plus sign	addition	$1 + 1 = 2$
≠	not equal sign	inequality	$5 \neq 4$ 5 is not equal to 4	-	minus sign	subtraction	$2 - 1 = 1$
≈	approximately equal	approximation	$\sin(0.01) \approx 0.01$, $x \approx y$ means x is approximately equal to y	±	plus - minus	both plus and minus operations	$3 \pm 5 = 8$ or -2
>	strict inequality	greater than	$5 > 4$ 5 is greater than 4	±	minus - plus	both minus and plus operations	$3 \mp 5 = -2$ or 8
<	strict inequality	less than	$4 < 5$ 4 is less than 5	*	asterisk	multiplication	$2 * 3 = 6$
≥	inequality	greater than or equal to	$5 \geq 4$, $x \geq y$ means x is greater than or equal to y	×	times sign	multiplication	$2 \times 3 = 6$
≤	inequality	less than or equal to	$4 \leq 5$, $x \leq y$ means x is less than or equal to y	·	multiplication dot	multiplication	$2 \cdot 3 = 6$
()	parentheses	calculate expression inside first	$2 \times (3+5) = 16$	÷	division sign / obelus	division	$6 \div 2 = 3$
[]	brackets	calculate expression inside first	$[(1+2) \times (1+5)] = 18$	/	division slash	division	$6 / 2 = 3$
				—	horizontal line	division / fraction	$\frac{6}{2} = 3$

I NEED TO KNOW:

- Keywords of ecosystem topic
- Describing what a food web shows and explaining disruptions to it
- Describe a practical to test the reactivity of a group of metals.



https://www.bbc.co.uk/bitesize/topics/zn6hvcw/articles/zvfxxb_k

<https://www.bbc.co.uk/bitesize/topics/zxhvcw>

1. Learn keywords on ecosystem processes

2. Describing interactions within food chains and food webs and how they can be disrupted

3. Test metals to decide an order of reactivity

Food chain: Part of a food web, starting with a producer and ending with a top predator. This diagram shows the transfer of energy between organisms.

Producer: Green plant or algae that makes its own food using sunlight by the process of photosynthesis.

Consumer: Animal that eats other animals or plants.

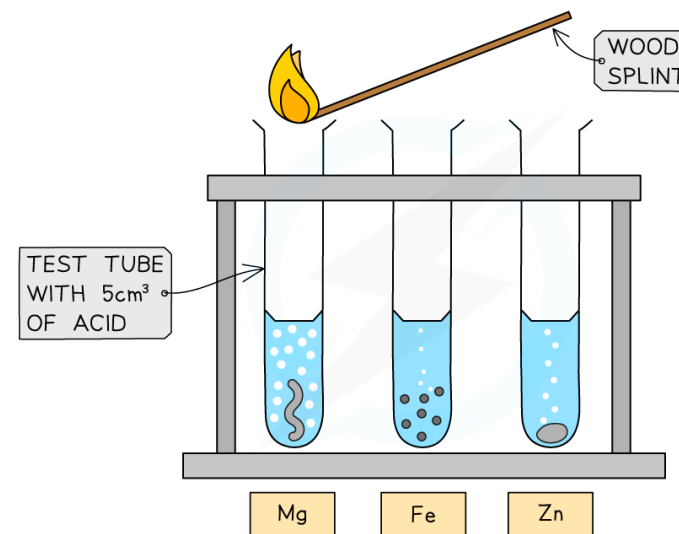
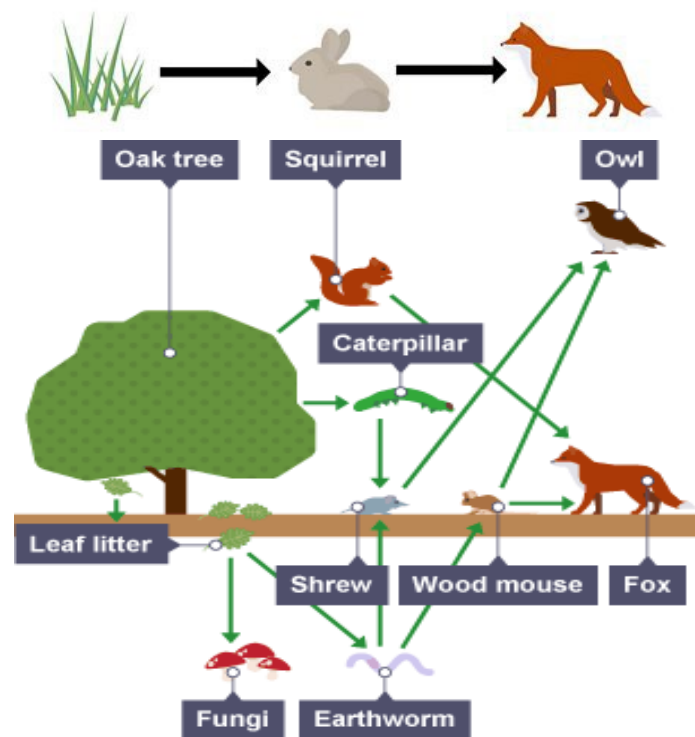
Prey: An animal that is eaten by another animal.

Predator: An animal that eats other animals.

Food web: A diagram that shows how food chains in an ecosystem are linked.

