



**Need** ● ● ●  
**toKNOW**  
LOOE COMMUNITY ACADEMY

Year 8  
Summer 1

*Be the*  
**BEST**  
*you can be*

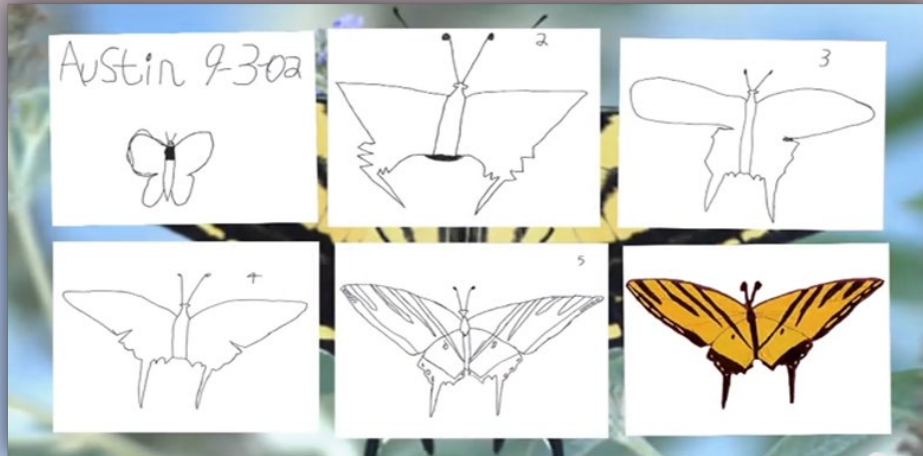




**Need to KNOW**  
LOOE COMMUNITY ACADEMY

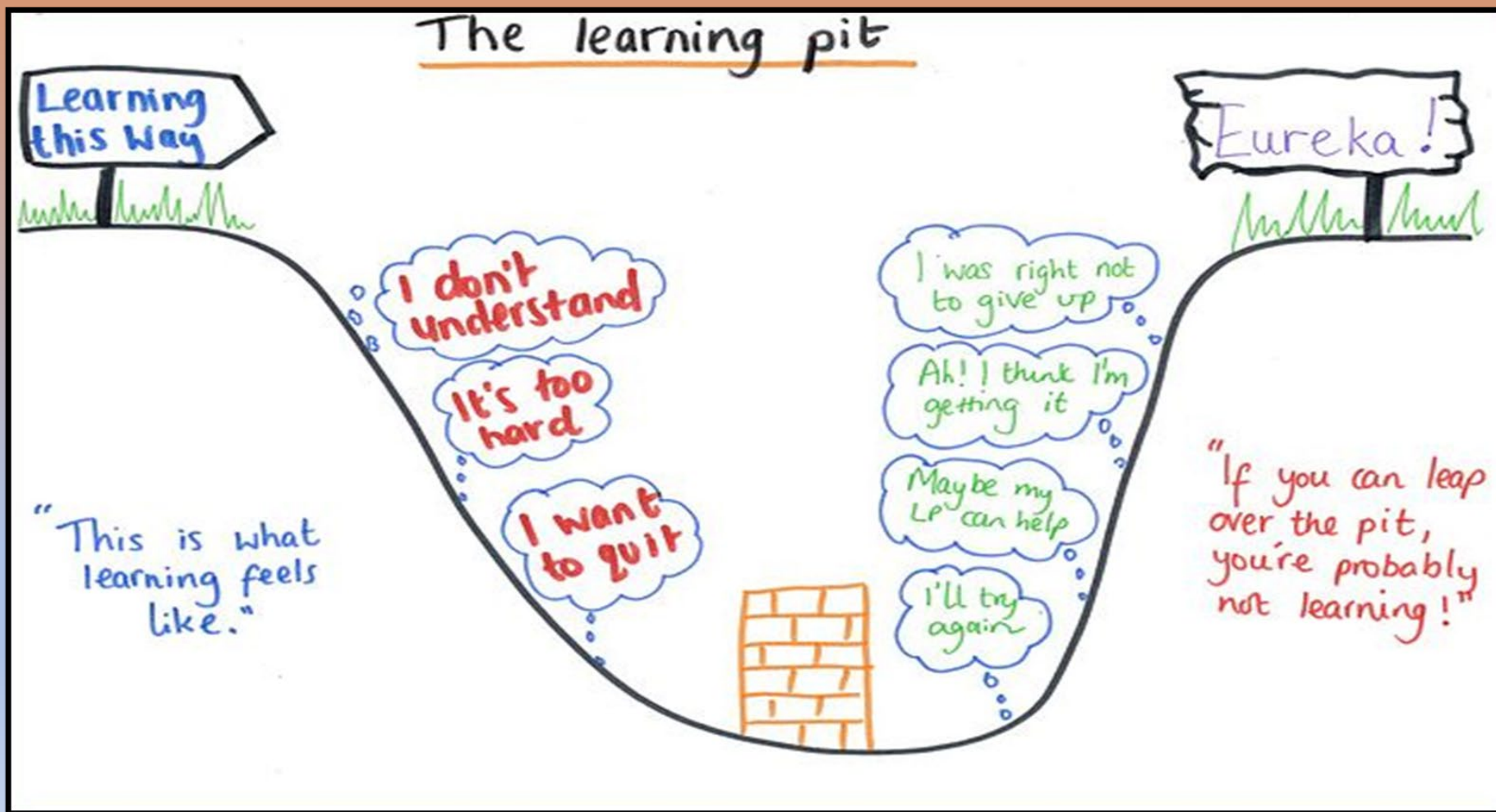
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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:

**What is impact is of negative behaviours in the community and online.**

What antisocial behaviour and knife crime is and the impact it has on others and the dangers of the internet

**Anti-social behaviour** – behaviour likely to cause alarm, harassment, or distress to other people around you.

**Legal ramifications** – consequences that involve the law – e.g. getting prosecuted or a criminal record.

**Peer Pressure** – The pressure felt to do what people in your age group are doing and to do what they want you to do.

**Knife Crime** – illegal activities involving knives, e.g. carrying a knife, using a knife as a weapon, hiding a knife used as a weapon, selling a knife or possessing a knife as a weapon.

**Consent** – to give permission for something to happen.

**Non-consensual** – doing something without someone's permission.

**Non-consensual sex** – this means rape.

**Sexting**- sending, receiving, or forwarding sexually explicit messages, photographs or images, usually between mobile phones but could be any digital device.

**Pornography** – Often called porn, is printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.



I NEED TO KNOW:

The types of question in English Language Paper 1 and how to answer them.

**Exam Information**

Time: 1 hour 45 mins

Section A: Reading 1 hour

Section B: Writing 45 mins

**Week 1**

**Question 1: 4 marks/ 5 mins**

Find 4 pieces of information.

**Question 2: 9 marks/10 mins.**

3 PEEDS of language analysis.

**Weeks 2 and 3**

**Question 3:**

**8 marks/10 mins.**

3 PEES analysing the writer's use of structure.

**Week 4**

**Question 4: 20 marks/20 minutes**

4 PEEDLS analysing language and structure.

**Weeks 5 and 6**

**Question 5: Narrative and/or descriptive writing  
40 marks/45 mins**

- Hooking the reader
- Establishing characters
- Use of dialogue and accurate speech marks
- Language techniques
- Senses
- Show not tell

<https://www.youtube.com/watch?v=pBBDD8Rwd0o>

- 5 types of punctuation
- Paragraphing
- Varied sentences
- Spelling

**Question 2 and Question 4**

**Language Techniques**

Simile

Metaphor

Personification

Imagery

Noun

Adjective

Verb

Adverb

Juxtaposition

**Question 3 Structure**

**Focusing** - points the attention of the reader.

**Introducing** - when a character or idea is first mentioned.

**Developing** - as we are given more information, we learn more about a character or situation.

**Changing** - how the writer changes the focus to a new character or event.

**Concluding** - where does it the extract end?

**PEEDL**

**Point** = name the technique

**Evidence**= quote " "

**Explain**= explain what the quote shows/the effect

**D**= develop ideas further. Pick a key word for questions 2 and 4.

**L**= Link to the question if you haven't answered it clearly enough.

**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	$\frac{6}{2} = 3$

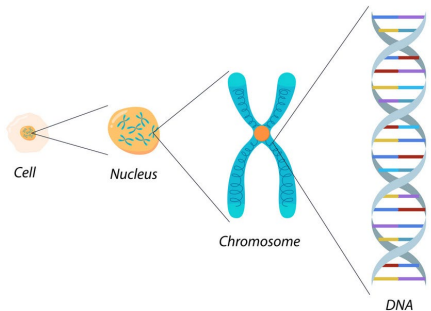
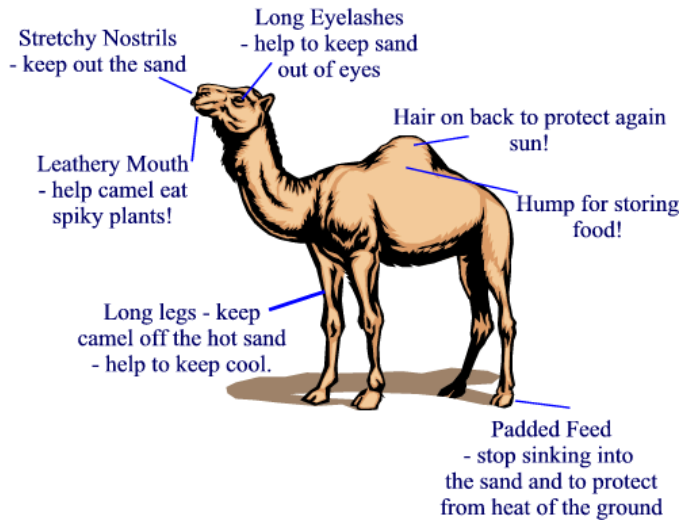
I NEED TO KNOW:

- How different organisms are adapted to their environment
- The structure of the earth
- The greenhouse effect and how it is linked to climate changes
- The carbon cycle
- Describing a motion graph

