Shrewsbury Academy

Part of the **Marches** Academy Trust

YEAR 8

KNOWLEDGE ORGANISER

Name:

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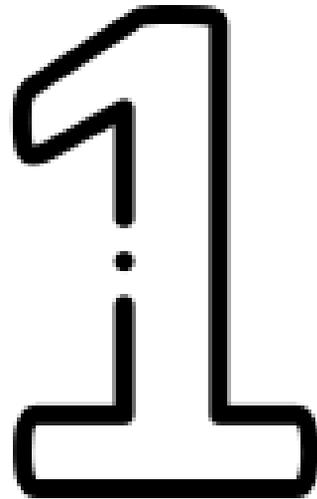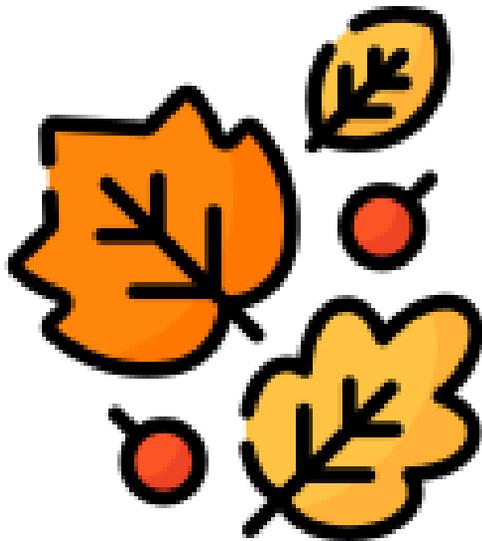
Contents Page

![Shrewsbury Academy - Part of the Marches Academy Trust]

AUTUMN TERM 1

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Risk Assessment	A process to identify hazards and reduce risks	Hazard	Something that could cause harm or injury
PPE (personal protective equipment)	Safety gear such as goggles, gloves, aprons worn to protect against hazards	Emergency stop	A button or switch that immediately turns off a machine in case of danger
First Aid	Basic medical treatment given before professional help arrives		

POWERFUL KNOWLEDGE

Why do we follow health and safety rules?
To prevent accidents and injuries
To protect ourselves and others
To take care of tools and equipment
To work in a clean and organized space

Types of PPE we use in the workshop:
Goggles - Protects eyes from dust, debris, and chemicals
Apron – Protects clothing and prevents them from getting caught in machines
Gloves - Used when handling certain materials
Dust mask - Protects from inhaling harmful particles
Ear defenders – Protects hearing from loud machinery

Health and Safety rules we follow:
No running
Tie long hair back
Remove jewellery
Hang up bags and coats
Stand up and tuck stools in during practical
Wear the necessary PPE
Listen carefully to instructions
Keep your distance from others
Know where the emergency stop buttons are
Tell the teacher if something breaks

Injury Prevention and First Aid:
Common injuries in DT:
- Cuts
- Burns
- Splinters

What to do in case of an accident:
1. Stop what you are doing – Put down tools safely.
2. Assess the injury – If it is minor, use first aid (e.g., wash a small cut and apply a plaster).
3. Inform the teacher – Even small injuries should be reported.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Hubris	Excessive pride	**Alliteration**	Where the words of a sentence all start with the same letter.
Humility	The opposite of hubris – humble and modest	**Plosives**	The use of letters p,t,k,b,d and g to make a harsh sound.
Symbolism	When writers use an image to represent an idea – A rose for love.	**Onomatopoeia**	Words which sound like the noise they describe.
Swan song	A metaphor for a dramatic act before death.	**Sibilance**	Repetition of the letter 'S' in successive words.

POWERFUL KNOWLEDGE

Greek myths are stories told that explain how the world began and what the world was like.

The stories follow the lives of **Greek gods**, **heroes**, **mythological creatures** and humans (**mortals**)

Characters...

ICARUS
Is imprisoned with his father on the island of Crete.

DAEDALUS
Father of Icarus – Inventor who creates wings from bird feathers and wax so they can escape

PLOT ...

Is imprisoned with his father on the island of Crete.

Daedalus warns Icarus not to fly too close to the sun or the wax on his wings will melt.

The sun melts the wax. Icarus falls into the sea and drowns.