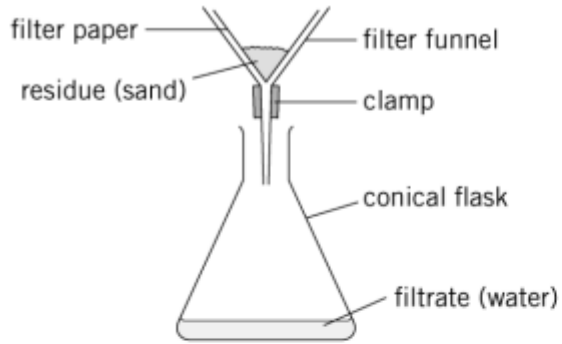
Decomposer: Organism that breaks down dead plant and animal material so nutrients can be recycled back to the soil or water.

Food Chain

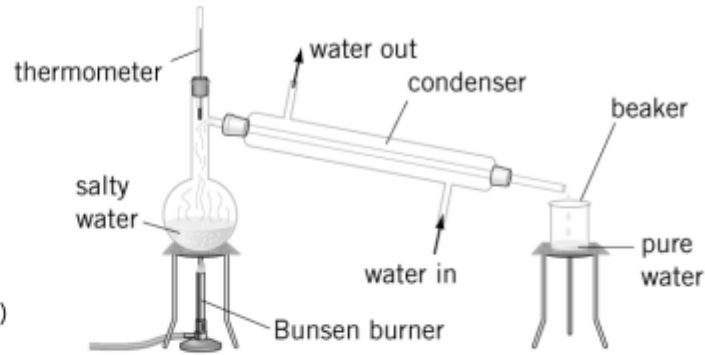


4. Describe and be able to carry out a range of separation techniques.

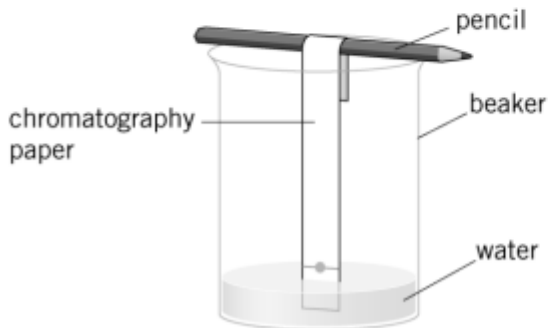
Filtration



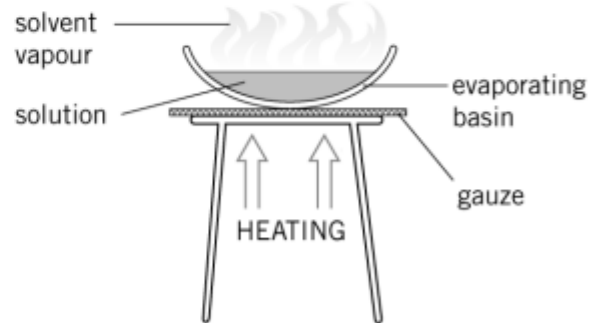
Distillation



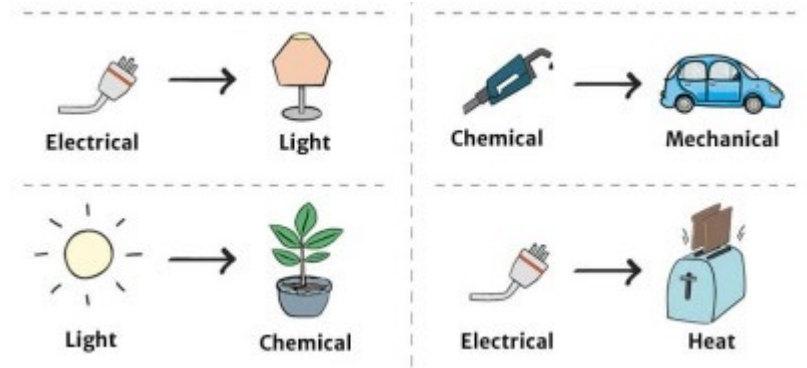
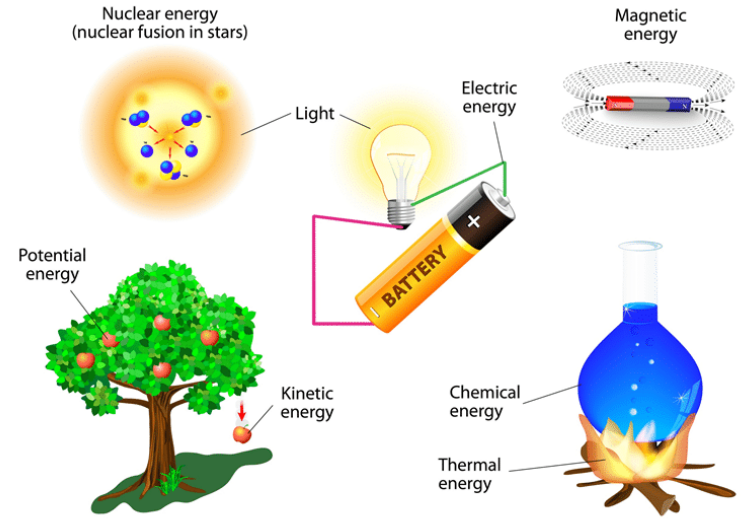
Chromatography



Evaporation



5. Describe energy stores and transfers.



I NEED TO KNOW:

How to code using Python. Use the crib sheet below to help you remember the key syntax.