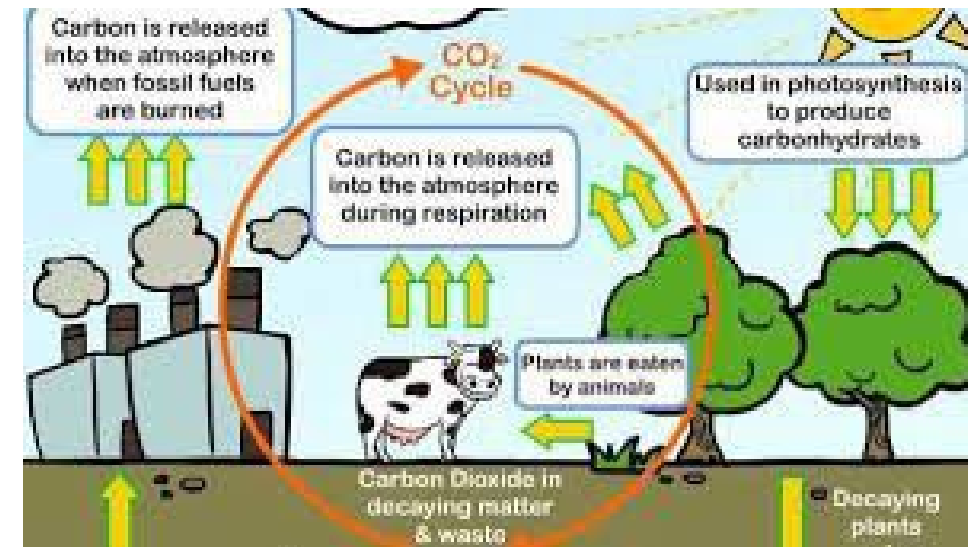
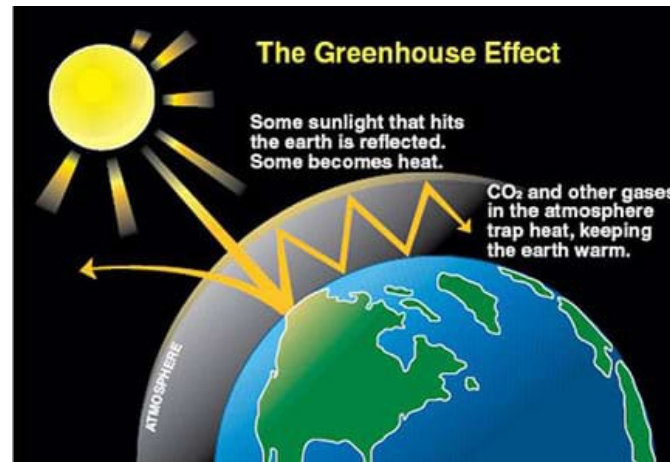


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<https://www.bbc.co.uk/bitesize/articles/zq2m2v4#ztjmm39>  
<https://www.bbc.co.uk/bitesize/topics/z4brd2p>

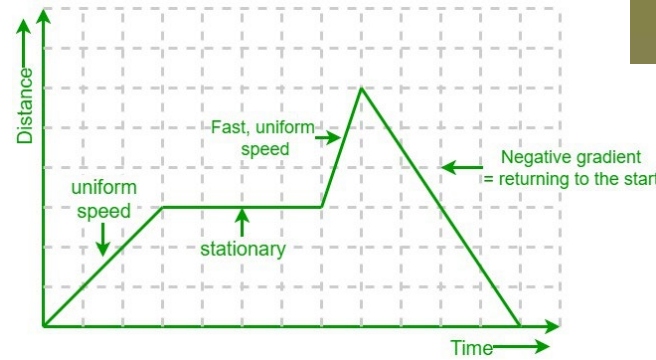
1. Adaptations and inheritance



2. The earth



3. Motion & pressure



What Is Climate Change? ... Climate change refers to long-term shifts in temperatures and weather patterns.

The greenhouse effect is a process that occurs when gases in Earth's atmosphere trap the Sun's heat.

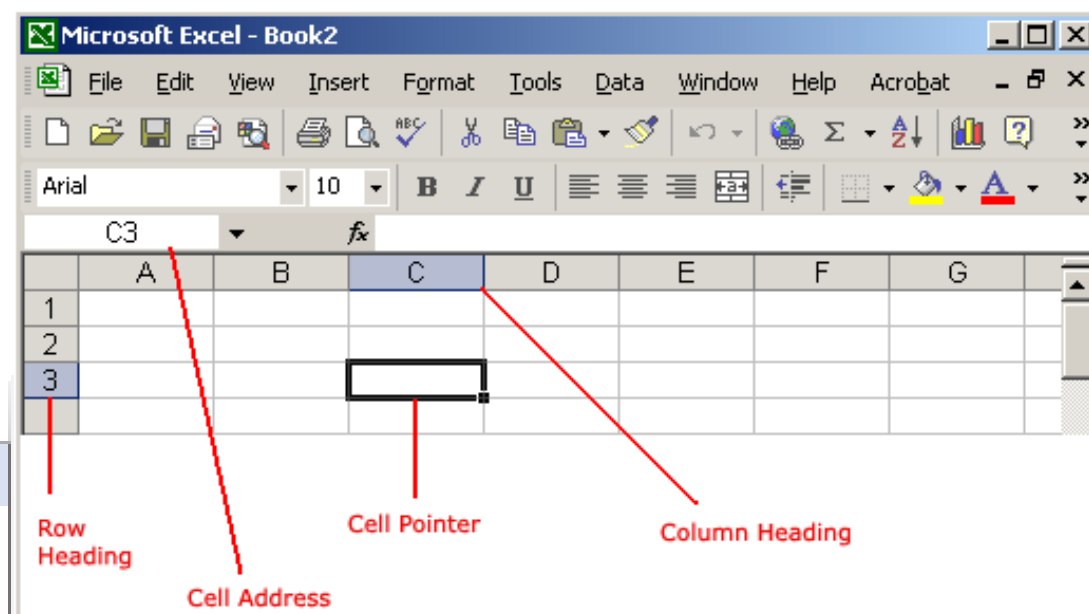
I NEED TO KNOW:

How to use formulas and calculations within a spreadsheet



=SUM(A1:A5)  
 =COUNT(A1:A5)  
 =AVERAGE(A1:A5)  
 =MIN(A1:A5)  
 =MAX(A1:A5)  
 =IF(A1>33,"P","F")

	A	B	C	D	E
1	25		<b>Operation</b>	<b>Result</b>	<b>Formula</b>
2	5		Addition	30	=A1+A2
3			Subtraction	20	=A1-A2
4			Multiplication	125	=A1*A2
5			Division	5	=A1/A2



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.

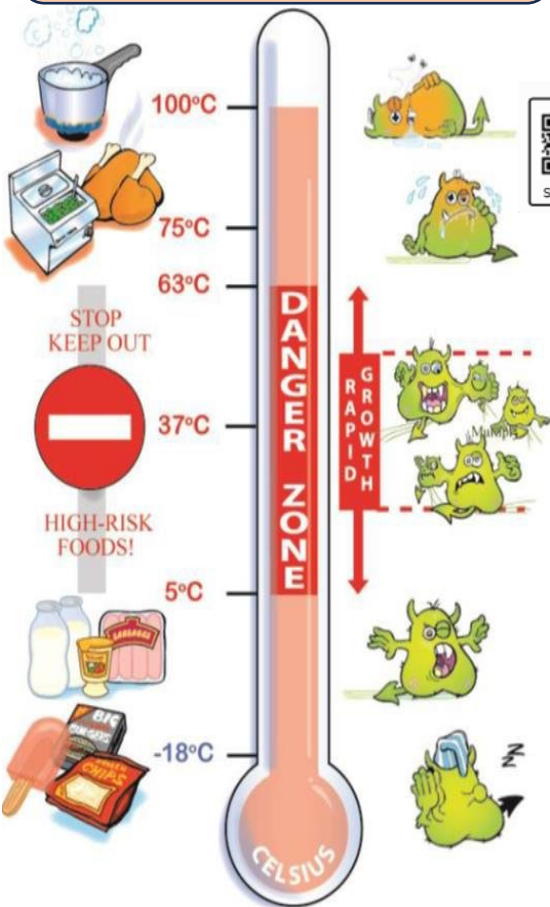
There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.



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

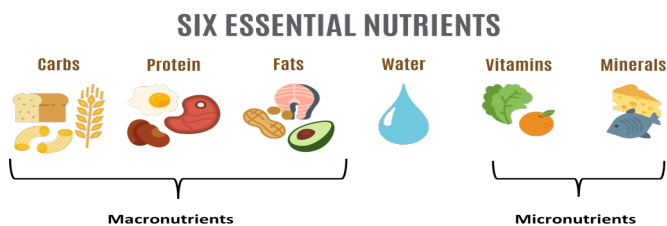
- Improve memory and brain function
- Better weight control
- Protect against many diseases
- Improve heart health, lower blood pressure
- Improve sleep quality
- Reduce the feeling of anxiety or depression
- Improve joint-pain and to move without pain
- Maintain muscle strength and balance
- Increase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

**I NEED TO KNOW:**

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

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

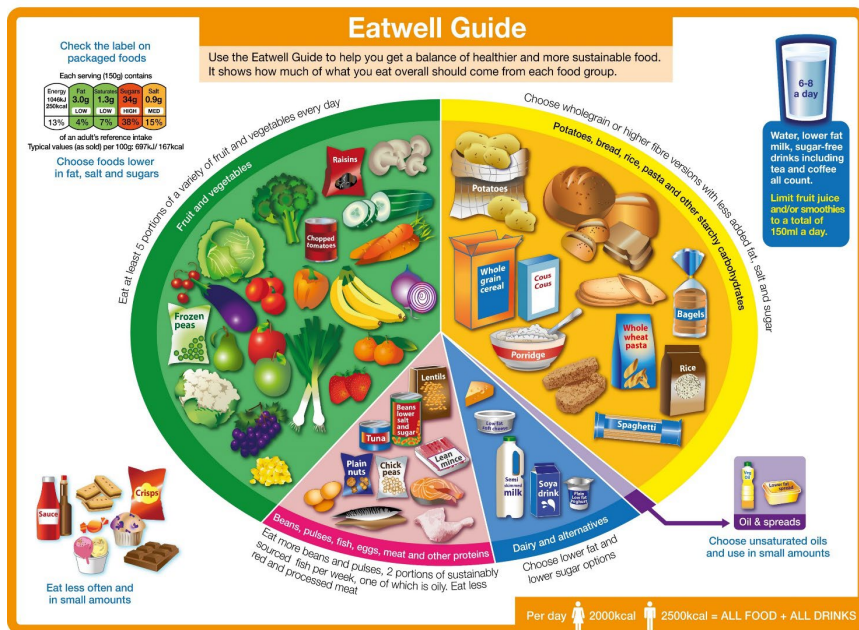
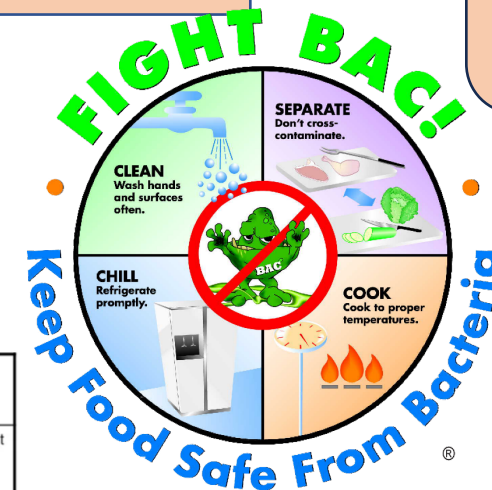
Using the four Cs in food hygiene to prevent Food Poisoning