Daedalus the Father of Icarus – creates wings from bird feathers and wax so they can escape.

Icarus is excited by being able to fly. He flies higher and higher.

Moral messages...

Morals are right and wrong behaviors, and the **goodness or badness** of human character or actions.

The message here is that **HUBIRS** is dangerous.

Writing in the 'third person'

'Third person limited'

The narrator isn't a character in the story and presents the feelings and experiences of **one character** using pronouns such as 'she', 'he', 'they', 'it'.

'Third person omniscient'

The narrator isn't a character in the story and presents the feelings and experiences of **mulitple character** using pronouns such as 'she', 'he', 'they', 'it'.

Creating convincing characters'

what they look like	
how they speak	
how they behave	
how other characters respond to them	
what will **intrigue** us about them?	

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KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Cuisine	Refers to a style or method of cooking, often associated with a particular region, culture or country	**Imports**	Goods or services that are brought into one country from another - for the purpose of trade or consumption
Ingredients	Individual components or items used to prepare a dish, recipe or product	**Dishes**	Prepared foods or meals that are made from a combination of ingredients
British	Anything related to Britain (UK) - which includes England, Scotland, Wales and Northern Ireland		

POWERFUL KNOWLEDGE

What is British cuisine?
Although Britain imports many of the foods we eat today, we still produce crops such as barley, wheat and potatoes. Livestock farming is important too, with chicken, turkeys, beef and dairy cows, pigs and sheep reared for food.

Some traditional ingredients from Britain are:
Vegetables – potatoes, parsnips, leeks, sprouts
Fruit – apples, strawberries, plums
Herbs – mint, chives, sage
Beef, lamb, poultry, pork, bacon, ham
Cheese – Cheddar, double Gloucester, Stilton, milk
Fish – mackerel, cod, haddock, salmon
Some traditional dishes made in Britain include:
Roast beef and Yorkshire pudding, fish and chips, shepherds pie, stews and casseroles, pies and pastries, sausages and mashed potatoes, Victoria sandwich cake, trifle, shortbread, custard, fruit crumbles and fruit pies

Meal	Description
Breakfast	First meal of the day
Elevenses	A mid-morning snack
Lunch	A light, quick lunch such as a sandwich, soup or salad
Dinner	A meal eaten in the evening – sometimes called supper or tea

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Adaptation	Actions taken to adjust to natural events or conditions	**Biome**	Areas of the planet with similar climates (hot desert, rainforests)
Oasis	Small patch of vegetation surrounded by desert	**Sahara**	A hot desert spanning across Northern Africa
Nomadic	Tribes that move from one place to another - no permanent residence	**Rain shadow**	A patch of land that is forced to become a desert
Bedouin Tribe	A nomadic tribe who inhabit desert regions globally		

POWERFUL KNOWLEDGE

Adaptations

Reduced number of stomata to reduce water loss by transpiration.

Needles instead of leaves, reducing loss by evapotranspiration.

Large capacity to store water in fleshy stems.

Large, network of roots absorb water rapidly after rainfall.

Camels
- humps store fat which a camel can break down into water and energy.
- broad, flat, leathery feet to spread their weight and provide protection from hot sand.

Interdependence

Interdependence includes:
- complex food webs
- sustainable coexistence of people, plants and animals in fragile semi-arid environments
- adaptations of plants and animals to soil and climate characteristics
- potential damage to the ecosystem inflicted by overgrazing etc.

Location
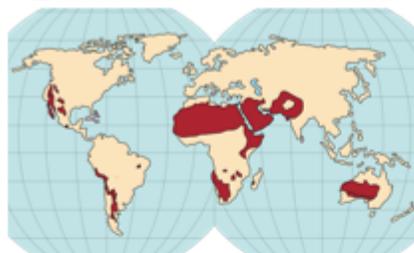
Around the Tropics of Cancer and Capricorn

Between 15° and 30° north or south of the equator

Characteristics

Climate – Arid (rainfall <250mm/year, summer temperatures >40°C and high pressure.

Water – Short supply, downpours when it rains, high evaporation rates.

Soil – Sandy or stony and dry. Very little organic matter and generally not very fertile.

Biotic – Low level of biodiversity. Many plants and animals have adapted to conditions.