Interact with the user (*input and output*)

Print a message

```
print('Hello, world!')
```

Print multiple values (of different types)

```
ndays = 365
print('There are', ndays, 'in a year')
```

Asking the user for a string

```
name = input('What is your name? ')
```

Asking the user for a whole number (an integer)

```
num = int(input('Enter a number: '))
```

Decide between options

Decide to run a block (or not)

```
x = 3
if x == 3:
    print('x is 3')
```

Are two values equal?

```
x == 3
```

△ two equals signs, not one

Decide between two blocks

```
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')
```

Are two values not equal?

```
x != 3
```

Less than another?

```
x < 3
```

Greater than another?

```
x > 3
```

Decide between many blocks

```
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

Less than or equal to?

```
x <= 3
```

Greater than or equal to?

```
x >= 3
```

▶ elif can be used without else The answer is a *Boolean*:

▶ elif can be used many times

True or **False**

Repeat a block (a fixed number of times)

Repeat a block 10 times

```
for i in range(10):
    print(i)
```

Count from 0 to 9

```
range(10)
```

△ range starts from 0 and goes up to, but not including, 10

Sum the numbers 0 to 9

```
total = 0
for i in range(10):
    total = total + i
print(total)
```

Count from 1 to 10

```
range(1, 11)
```

Repeat a block over a string

```
for c in 'Hello':
    print(c)
```

Count from 10 down to 1

```
range(10, 0, -1)
```

Keep printing on one line

```
for c in 'Hello':
    print(c, end=' ')
print('!')
```

Count 2 at a time to 10