The different ways of baking cakes

**Methods of making (Processes)**

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

**I NEED TO KNOW:**

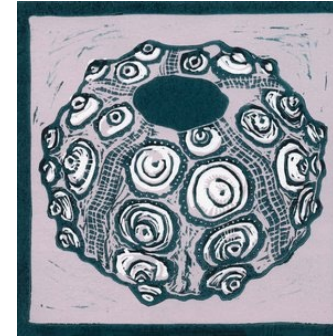
Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

**CONCEPT OR DIAGRAM**



Kate Watkins

Albertus Seba



KEY WORDS		WEEKS	PREPARATION TASK & HELPFUL LINKS
<b>SHAPE</b>	An element of art that is two-dimensional, flat, or limited to height and width.		Research into different types of mark making.
<b>FORM</b>	Connotes something that is three-dimensional and encloses volume, having length, width, and height.	WEEK 1	<a href="https://goo.gl/eCqcY3">goo.gl/eCqcY3</a>
<b>SCALE</b>	The relative size of something.	WEEK 2	Research Albertus Seba
<b>PROPORTION</b>	Ensuring the correct size of objects/things in a picture in comparison to each other.	WEEK 2	<a href="https://en.wikipedia.org/wiki/Albertus_Seba">https://en.wikipedia.org/wiki/Albertus_Seba</a>
<b>COMPOSITION</b>	The placement or arrangement of visual elements or ingredients in a work of art.	WEEK 3	Look at other artists who have used different mark making techniques. <a href="https://goo.gl/aznwG9">goo.gl/aznwG9</a>
<b>SYMMETRY</b>	Symmetry is what occurs when one side of something balances out or mirrors the other.	WEEK 4	Look at the artists Kate Watkins
<b>PATTERN</b>	A repeating unit of shape or form.	WEEK 4	<a href="https://www.katewatkins.co.uk/portfolio/coastal">https://www.katewatkins.co.uk/portfolio/coastal</a>
<b>MARK MAKING</b>	The process of applying pencil to paper. You could broaden this to include applying media to anything (using pen and ink, paint on canvas, anything that leaves a mark on the page).	WEEK 5	Looking at other examples of symmetry in nature. <a href="https://goo.gl/H40vT">goo.gl/H40vT</a>
<b>CROSS HATCHING</b>	Is a form drawing that creates varying shades through the use of overlapping lines.	WEEK 6	Carryout 2 detailed observation drawings
<b>CONTINUOUS LINE</b>	The line in a continuous line drawing is unbroken from the beginning to the end.		

**I NEED TO KNOW:**

Exploring other ways of creative movement material other than

<p><b>WEEK K 1 &amp; 2</b></p>	<p><u><b>Just Dance and Move!</b></u> We are going to explore different ways of moving and working our bodies, from Just Dance, to Zumba, to an aerobics class.</p>
<p><b>WEEK K 3 &amp; 4</b></p>	<p><u><b>Calming it down!</b></u> Our bodies and minds are an amazing tool and we need to learn to look after them. Being able to listen to our bodies needs and sometimes taking things a little slower. We will be exploring Yoga and Pilates movements and finding the benefits those types of exercise bring to you mentally and physically.</p>
<p><b>WEEK K 5 &amp; 6</b></p>	<p><u><b>Time to Stop!</b></u> Continuing with focusing on the slower way of life we will explore different types of meditation and relaxation methods to further connect to moving our bodies in a more gentle way.</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
<b>Physical Health</b>	Physical is about the body
<b>Mental Health</b>	Our ability to deal with the ups and downs that life throws at us
<b>Mental Focus</b>	Stay focused on one task
<b>Relaxation</b>	Relaxation is a state your body can learn where it is soft and loose, and your mind is free from stress.
<b>Balance</b>	Being able to
<b>Grounded</b>	Well balanced