People – Sparsely vegetated desert fringes = livestock farming.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Proportions	How elements of the work fit together in terms of their size and how they compare to one another	**Composition**	How the elements of an artwork are arranged or organised within frame or space
Creative	The ability to think imaginatively and original when making Art. It means using your own ideas, experimenting with different techniques and expressing yourself in unique ways.		

POWERFUL KNOWLEDGE

What is the meaning of 3D in Art?

3D art refers to artwork that has three dimensions: height, width, and depth. Unlike 2D art, which is flat and only has height and width (like drawings and paintings), 3D art has a sense of volume and space, making it appear more lifelike or realistic.

Culture Research – Day of the Dead

Day of the Dead is a Mexican holiday observed throughout Mexico and around the world in other cultures.

The holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died.

It is particularly celebrated in Mexico where the day is a public holiday. Day of the dead is also known as all soul's day.

Prior to Spanish colonization in the 16th century, the celebration took place at the beginning of summer. It was moved to October 31, November 1 and November 2 to coincide with the Roman Catholic triduum festival of All Hallowtide: All Hallows' Eve, Hallowmas, and All Souls' Day.

Natural Symmetry:
Human skulls are naturally symmetrical along the vertical axis. Most skulls, whether real or stylized, have similar shapes on either side of the midline (e.g., eyes, nose, cheekbones). This natural symmetry is often carried over into artistic representations for a sense of realism or balance.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Binary	The number system that uses only two digits, 0 and 1. It's the foundation of computing as all data is stored in binary form	**CPU (Central Processing Unit)**	The "brain" of the computer that performs most of the processing inside the computer. It carries out instructions from programs
Input device	A device used to enter data into a computer, such as keyboard, mouse	**Output device**	A device that displays the result of computer processes - monitor, printer
Operating Systems (OS)	Software that manages computer hardware and software and provides a platform for other software to run of such as Windows.		

POWERFUL KNOWLEDGE

Understanding the Basics of Computer Hardware and Software
What computers are made of: Students learn about the central processing unit (CPU), memory (RAM), storage devices (hard drives, SSDs), input/output devices (keyboard, mouse, monitor), and peripheral devices.

Types of software:
Understanding the difference between system software (e.g., operating systems like Windows or macOS) and application software (e.g., word processors, browsers).How hardware and software interact: How hardware components execute the instructions given by software to perform tasks.

Data Representation and Binary Systems
Binary system: Students understand how computers use binary (1s and 0s) to represent data and how this relates to everything from simple numbers to complex multimedia files.
Data conversion: Students learn how to convert binary to decimal, and vice versa, and how different types of data (text, images, sound) are encoded in binary.

Hazards in the Computer Room.
Electrical Hazards
Potential risks: Computers, monitors, printers, and other electronic equipment in the computer room are powered by electricity. Faulty or damaged cables and plugs, exposed wires, or improper use of electrical outlets can create a risk of electric shock or even fire. Precautionary measures: Always check cables for signs of wear or damage before using them.
Trip Hazards
(Cables and Wires)Potential risks: Loose or improperly managed cables and wires can pose trip hazards. In a computer room with multiple devices, cables can easily get tangled and create obstacles. Precautionary measures: Tidy up cables and place them out of walking paths using cable ties or cable trays.
Overheating and Fire Hazards
Potential risks: Computers, printers, and other equipment can overheat if not properly maintained, leading to a fire risk. This is especially true when ventilation is poor, or equipment is left on for too long without being turned off. Precautionary measures: Ensure that equipment is positioned with enough space around it for air circulation to prevent overheating.

Keywords	Definition	Example
Percentage	An amount 'out of 100'	12% of 40
Sequence	An order of which a shape or number follows	2, 4, 6, 8
Equation	2 mathematical expressions are equal to	3a = 12
Solve	Work out the missing value in an equation	

POWERFUL KNOWLEDGE

Work out 36% of 700

36% = 30% + 6%

10% of 700 = 70
30% of 700 = 70 × 3
= 210
1% of 700 = 7
6% of 700 = 7 × 6
= 42

36% of 700 = (30% + 6%) of 700
= 210 + 42
= 252

The price of a necklace was reduced by 15% in a sale.
If the necklace originally cost £640, what is the sale price?