```
range(0, 11, 2)
```

Count down 2 at a time

```
range(10, 0, -2)
```

Repeat a block over list (or string) indices

```
msg = 'I grok Python!'
for i in range(len(msg)):
    print(i, msg[i])
```

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



Cath Kidston

Catherine Isabel Audrey Kidston MBE (born 6 November 1958) is an English fashion designer, businesswoman and author whose company, Cath Kidston Limited sells home furnishings and related goods online, through franchises and by mail order. She is particularly known for her nostalgic floral patterns and has also published a number of books.

Kidston has worked with Milletts to design tents (2005–6), Nokia/ Carphone Warehouse mobile phones (2006), and Roberts radios (2005 onwards). In 2008, she collaborated with Tesco to produce shopping bags made from plastic bottles, which saved about six million plastic bottles from landfill.



Tie Dye

The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye or dyes.

The manipulations of the fabric before the application of dye are called resists, as they partially or completely prevent ('resist') the applied dye from coloring the fabric.

More sophisticated tie-dye may involve additional steps, including an initial application of dye before the resist, multiple sequential dyeing and resist steps, and the use of other types of resists (stitching, stencils) and discharge.



Sublimation

Printing

Sublimation printing uses heat to essentially bring ink and fabric together as one.

First, a design is printed onto special paper. The inks that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.

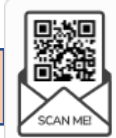


Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

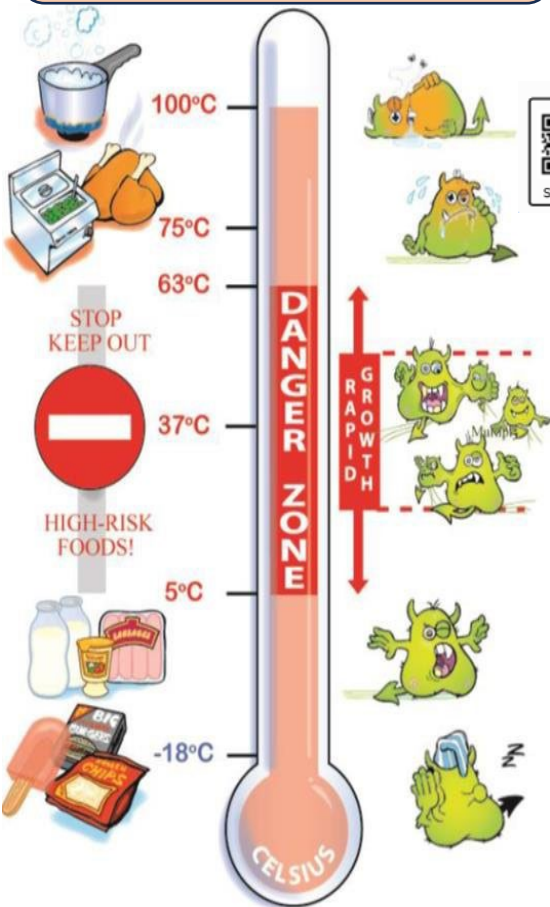
There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.



I NEED TO KNOW:

Keeping us safe from illness, different cooking methods that are better for us, and the benefits of exercise.

Important temperatures to avoid food poisoning.



What bacteria need to be able to grow.



How may I feel if I have food poisoning/symptoms.

FOOD POISONING

PREVENTION

- COOK TO A SAFE TEMPERATURE
- AVOID EATING SPOILED OR EXPIRED FOOD
- SEPARATE RAW MEAT FROM OTHER FOODS
- WASH FRUITS AND VEGETABLES
- WASH HANDS

SYMPTOMS

- FEVER
- VOMITING
- DIZZINESS
- DIARRHEA
- HEADACHE
- ABDOMINAL PAIN

TREATMENT

- HOSPITAL
- MEDICINE
- DRINK FLUIDS
- GET REST

Different Cooking methods.

COOKING METHODS
Knowing the difference will save you time and money.

FOOD COOKS IN:

AIR	FAT	WATER	STEAM
DRY HEAT Produces rich flavour due to browning and caramelization		MOIST HEAT Keeps food moist and prevent drying out	
BROILING - High dry heat from above - Caramelizes and browns surface		STEAMING - High heat - Fast cooking time because it uses the steam released after water goes past 212°F (100 °C)	
GRILLING - Usually uses high-dry heat from below - Caramelizes and browns surface		BOILING - High heat - Food cooks submerged in liquid - Liquid is either absorbed by food or discarded when cooking is complete	
ROASTING/BAKING - Cooks evenly over longer periods - Oven allows for consistent temperature control - There is no difference between "Roasting" and "Baking"		SIMMERING - Medium heat - Small bubbles gently break the liquid's surface - Used to infuse liquid with flavour from the food being cooked	
SAUTEING - High heat and little oil - High heat prevents moisture loss		POACHING - Low temperature - Used for delicate foods like eggs - Liquid will slowly move but no bubbles form	
PAN FRYING - Medium high heat - Requires more oil than Sautéing to prevent moisture loss		COMBINATION HEAT Uses both dry heat and moist heat	
DEEP FRYING - Considered "Dry Heat" due to using extremely high temperatures - Cooks very quickly and browns		BRAISING - Dry Heat = Pan fry or Sauté to brown the meat - Moist Heat = Add liquid to 1/3 the height of the meat	
SLOW		FAST	
MOIST		DRY	
BRAISING, STEWING, SMOKING		ROASTING, GRILLING, PAN FRY/SAUTE, BROILING, DEEP FRY	
BOILING, STEAMING, SIMMERING, POACHING		PAN FRY/SAUTE, BROILING, DEEP FRY	

References: theculinarycook.com, wikieducator.org

COOKERY NATION
An online digital cookery platform.com

Benefits of staying active.

BENEFITS OF EXERCISE

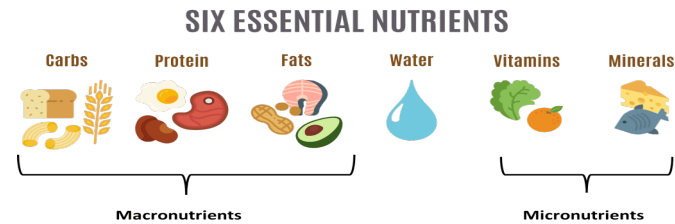
- Improve memory and brain function
- Better weight control
- Protect against many diseases
- Improve heart health, lower blood pressure
- Improve sleep quality
- Reduce the feeling of anxiety or depression
- Improve joint-pain and to move without pain
- Maintain muscle strength and balance
- Increase life span, live longer

I NEED TO KNOW:

Methods of cooking cakes, Nutrients and food groups and how to stay safe when cooking.

Using the four Cs in food hygiene to prevent Food Poisoning.

The importance of reflecting on the government guidelines for healthy eating. How do we fuel our bodies so that we can function physically and mentally.



The different ways of baking cakes.

Methods of making (Processes)

Cake	Proportion of ingredients	Ratio	Raising Agent	Method	Outcome