**I NEED TO KNOW:**

Recap on MUSIC FOUNDATIONS for moving into year 9

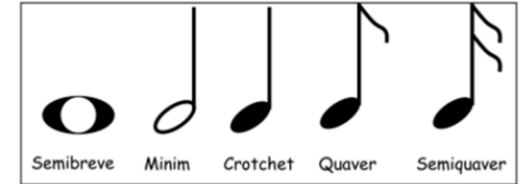
**KEYWORDS**

<b>Duration</b>	How long a note lasts for
<b>Pitch</b>	How high or low a note is
<b>Tempo</b>	How fast or slow a note is
<b>Dynamics</b>	How loud or quiet the music is
<b>Timbre</b>	The quality of sound
<b>Texture</b>	How thick or thin the music is
<b>Structure</b>	How the sections of music are laid out e.g. chorus, verse etc.
<b>Silence</b>	When the instruments stop playing



[Circle of Fifths](https://www.youtube.com/watch?v=O43EBVnwNvo)  
<https://www.youtube.com/watch?v=O43EBVnwNvo>

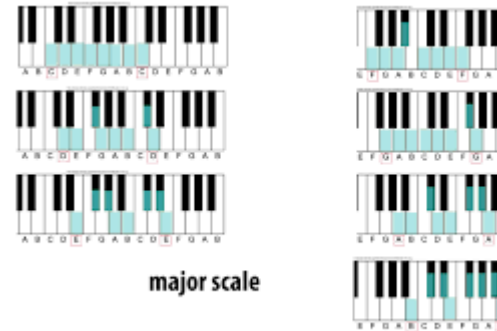
**NOTE VALUES**



**NOTE AND REST DURATION CHART**

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	

**Major scale**



NOTES on STAFF

**Concepts:**  
 Listening- Creating-Performing

I NEED TO KNOW:

## How to create characters physically.



WEEK 1 & 2		
<b>Preparation</b>	How can you create a character from a physical starting point?	
<b>Terminology</b>	<b>WEIGHT TRANSFERENCE</b>	<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>
	<b>POSTURE</b>	<i>Change how you stand or sit (upright, back hunched over, shoulders slumped, head down etc).</i>

WEEK 3 & 4		
<b>Preparation</b>	Think how you can demonstrate the characters	
<b>Terminology</b>	<b>HIERARCHY</b>	<i>Who is more important? In Commedia there are Masters, and Servants and the ones in the middle.</i>
	<b>KEY MOVEMENT</b>	<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		
<b>Preparation</b>	Explore the Commedia dell'arte characters	
<b>Terminology</b>	<b>Revision: DIRECTOR</b>	<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>
	<b>BLOCKING</b>	<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: <a href="https://shorturl.at/xEF02">https://shorturl.at/xEF02</a>	Extra information: <a href="https://shorturl.at/bclmz">https://shorturl.at/bclmz</a>	What is Blocking?: <a href="https://shorturl.at/Imqx8">https://shorturl.at/Imqx8</a>

I NEED TO KNOW:

**By the end of this term, how to make good decisions in striking and fielding games, be aware of my ability in athletics, and forfill my potential.**

Decision Making		
Thinking Me	Through striking and fielding	
Decision making skills	How to bowl effectively	Types of bowling, fast, spin, donkey drop underarm/overarm
	Fielding	Where to position fielders
	Throwing	Underarm, overarm, where
	Batting	Shot selection and where to hit it

Self Awareness and reflection		
Thinking Me	Through Athletics	
Understanding the demands of the event	Sprinting	Technique, start and finish
	Longer distance running	Pacing
	Throws	Rules, technique
	Jumps	Long jump and triple jump rules

Games Sense		
Physical Me	Through striking and fielding games	
Understand how to be effective in a game	Understand rules and scoring	Know the umpires signals
	Batting	Develop range of shots that can be played
	Team play	Positions and roles within the game
	Tactics	<i>Know and apply tactics</i>

Fulfilling Potential		
Physical Me	Through competition in athletics lessons	
Understanding of how to achieve their best	Running at maximum speed	Knowing how to sprint – start body position
	Running for distance	Pacing allowing for strong start and finish
	Throwing events	Throwing technique for javelin pulling and shot pushing action
	Jumping	Technique for long and triple jump

I NEED TO KNOW:

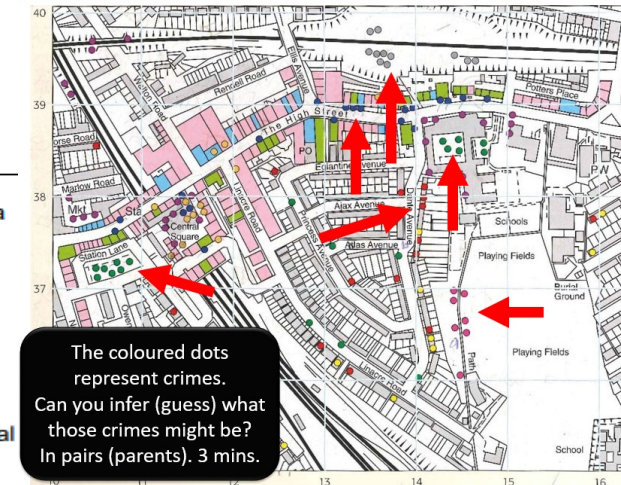
How Geography can be used to identify patterns, classify information, and ultimately fight crime