15% = 10% + 5%

10% of 640 = 64
5% of 640 = 64 ÷ 2
= 32

15% of 640 = (10% + 5%) of 640
= 64 + 32
= 96

640 - 96 = 544

640
- 96
544

Work out
17% of 300

17 ÷ 100 = 0.17
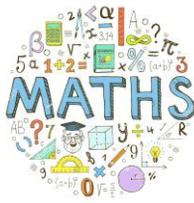
17% of 300 = 0.17 × 300
= 51

The original price of a coat was £45
In a sale its price was reduced by 14%
What is the sale price of the coat?

100% - 14% = 86%

86 ÷ 100 = 0.86

86% of 45 = 0.86 × 45
= 38.7

LAWS OF INDICES

$a^m \times a^n = a^{m+n}$	$2^5 \times 2^3 = 2^8$
$a^m \div a^n = a^{m-n}$	$5^7 \div 5^3 = 5^4$
$(a^m)^n = a^{m \times n}$	$(10^3)^7 = 10^{21}$
$a^1 = a$	$17^1 = 17$
$a^0 = 1$	$34^0 = 1$

Solving equations

You solve an equation by doing the **inverse** (opposite) process.

The inverse of adding (+) is subtracting (−).

The inverse of multiplying (x) is dividing (÷).

The inverse of squaring (^{2}) is square rooting ($\sqrt{}$).

Whatever is done to one side, must be done to other side too.

e.g. Solve $3x = 12$

$3x = 12$
$÷3 \big($ $\big) ÷3$
$x = \frac{12}{3}$
$x = 4$

We know 3x means x multiplied by 3, so to get the x on its own we need to do the inverse operation, which means dividing both sides of the equation by 3

Note: answers may not be integers (whole numbers) or even positive!

You need to be careful about the order that you undo an equation when solving.

e.g. Solve $4x + 2 = 14$

$4x + 2 = 14$
$-2 \big($ $4x$ $= 12$ $\big) -2$
$÷4 \big($ x $= 3$ $\big) ÷4$

We do the inverse of the +2 first as it is the last operation being applied to the x

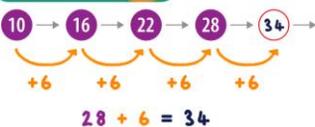(4 multipled by x plus 2)

vs

e.g. Solve $\frac{x+2}{4} = 12$

$x4 \big($ $\frac{x+2}{4} = 12$ $\big) x4$
$-2 \big($ $x + 2 = 48$ $\big) -2$
$x = 46$

This time we cannot do the inverse of +2 first as it is not the last operation being applied to the x
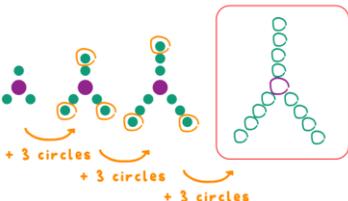
(x plus 2 divided by 4)

Use the term-to-term rule to work out the next term in this sequence.

First term: 10
Term-to-term rule Add 6

10 → 16 → 22 → 28 → (34) →
+6   +6   +6   +6

28 + 6 = 34

The start of a sequence of patterns made from circles is shown below.
The same number of circles is added each time.
Draw the 4th pattern in the sequence.

+ 3 circles
+ 3 circles
+ 3 circles

The nth term of a sequence is $9n + 12$
Complete the table with the first three terms of the sequence.

Position, n	1	2	3	...
Term, $9n+12$	21	30	39	...

$n = 1$	$n = 2$	$n = 3$
$9n + 12$	$9n + 12$	$9n + 12$
$= 9 \times 1 + 12$	$= 9 \times 2 + 12$	$= 9 \times 3 + 12$
$= 9 + 12$	$= 18 + 12$	$= 27 + 12$
$= 21$	$= 30$	$= 39$

The start of an arithmetic sequence is shown below.
Work out the nth term rule for this sequence.
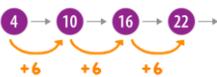
4 → 10 → 16 → 22 →
+6   +6   +6

n	1	2	3	4
sequence	4	10	16	22
6n	6	12	18	24
sequence − 6n	−2	−2	−2	−2

Rule: 6n + -2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Passing	The act of sending the ball using various parts of your foot to the receiver	**Receiving**	Controlling or taking the ball from the opposition or teammate
Dribbling	Controlling or moving with the ball predominantly with the use of feet	**Shooting**	The act or attempt of shooting at goal using various body parts
Tackling	Attempting to take the ball away from an opponent with the use of various forms	**Possession**	Maintaining and advancing with the ball without the opponent gaining the ball

POWERFUL KNOWLEDGE

Key Skills/Techniques

Passing Non-kicking foot is closest to the ball.. Kicking foot needs to be at a right angle to the ball. Body need to be over the ball.. Eyes focused upon the ball and arms are to be used for balance. Use different types of pass; short, medium, long.