Rubbed in Cake -Rock buns -Raspberry buns -Scones	200g SR Flour 100g marg 100g caster sugar 2 eggs 30ml milk	1:2 in cakes 1:4 in scones, contains baking powder	Chemical Baking Powder or Self Raising flour Mechanical Sieving Rubbing In	Fat is rubbed into the flour using fingertips Additional ingredients are added Liquid added to bind together dry ingredients	Well risen product Rougher surface Dry, open crumb texture Short shelf life
Melted Cake -Flapjack -Gingerbread -Brownies	Mixtures vary in ingredients Usually a high sugar content	Varies depending on product.	Chemical Bicarbonate of soda	Fat is melted with the sugars and syrups Dry ingredients added Liquids bind all ingredients together	Moist and sticky Soft even texture Flavour develops during keeping Long shelf life
Creamed Cake -Victoria Sponge -Small buns -Madeira Cake	100g SR Flour 100g caster sugar 100g soft marg 2 eggs	Equal quantities 1:1	Chemical Baking Powder or Self Raising flour Mechanical Creaming Sieving	Fat and sugar are creamed together Eggs are slowly added a bit at a time Flour is folded in	Light brown sponge with fine even texture Longer shelf life
Whisked Sponge -Swiss Roll -Gateaux -Flan case	50g caster sugar 50g plain flour 2 eggs	No added fat	Steam Mechanical Whisking Sieving	Eggs and sugar are whisked until mixture has doubled in volume Flour is gently folded in	Very light sponge with even, soft moist texture Short shelf life



How to store food properly in the fridge.



I NEED TO KNOW:

You will need to know what a cam is and what its function is
 You will need to know how to change rotary movement to reciprocating movement.

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that comes from an evergreen tree
Balsa wood	A very soft lightweight wood (but actually classed as a hardwood) That is used in model making and is ideal for 3D objects for the top of the automata
Dowel	A wooden rod used for axles and to reinforce simple wooden joints
Acrylic	A thermoplastic that can be used to improve the finish of our automata
PVA	The best glue to use when gluing wood to wood.



MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Pillar Drill	A vertical drill used for drilling very accurate holes

KEY WORD	DEFINITION
Automata	A mechanical device that changes one form of movement into another often to cause amusement
Jig	A clamp (often home made) that enables you to hold a piece of work and perform the same task to numerous identical pieces
Rotary Movement	The term to describe when something is turning
Reciprocating movement	The term to describe when something if going up and down
Oscillating movement	The term to describe when something is swinging like a pendulum

Subject: ART

Year : 8

Knowledge organiser Curriculum Topic: Mixed Media

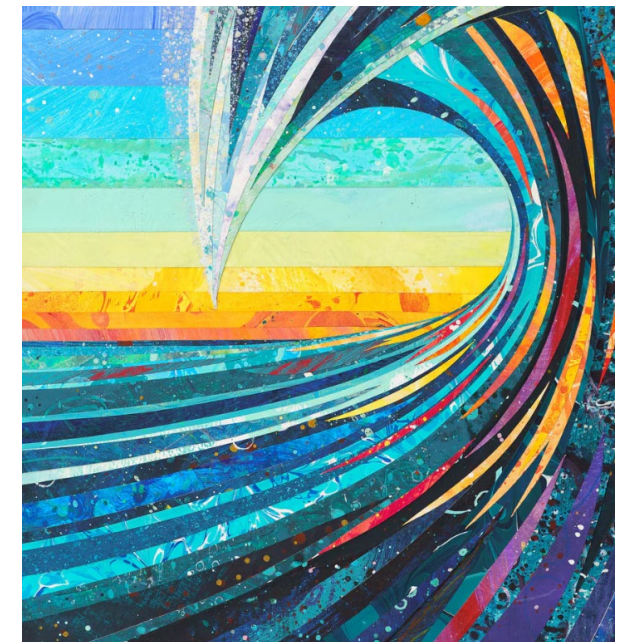
Key Concept: Creative Risk Taking

I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills before hand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

KEY WORDS	
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
HOT COLOURS	Hot colours are those that give the feeling of warmth, such as red, orange, and yellow. These colours are often associated with fire, the sun, and heat.
COLD COLOURS	Cold colours are those that give the feeling of coolness, such as blue, green, and pale purple. These colours are often associated with water, grass, and sky.
TEXTURE	Texture in art concerns the surface quality of a piece of work. In three-dimensional artwork, the term refers to how the piece feels when it's touched. In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.
BLENDING	Blending is the process of fusing two colours together so that the paint transitions from one colour to another or combines to create a new colour.
COLLAGE	A piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
LAYER	Layering in art is the process of applying various materials or colors on top of one another. A painting or drawing can employ layering to enhance interest and texture as well as depth and dimension.
WAX RESIST	Wax crayons or white wax candles are used in this technique which is based on the fact that wax repels water. Strokes are made with clear wax then overpainted with watercolor. The wash only adheres to the paper where there is no wax.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Research into the art of Laurie McCall https://lauriemccall.co.uk/
3	Looking at other artists who have produced collage seascapes Use google search and find some artists you like
4-8	Look at and try different collage techniques like the one shown in the video below https://www.youtube.com/watch?v=0hG-mgQPess



“Art washes away from the soul
the dust of everyday life.”

Pablo Picasso

I NEED TO KNOW:

Exploring other ways of creative movement material other than

<p>WK 1 & 2</p>	<p><u>Mission Impossible</u> Focus on exploring movement that links to being a mission impossible spy, learning set movement material and adapting and developing your work to have your own creative stamp on it.</p>
<p>WK 3 & 4</p>	<p><u>Choreographic devices</u> Using choreographic devices to develop movement material and use the correct terminology to discuss those changes.</p> <p><u>Perform and appreciate</u> Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>