Key terms

Crime	an action or omission which constitutes an offence and is punishable by law.
Drugs	a medicine or other substance which has a physiological effect when ingested or otherwise introduced into the body.
Hierarchy	a system in which members of an organisation or society are ranked according to relative status or authority.
Consequence	a result or effect, typically one that is unwelcome or unpleasant.
Cause	make (something) happen.
Primary Industry	An industry involved in the extraction and collection of natural resources, also by activities such as farming and fishing.
Quaternary Industry	This sector consists of those industries providing information services, such as computing, ICT and R&D (research).
Distribution	how resources, activities, human demographics or features of the landscape are arranged across the surface of the Earth.
Issue	an important topic or problem for debate or discussion.
Gangs	an organised group of criminals.

Key questions

- Where does crime happen?
- How serious is the issue of crime in the UK?
- How bad is crime globally?
- What factors affect the seriousness of crime?
- What impact does crime have on workers?
- Is crime classed as a primary or quaternary service?
- How can crime be designed out?



Websites

[www.bbc.co.uk/bitesize/ks3/geography/spaces/crime](http://www.bbc.co.uk/bitesize/ks3/geography/spaces/crime)

Extended Learning Opportunity

How can a lack of strong governance be a factor towards crime, for example piracy?

How does crime link to SEEP in the UK?

Reducing crime levels can be helped by:

- designing areas** and houses to make it more difficult for crimes to be committed
- adding warnings** and alarms so that people are more aware of when crimes are being committed
- tracking goods** and people after a crime has been committed

The definition of crime is an offence punishable by law. Geography is important when studying crime because when a crime happens it always has a location, a time and a reason.

Understanding the patterns behind this helps:

- to see where crimes are most likely to be committed
- to combat crime
- to design areas to be more crime-proof

Crime can happen on an international scale as well as national or local. Heroin trafficking and piracy are two examples of international crime.

I NEED TO KNOW:

The consequences of the Industrial revolution for people

**Knowledge Organiser – Industrial Revolution**

**Key Events**

1	1712 - Thomas Newcomen invented the first productive steam engine.
2	1733 - James Kay invented the Flying Shuttle, a simple weaving machine.
3	1769 - Richard Arkwright invented the water frame, which hooked up spinning machines to a water wheel.
4	1800 - 10 million tons of coal mined in Great Britain
5	1812 - Parliament passes law making it illegal by penalty of death to destroy industrial machines.
6	1816 - George Stephenson patented a steam engine locomotive that ran on rails.
7	1825 - Stephenson commissioned to construct a 30-mile railway from Liverpool to Manchester.
8	1833 - The first Factory Act provides first small regulation of child labor in textile factories.
9	1844 - Friedrich Engels publishes his observations of the negative effects of industrialization in The Condition of the Working-Class in England.
10	1849 - 10,000 people die in three months in London from Cholera epidemic.
11	1849 - 6,031 miles of railroad track in Great Britain.
12	1875 - Public Health Act gives government responsibility to ensure public health for housing and sewage.
13	1880 - Education Act made school compulsory for children up to age 10.
14	1890 - 35,00 miles of railroad track in Great Britain.
15	1905 - 236 million tons of coal mined in Great Britain.

**Key words**

21	<b>Political</b> – things to do with power
22	<b>Economic</b> - things to do with money
23	<b>Social</b> - things to do with society and how people live/ feel
24	<b>Industry</b> – The process of making products by using machines and factories
25	<b>Revolution</b> - This can mean a quick change in conditions in a country. This may be in government or in peoples lives.
26	<b>Population</b> – the whole number of people living in a country or area
27	<b>Cholera</b> - 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
28	<b>Textiles</b> – Cloth made by weaving or knitting fibres together. The textiles industry grew rapidly due to the invention of machines
29	<b>Agriculture</b> – the process of producing food, and fibres by farming of certain plants and raising of animals. This is also known as farming
30	<b>Poverty</b> – 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.
31	<b>Mass production</b> – the production of many products, eg textiles. This method was introduced into the spinning of cotton thread by Richard Arkwright.
32	<b>Rural</b> – countryside area in which the population is spread thinly
33	<b>Workhouse</b> – would house and look after the poor. In return they would work to produce goods
34	<b>Act</b> - A written law passed by parliament.

**Key Concepts**

16	<b>Industrial Revolution</b> – a huge change in Britain between 1750-1900 where the country changed from living and working on the land, to living in cities and working in new factories.
17	<b>Economy</b> – 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	<b>Public Health</b> – 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	<b>Continuity</b> - things stay the same
20	<b>Change</b> – things become different

Global Changemakers

I NEED TO KNOW:



This unit is about exploring how religious and non-religious people have helped others based on their religious beliefs.

One Christian teaching is :

**Key Idea:** Acting charitably, with love and compassion, and following Jesus' teachings will earn a person a place in heaven; acting selfishly will earn a person eternal punishment

At the end of time, people will be divided up into two groups: sheep and goats

The sheep will sit on Jesus' right as they acted with compassion to others

The goats will sit on the left, as they were selfish and didn't follow Jesus' example

The sheep will go to heaven to be with God

The goats will go to hell to be punished

IDENTITY & COMMUNITY	Charity Community Service Sacrifice
ULTIMATE QUESTIONS	Should I stick to my beliefs even when facing great challenges?