Shooting Non kicking foot needs to be next to the ball and players needs to keep their body balanced with their head slightly over the ball. Contact the ball either with the side of the foot (placement of ball) top of the foot (to generate power). Both legs need to be fixed but when striking the ball, kicking foot needs to be fully extended on the follow-through. For accuracy, aim to shoot between the goal keeper and the posts

Dribbling Dribbling allows you to move the ball around the field without losing possession. Keep the ball close to your feet at all times, when running with it. Use the inside of your foot to control the ball when moving.. Don't look down when running with the ball. Keep your head up.

Heading The forehead is used to contact the ball. Eye must be focused on the ball. Meet the ball with your head by moving your feet or jumping to gain the extra height advantage and power. Do not wait for the ball to hit your forehead.

Zonal Marking and Man to Man Marking Working in different zones to stop the opposition. Man to man marking to control and mark each individual opponent

Tactics

Vary the tactics and ways and styles you play and how and what formation you set up the game. Play to your opponent's weaknesses (if they are dominantly using their left foot, then play the balls on their right). Move opponents around he pitch to tire them out. Vary the pace and direction of passes. Think about a press. How you play the ball out from the back.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Attract	Pull towards each other	Circuit Breaker	Breaks circuit if current is too big
Core	Soft iron metal with solenoid wrapped around	Electromagnet	Magnet created by electric current in a wire
Loudspeaker	Converts varying potential difference into sound	Permanent Magnet	Constantly magnetized material
Magnetic Pod	End of magnet with force	Field Line	Represents magnetic field direction

## POWERFUL KNOWLEDGE

- A **magnet** a north and a south pole
- **Magnetic materials** will experience a magnetic force when placed near a magnet
- The three magnetic metals are iron, nickel and cobalt
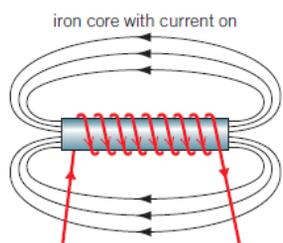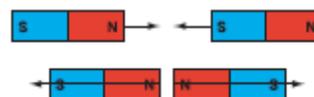
- **Electromagnets** are made by wrapping a coil of wire around a magnetic **core** and can be turned on and off
- The electromagnet will produce the same magnetic field shape as a bar magnet
- You can increase the strength of an electromagnet by increasing the number of turns on the coil or increasing the current

- A **magnetic field** is an area where a magnetic material experiences a force
- **Magnetic field lines** represent the field, these always travel from north to south
- The closer together the magnetic field lines are, the stronger the magnetic field
- Find out the shape of a magnetic field with plotting compasses or iron filings
- The Earth has its own magnetic field, which acts like a giant bar magnet which allows compasses to work when navigating around the Earth
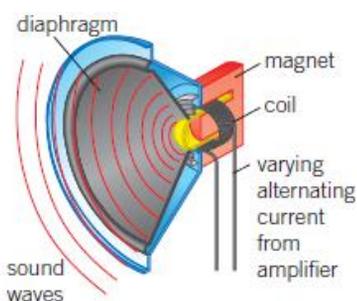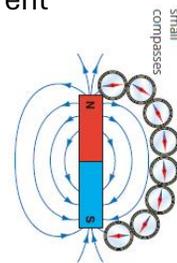
Circuit breakers
- Circuit breakers detect changes in current in a house, and will break a circuit
- They are safety devices that can then be reset and used again

Loudspeakers
- Loudspeakers use an electromagnet to generate sound
- A current passes through the coil and creates an electromagnet, this repels another permanent magnet which moves the cone in and out creating sound