<p>WK 5 & 6</p>	<p><u>Feedback and appreciation</u> Using the feedback from the previous lesson to implement suggestions and develop your choreography.</p> <p><u>Perform and reflect</u> The final lesson you will perform once again showing your new and improved piece, time will be spent reflecting on your progress and what you have learnt during this progress.</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Anaerobic	Stimulate and strengthen the heart and lungs for example running, swimming, rowing
Mentally prepared	Ensuring the mind is ready to work in a creative way.
Physically prepared	Making sure th4e body is ready to work in a physical way
Dynamic stretching	Active movements of muscle that bring forth a stretch but are not held in the end position
Fitness	The condition of being physically fit and healthy
Meditation	Relaxing the mind

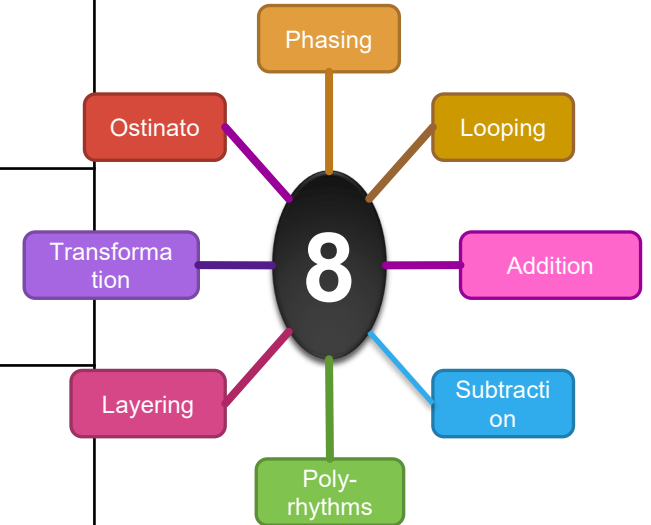
I NEED TO KNOW:

This is your introduction to minimalist music

KEYWORDS

Word	Meaning
Ostinato	A repeated phrase
Phase shifting	When the same phrase is duplicated but moved along for later start
Minimalist	Where sound samples are stored
Polyrhythm	Many rhythms played at the same time
Loop	A phrase when repeated

WEEK 1 & 2	Introduction to minimalist music Its origins and influences
WEEK 3 & 4	Steve Riech and Phase Shifting https://youtu.be/FcFyl8amoEE
WEEK 5 & 6	Performance Workshop and Assessment Learning and Creating a piece of minimalist music for assessment



Concepts:

Listening- Creating-Performing

I NEED TO KNOW:

How to create characters physically.




WEEK 1 & 2		
Preparation	How can you create a character from a physical starting point?	
Terminology	WEIGHT TRANSFERENCE	<i>You transfer your weight to different areas of your body to create different characters (forwards onto your toes, back onto your heels, sideways, into your tummy etc).</i>
	POSTURE	<i>Change how you stand or sit (upright, back hunched over, shoulders slumped, head down etc).</i>

WEEK 3 & 4		
Preparation	Think how you can demonstrate the characters	
Terminology	HIERARCHY	<i>Who is more important? In Commedia there are Masters, and Servants and the ones in the middle.</i>
	KEY MOVEMENT	<i>A key move a character does unique to them, like a signature move (for example Pantalone falls on the floor and curls up like a dying insect when scared).</i>

WEEK 5 & 6		
Preparation	Explore the Commedia dell'arte characters	
Terminology	Revision: DIRECTOR	<i>Look at the play and check that everyone can be seen, heard and the script is clear. Suggest ways actors can improve (more like their Commedia character, face, body, voice etc).</i>
	BLOCKING	<i>When it is decided where actors stand and move to. Actors find it beneficial to mark these moves on their script.</i>



Commedia dell'arte: Is based around a core group of characters each with a particular way of moving and a name. It began in a rural region of Italy, as an entertainment improvised by people in the streets and town squares.



SUPPORT & RESOURCES

Week 1 & 2:	Week 3 & 4:	Week 5 & 6:
The History of Commedia: https://shorturl.at/xEF02	Extra information: https://shorturl.at/bclmz	What is <u>Blocking</u> ? https://shorturl.at/Imqx8

I NEED TO KNOW:

By the end of this term, you will develop an understanding of how to stay fit for life and how to be a leader.

Healthy Me		

Healthy Me		
Y8 Assessment	Fitness testing	
Components of fitness	Power	<i>Sargent Jump</i>
	Agility	<i>Illinois agility test</i>
	Co-ordination	<i>Wall toss test</i>
	Flexibility	<i>Sit and reach test</i>

Healthy Me		
Through Y8 assessment	Fitness testing	
Components of fitness	Speed	<i>30 m sprint</i>
	Stamina	<i>Multi Stage fitness test</i>
	Reaction Time	<i>Ruler Drop test</i>
	Balance	<i>Standing Stork</i>

Effective teams and sportsmanship		
Through football/rugby	Developing leadership roles.	
Leadership	Leading	<i>A warmup or part of a lesson</i>
	Planning	<i>A small sided game/drill</i>
	Organising	<i>Equipment students' space</i>

Leadership Skills		
	Know what positive feedback and leadership is.	
	Optimistic	<i>Believe in yourself</i>
	Positive affirmation	<i>I cant do it yet...</i>
	FAIL	<i>First Attempt at Learning</i>
	Be kind	<i>To yourself and others</i>

Leadership Skills		

I NEED TO KNOW:

That the structure of the Earth creates tectonic plates, and these cause hazards.

<https://www.bbc.com/bitesize/guides/z3sg87h/revision/1>

Check out this fantastic guide to earthquakes!

<https://www.bbc.com/bitesize/guides/z3sg87h/test>

TEST your knowledge here!!

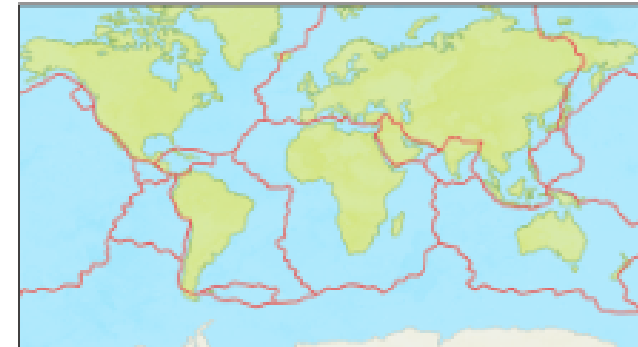
Volcanoes

- Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing **magma** to sometimes **erupt** through it.
- Active volcanoes have **erupted** in the last 10 000 years.
- Dormant volcanoes haven't **erupted** in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to **erupt** again.

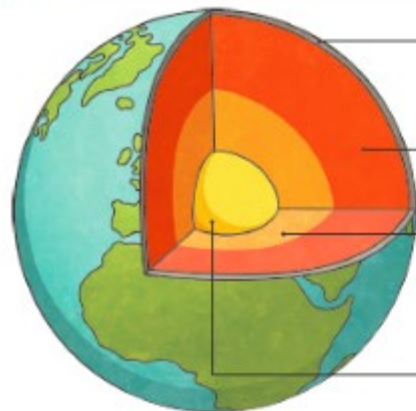


Earthquakes

- Earthquakes are caused when the earth's **tectonic plates** suddenly move.