Charity	Giving to others
Equality	People being given the same opportunities
Holocaust	During 2WW when over 6 million Jews, Romanies and other groups were killed
Immoral	wrong
Karma	An idea in Hinduism or Buddhism that actions have consequences
Sewa	Service in Sikhism- to care for others
Stewardship	Caring for the world



**I NEED TO KNOW:**

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

Les talents	Talents
Mon talent, c'est...	My talent is...
Chanter	Sing
Danser	Dance
Faire de la magie	do magic
Jouer du piano	Play the piano
Jouer du violon	Play the violin
Jouer de la guitare	Play the guitar
Les ambitions	Ambitions
Un jour, je veux être...	I want to be...
Chanteur professionnel/chanteuse professionnelle	A professional singer
Danseur professionnel/danseuse professionnelle	A professional dancer
Magicien professionnel/ magicienne professionnelle	A professional magician
Professeur (de musique)	A (music) teacher
Je veux jouer	I want to play
Dans un groupe de rock	In a rock band
Dans un grand orchestre	In a big orchestra

Donner des conseils	Giving advice
Tu dois...	You must...
Aller à l'audition	Got to the audition
Avoir confiance en toi	Have confidence in yourself
Faire un clip vidéo	Make a video clip
Participer au concours	Take part in the contest
Répéter tous les jours	Rehearse every day
Donner des excuses	Giving Instructions
Je ne peux pas parce que...	I can't because...
Je dois faire mes devoirs	I have to do my homework
Je dois faire du babysitting	I have to do babysitting
Je ne peux pas répéter chez moi	I can't rehearse at home
Tu peux...	You can...
Faire tes devoirs demain	Do your homework tomorrow
Répéter chez moi	Rehearse at my place

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

Donner des instructions	Giving instructions
Change ton attitude	Change your attitude
Chante plus fort	Sing louder
Enlève ton blouson	Take off your jacket
Éteins ton portable	Switch off your mobile
Fais plus d'efforts	Make more of an effort
Jette ton chewing gum	Throw away your chewing gum
Regarde la camera	Look at the camera
N'oublie pas ta casquette	Don't forget your cap
Gagner	Winning
J'aime gagner	I like to win
Je dois gagner	I have to win
Je peux gagner	I can win
Je voudrais gagner	I would like to win
Je vais gagner	I am going to win
Je veux gagner	I want to win

Le caractere	Personality
Il/Elle est...	He/ She is
très	Very
Trop	Too
Assez	Quite
Un peu	A bit
Arrogant(e)	Arrogant
Beau/belle	Beautiful
Cruel(le)	Cruel
Gentil(le)	Kind
Impatient(e)	Impatient
Impoli(e)	Impolite
Intelligent(e)	Intelligent
Marrant(e)	Funny
Vaniteux/vaniteuse	Vane
Sévère	Strict
Sincère	Sincere, honest
Stupide	Stupid
sympa	nice

Les mots essentiels	High-frequency words
À mon avis	In my opinion
Trop	Too
Je suis d'accord	I agree
Je ne suis pas d'accord	I disagree
C'est	It is
D'accord	OK
Pourquoi	Why
pardon	Sorry/excuse me

**Stratégie5**

More learning by doing. Here are some more tips on how to learn vocabulary:

- **Sing or rap your list of words.** Use the tune to a popular song
- **Say your words to the family pet.** They won't tell you off for making a mistake and they may get bored, but they will listen.
- **Beat the clock.** Use the cards you've made to see how many words you can say, translate or write correctly in one minute.
- **Play Pictionary with a friend.** Draw a word for them to guess. They have to say the word correctly in French. See who gets the most right.

**I NEED TO KNOW:** Describing a holiday home, activities and a world trip. Asking for directions.

La casa	The house
una cocina	a kitchen
una comedor	a dining room
un cuarto de baño	a bathroom
un dormitorio	a bedroom
un salón	a lounge
¿Dónde está...?	Where is...?
el parque de atracciones	the theme park
la pista de karting	the go kart-track
Sigue todo recto	Go straight on
Dobla a la derecha	Turn right
Dobla a la izquierda	Turn left
Toma la primera a la derecha	Take the first on the right
Toma la segunda a la izquierda	Take the second on the left
Cruza la plaza	Cross the square
Está a la derecha	It's on the right
Está a la izquierda	It's on the left

**High frequency words:**

bastante	quite
donde	where
esta, este	this
está	it is
muy	very
también	also, too

¿Qué se puede hacer?	What can you do?
Se puede(n)...	You can...
hacer senderismo	go hiking
hacer actividades náuticas	do water sports
hacer artes marciales	do martial arts
ir a la bolera	go bowling
ir al cine	go to the cinema
ir de compras	go shopping
ir de paseo en bicicleta	go on a bike ride
ir a la playa	go to the beach
ir al restaurante	go to the restaurant
jugar al golf	play golf
jugar al voleibol	play volleyball
jugar al tenis	play tennis
ver la catedral	see the cathedral
visitar un castillo	visit a castle