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Atheist	Someone who doesn't believe in God	**Theist**	Someone who has a belief in God
Agnostic	Someone who is unsure of their belief in God	**Omnipotent**	All powerful
Omnibenevolent	All Loving	**Monotheism**	Belief in one God
Natural Suffering	Suffering due to natural causes	**Evil**	Morally wrong, bad or wicked

POWERFUL KNOWLEDGE

Religious views about the nature of God – The majority of the world's major religions hold some similar ideas about the nature/characteristics of God. These beliefs include that God is **omnipotent** (all-powerful) and has the ability to do anything. Also, that God is **omnibenevolent** (all-loving) and cares for all things on earth. Additionally, that God is **omnipresent** (present-everywhere) at once. Furthermore, that God is **omniscient** (all-knowing) and there is nothing God is not aware of. Finally, God is the **creator** of the earth/universe.

The **design argument** (supporting the belief in God) – **William Paley** – Paley argued that the world is like a watch in the desert. If you found a watch in the desert and opened it up, you would think that due to all its intricate mechanisms that it could not just be there by chance but must in fact have a designer. The earth is also extremely complex, just like the watch and therefore must have a designer, God

The **cosmological argument** (supporting the belief in God) – **Thomas Aquinas** – Aquinas's argument was that nothing happens without a cause and therefore the earth could not be here without something creating it, God.

Religious experiences are another reason that some people believe in God. These may include **miracles** (actions that cannot be explained by laws of nature or science), **visions, dreams worship** etc.

There are also many arguments against the existence of God, some of which are **scientific**, such as the **theory of evolution** and the **big bang theory.** These theories point to alternative causes of the earth and its organisms. They show that the earth is billions of years old and has changed over time going against the theory God created it as it is now. The evolution theory shows that animals have changed over time are were not always as they are now.

Natural and moral suffering are other reasons that some people do not believe in God. These people question the ideas that God is all-powerful and all-loving when there is so much suffering in the world , therefore there must be no God.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Fui	I went	**Viajé**	I travelled
Alojamiento	Accommodation	**Actividades**	Activities
Fue	It was	**El año passado**	Last year
A	To	**Con**	With

Los países   *Countries*
1. Escocia   *Scotland*
2. Italia   *Italy*
3. Francia   *France*
4. Inglaterra   *England*
5. Grecia   *Greece*
6. España   *Spain*

El transporte   *Transport*
1. El coche   *Car*
2. El avión   *Aeroplane*
3. El autobús   *Bus*
4. El autocar   *Coach*
5. El barco   *Boat*
6. El tren   *Train*
7. La moto   *Motorbike*
8. La bicicleta   *Bike*

1. ¿Adónde fuiste de vacaciones?   *1. Where did you go on holiday?*
   - *Fui a España*   • *I went to Spain*
   - *Fui a Grecia*   • *I went to Greece*
   - *Fui a Italia*   • *I went to Italy*
2. ¿Con quién fuiste?   *2. Who did you go with?*
   - Fui con mi familia   • *I went with my family*
   - Fui con mi clase   • *I went with my class*
   - Fui con mis amigos   • *I went with my friends*
3. ¿Cómo fuiste?   *3. How did you get there?*
   - Fui en avión   • *I went by plane*
   - Fui en coche   • *I went by car*
   - Fui en tren   • *I went by train*

¿Qué hiciste?   ***What did you do?***
1. Visité monumentos   *I visited monuments*
2. Compré una camiseta   *I bought a t-shirt*
3. Saqué fotos   *I took photos*
4. Monté en bicicleta   *I rode my bike*
5. Descansé en la playa   *I rested on the beach*
6. Mandé SMS   *I sent text messages*
7. Bailé   *I danced*
8. Nadé en el mar   *I swam in the sea*
9. Tomé el sol   *I sunbathed*

¿Cómo te fue?   ***How was it?***
1. Fue guay   *It was cool*
2. Fue raro   *It was weird*
3. Fue regular   *It was OK*
4. Fue un desastre   *It was a disaster*
5. Fue horrible   *It was horrible*
6. Fue divertido   *It was fun*
7. Fue flipante   *It was awesome*
8. Fue genial   *It was great*
9. Fue horroroso   *It was horrible*
10. Perdí mi pasaporte   *I lost my passport*
11. Llovió   *It rained*
12. Hizo buen tiempo   *The weather was good*
13. Comí algo malo   *I ate something bad*
14. Vomité   *I was sick*
15. Visité monumentos   *I visited monuments*