- Most earthquakes occur near the **tectonic plate boundaries**.
- Earthquakes can cause lots of damage to roads, buildings and property.



Layers of Earth



Crust
Thin outer layer. Hard rock. 10km-90km thick.

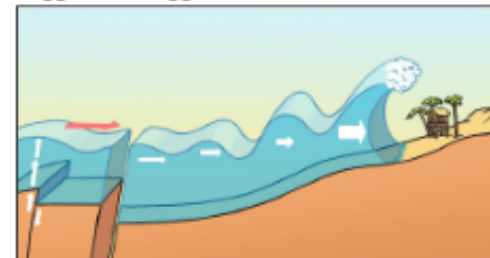
Mantle
Extremely hot rock that flows. 3000km thick.

Outer core
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

Inner core
Iron and nickel. Hottest layer at over 5000°C.

Tsunamis

- A tsunami is a giant wave caused by a huge earthquake under the ocean.
- The earthquake causes a large amount of water to be displaced very quickly causing a series of waves.
- As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives.



I NEED TO KNOW:

The consequences of the Industrial revolution for people

Year-8-History-KO-Spring 1-2017 x +

File | N:/Knowledge%20Rubbish/Year-8-History-KO-Spring%201-2017.pdf

1 of 5

Knowledge Organiser – Industrial Revolution		Key words	
Key Events		21	Political – things to do with power
1	1712 - Thomas Newcomen invented the first productive steam engine.	22	Economic - things to do with money
2	1733 - James Kay invented the Flying Shuttle, a simple weaving machine.	23	Social - things to do with society and how people live/ feel
3	1769 - Richard Arkwright invented the water frame, which hooked up spinning machines to a water wheel.	24	Industry – The process of making products by using machines and factories
4	1800 - 10 million tons of coal mined in Great Britain	25	Revolution - This can mean a quick change in conditions in a country. This may be in government or in peoples lives.
5	1812 - Parliament passes law making it illegal by penalty of death to destroy industrial machines.	26	Population – the whole number of people living in a country or area
6	1816 - George Stephenson patented a steam engine locomotive that ran on rails.	27	Cholera - a disease that causes diarrhea and was spread by the faeces in the streets. John Snow discovered the link between waster, sewage and cholera in 1849
7	1825 - Stephenson commissioned to construct a 30-mile railway from Liverpool to Manchester.	28	Textiles – Cloth made by weaving or knitting fibres together. The textiles industry grew rapidly due to the invention of machines
8	1833 - The first Factory Act provides first small regulation of child labor in textile factories.	29	Agriculture – the process of producing food, and fibres by farming of certain plants and raising of animals. This is also known as farming
9	1844 - Friedrich Engels publishes his observations of the negative effects of industrialization in The Condition of the Working-Class in England.	30	Poverty – the lack of basic human needs, such as clean water, nutrition, healthcare, education and shelter. Many lived in poverty during the Industrial Revolution because of low wages.
10	1849 - 10,000 people die in three months in London from Cholera epidemic.	31	Mass production – the production of many products, eg textiles. This method was introduced into the spinning of cotton thread by Richard Arkwright.
11	1849 - 6,031 miles of railroad track in Great Britain.	32	Rural – countryside area in which the population is spread thinly
12	1875 - Public Health Act gives government responsibility to ensure public health for housing and sewage.	33	Workhouse – would house and look after the poor. In return they would work to produce goods
13	1880 - Education Act made school compulsory for children up to age 10.	34	Act - A written law passed by parliament.
14	1890 - 35,00 miles of railroad track in Great Britain.		
15	1905 - 236 million tons of coal mined in Great Britain.		
Key Concepts			
16	Industrial Revolution – a huge change in Britain between 1750-1900 were the country changed from living and working on the land, to living in cities and working in new factories.		
17	Economy – the system of how money is made and used within a particular country. This is based on how many goods and services are produced and how much money is spent.		
18	Public Health – the approach to medicine that is concerned with the health of the public as a whole. During the Industrial Revolution, Public Health Acts were passed to ensure all people were safe at work and in their home.		
19	Continuity - things stay the same		
20	Change – things become different		

I NEED TO KNOW:

How people have had religious experiences of the divine.

ULTIMATE QUESTIONS	Can an experience with God be life – changing?
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The divine is another name for God.

Sentence Starters			
<u>Connectives to justify ideas with evidence</u>	<u>Connectives in sequencing ideas</u>	<u>Connectives to compare and contrast</u>	<u>Connectives for conclusion</u>
For example Since..... As evidenced by... This infers... This suggests This implies...	Firstly.. To begin with.. Whereas... Secondly... In addition to.. More importantly In addition to this..	On the other hand Also Equally However Both Similarly By contrast Although Another view is...	To sum up In conclusion To sum up Overall In short



This lady claims to be the 70th miracle at Lourdes in France.



Angels	In many religions, a messenger from God
Miracles	An unexplained event that goes against the laws of science
Near Death experiences	When people experience death, talk about similar experiences and come back to tell people about the experience.
Reincarnation	An idea from Buddhism and Hinduism that life continues in another body after death.



Les domiciles	Homes
J'habite dans..	I live in...
Une grande/petite maison	A big/small house
Un grand/petit appartement	A big/small flat
Une grande/petite ville	A big/small town
Un grand/petit village	A big/small village
Je voudrais habiter...	I would like to live...
À la campagne	In the country
À la montagne	In the mountains
Au bord de la mer	At the seaside
Dans un vieux château	In an old castle
Dans une vieille chaumière	In an old cottage
Dans une ferme	On a farm
Les prépositions	Prepositions
Dans	In
Devant	In front of
Derrière	Behind
Sous	Under(neath)
sur	on

Careers ideas!

If you love languages, travel and current affairs/world events you could become a news reporter or broadcast journalist.

Les pièces	Rooms
Chez moi, il y a...	In my home, there is/are...
(six) pièces	(six) rooms
Le salon	The living room
Le jardin	The garden
La cuisine	The kitchen
La salle à manger	The dining room
La salle de bains	The bathroom
Ma chambre	My bedroom
La chambre de mes parents/ma soeur/mon frère	My parents'/sister's/brother's bedroom
Il n'y a pas de jardin	There is no garden
Les meubles	Furniture
Le bureau	Desk
Le canapé	Sofa
Le lit	Bed
Le frigo	Fridge
L'armoire	Wardrobe
La chaise	Chair
La machine à laver	Washing machine
Le lavabo	Wash basin
La douche	Shower
La fenêtre	Window

I NEED TO KNOW:

Talking about where you would like to live, describing your home, talking about meals, shopping for food & special events

Le petit-déjeuner	Breakfast
Pour le petit déjeuner, je prends...	For breakfast, I have...
Du beurre/du pain	Butter/bread
Du café/du lait/de thé	Coffee/milk /tea/
Du chocolat chaud	Hot chocolate
Du jus d'orange	Orange juice
De la confiture	Jam
Des céréales	cereal
Une tartine	A slice of bread and butter
Je ne mange rien	I don't eat anything
Les provisions	Food shopping
Il faut acheter...	We/you need to buy
Un litre de lait	A litre of milk
Un paquet de farine	A packet of flour
(quatre) tranches de jambon	(4) Slices of ham
Un kilo de bananes	1kg of bananas
500 grammes de pommes	500g of apples
250 grammes de fraises	250g of strawberries
Une tablette de chocolat	A bar of chocolate
Une bombe de crème Chantilly	A spray can of whipped cream

Le dîner	Evening meal
D'habitude, on mange...	Usually, we eat...
Du poisson/du poulet	Fish
De la pizza/de la viande	Pizza/meat
Des fruits/des pâtes	Fruit/pasta
Des plats à emporter	Takeaway food
Comme dessert, je prends...	For dessert, I have...
Du yaourt	Yoghurt
Une mousse au chocolat	A chocolate mousse
De la glace (à la fraise)	(strawberry) ice-cream
Je suis végétarien(ne)	I am vegetarian

Stratégie 4 : Faux amis – False Friends

You have already learned how to use cognates and near-cognates to help you work out the meaning of French words. These are words which are spelled exactly the same or nearly the same as English words and have the same meaning as in English.

But you must be careful – there are some French words that are spelled the same or nearly the same as English words but mean something completely different! They are called **Faux Amis** (false friends)

Les mots essentiels	High frequency words
Chez (moi)	At (my) place
Il y a	There is/are
Il n'y a pas de	There isn't/aren't
Ne...rien	nothing
pour	for

I NEED TO KNOW: Arranging to go out, getting ready to go out and talking about what you wear.

La ropa	Clothes
una camisa	a shirt
una camiseta	a T-shirt
un jersey	a jumper
una sudadera	a sweatshirt
una falda	a skirt
un vestido	a dress
una gorra	a cap
unos pantalones	some trousers
unos vaqueros	some jeans
unas botas	some boots
unos zapatos	some shoes
unas zapatillas de deporte	some trainers
Los colores	Colours
amarillo	yellow
azul	blue
marrón	brown
morado	purple
rojo	red
verde	green

blanco	white
gris	grey
naranja	orange
negro	black
rosa	pink
de muchos colores	multi-coloured

High frequency words:

al/a la	to the
del/de la	of the
demasiado/a	too (much)
demasiados/as	too (many)
este/esta	this
está	(he/she/it) is
estos/estas	these
por eso	for this reason
por supuesto	of course
¡Lo pasé fenomenal!	I had a fantastic time!

¿Cómo te preparas?	How do you get ready?
Me baño.	I have a bath.
Me ducho.	I have a shower.
Me lavo la cara.	I wash my face.
Me lavo los dientes.	I brush my teeth.
Me visto.	I get dressed.
Me maquillo.	I put on make-up.
Me peino.	I comb my hair.
Me aliso el pelo.	I straighten my hair.
Me pongo gomina.	I put gel on my hair.

¿Te gustaría ir al cine?	Would you like to go to the cinema?
a la bolera	to the bowling alley
al centro comercial	to the shopping centre
a la pista de hielo	to the ice rink
al polideportivo	to the sports centre
al lado de la bolera	next to the bowling alley
delante de la cafetería	in front of the café
detrás del museo	behind the museum.
enfrente del parque	opposite the park