El último día   ***The last day***
1. Comí paella   *I ate paella*
2. Salí con mi hermana   *I went out with my sister*
3. Escribí SMS   *I wrote text messages*
4. Vi un castillo interesante   *I saw an interesting castle*
5. Bebí una limonada   *I drank a lemonade*
6. Conocí a un chico guapo   *I met a handsome boy*

Important time expressions
1. El verano pasado   *Last summer*
2. La semana pasada   *Last week*
3. El mes pasado   *Last month*
4. El año pasado   *Last year*
5. El primer día   *The first day*
6. El último día   *The last day*
7. Por la mañana   *In the morning*
8. Por la tarde   *In the afternoon*
9. Luego   *Then / after*
10. Más tarde   *Later*
11. Ayer   *Yesterday*
12. Anoche   *Last night*

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.

Step 3 –Only go back to the KO if you need support – try to do this from memory

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight		
_____		

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight		
_____		

Shrewsbury Academy

Part of the **Marches** Academy Trust

AUTUMN TERM 2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Contemporary Artist	An artist who is working in the present day, creating art in the current era. The term "contemporary" refers to art produced in the late 20th century and into the 21st century, reflecting modern-day issues, technologies, and cultural shifts. Contemporary artists often engage with a wide range of materials, techniques, and concepts that are relevant to today's world.	**Batik**	Traditional technique of fabric dyeing that uses wax to create intricate patterns and designs. Originating in Indonesia, batik has become widely recognized and practiced in various parts of the world. The process involves applying hot wax to areas of fabric to prevent the dye from penetrating those sections, creating a resist effect.

POWERFUL KNOWLEDGE

Yayoi Kusama
is a Japanese contemporary artist who works primarily in sculpture and installation.
Her work is based in conceptual art and shows some attributes of feminism, minimalism, surrealism, art brut, pop art, and abstract expressionism.

Hand Embroidery Skills and Techniques
How to thread a needle and tie a knot to be able to complete samples of-

French knot

Ben day dots

Batik

Collagraph

What Health and Safety do you need to consider when working with Batik?
Risk: The hot wax used in batik can cause burns if it comes into contact with skin.
Pupils will need to ensure they're using the correct tools, such as a tjant to draw using the hot wax. That their design and fabric is ready and in place before they begin and that when handling the equipment they're calm and sensible.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Observation drawing	The practice of drawing something by closely looking at and studying the subject in real life, rather than relying on memory or imagination	**Form**	The three-dimensional shape or structure of an object, it gives something the appearance of being solid and having weight
Mark making	The different types of marks or lines an artist makes on a surface		

POWERFUL KNOWLEDGE

Artist research – Henry Moore
1.Born: Henry Moore was born on **July 30, 1898**, in Castleford, England.
2.Famous Sculptor: He is famous for his **large, abstract sculptures** of human figures.
3.Influenced by Nature: Many of his works were inspired by **natural forms**, like bones and rocks.
4.War Artist: During **World War II**, Moore was appointed as an official **war artist**.
5.Public Sculptures: Moore's sculptures are displayed in **parks and public spaces** around the world.

Mapping out technique
The **mapping out** technique in art is when an artist **plans** and **sketches** the basic shapes and structure of their artwork before adding details. It helps set up the proportions, placement, and composition of the elements in the piece.
Key points:
1.Start with simple shapes to represent main objects.
2.Use guidelines to keep everything in the right place.
3.Focus on getting the proportions and layout correct.
4.Sketch lightly so it's easy to adjust later.
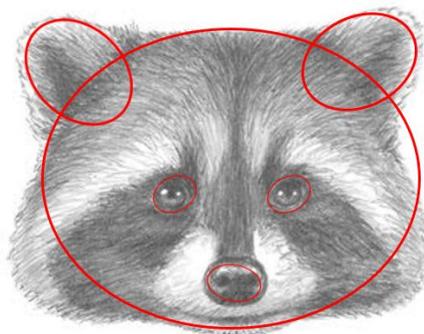
Artist research – Eric Abel
1.Eric Abel is a contemporary **American artist** known for his **paintings and prints**.
2.He often focuses on **nature and wildlife**, especially **marine life**, such as fish and sea animals.
3.His art is often created using **vibrant colors** and a **bold, graphic style**.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Tools	Handheld devices used to perform tasks like cutting, shaping or joining	**Machines**	Powered devices that perform tasks automatically or with minimal effort
Equipment	A collection of tools, machines and safety gear used for a specific task	**PPE (personal protective equipment)**	Safety gear such as goggles, gloves and aprons worn to protect against hazards

POWERFUL KNOWLEDGE

Tools and Equipment in the workshop:
Coping saw - Ideal for intricate or curved cuts in wood or thin plastic.
Junior hacksaw - Used for cutting metal, plastic, or small pieces of wood with a fine blade.
Tenon saw - Primarily used for precise woodworking cuts, especially for making joints.
File - Smooths or shapes rough edges of materials like metal, wood, or plastic.
Sandpaper - Abrasive paper used for smoothing or polishing surfaces of materials.
Clamp - Temporarily holds materials together or in position while working on them.
Vice - Holds objects securely in place for cutting, shaping, or assembly tasks.

Machines in the workshop:
Pillar drill - Used for precise drilling of holes in various materials.
Scroll saw - Ideal for making intricate and curved cuts in wood or thin materials.
Bandfacer - A machine for smoothing, shaping, or finishing surfaces using a rotating sanding belt.
Laser cutter - Uses a laser to cut or engrave materials like wood, metal, or acrylic with high precision.
Wood lathe - Shapes wood by rotating it against a cutting tool to create round or cylindrical objects.
Strip heater - Heats strips of plastic to soften and become malleable (bendable).

Vice

Junior hacksaw

Scroll saw

Clamp

Bandfacer

Tenon saw

Pillar drill

Coping saw

Sandpaper

Laser cutter

File

Wood lathe

Strip heater

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Comedy	A play designed to make the audience laugh	Dialogue	The words spoken by actors
Act	How a play is divided – Acts are like chapters in books	Hierarchy	How society is divided – people are ranked by money, land and titles.
Slapstick humour	Physical comedy, sometimes violent but intended to make people laugh.	Topic sentence	The first sentence of a paragraph, stating the main idea.
Patriarchy	A male dominated society. Women have no power.	Thesis	An idea you maintain and develop through an essay.

POWERFUL KNOWLEDGE

it's a **Shakespearean comedy**

it has three sets of characters

1. rich nobles who live in the city of **Athens**

2. poor actors who live in the city of **Athens**

3. fairies who live in a forest outside **Athens**

Egeus, Theseus, Lysander, Helena, Hermia, Demitrius

Bottom, Quince,

Oberon, Titania, Puck

THEMES

Love and Marriage

Order and Disorder

Appearance and reality

The **First Folio** contains 36 of Shakespeare's plays, and divides them into three **genres**:

- **comedies** ——— • for example, 'A Midsummer Night's Dream'
- histories ——— • for example, 'Richard III'
- tragedies ——— • for example, 'Romeo and Juliet'

Each **genre** contains some common features:

tragedies	histories
• explores complex ideas like power, ambition, jealousy • includes a hero who dies because of some sort of weakness in themselves	• 10 plays that focus on English history • the central question seems to be, what makes a good monarch (king or queen)
comedies	tragicomedies
• often focus on love and end in marriage • the plot is **intricate** and full of surprises • there can be **slapstick humour**	• a **genre** not included in the **First Folio** but added by scholars • these plays combine elements of both tragedy and **comedy**

CONTEXT

What was happening at the time the play was written. It helps audiences relate to the plays. Elizabethan society was organized via the Great Chain of Being

The Great Chain of Being

God
angels
monarchs
Church
noble people
people
animals
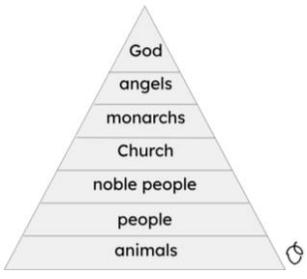
- conclusions can follow a three part structure moving from the **specific** to the **general**
- the first sentence of a conclusion could be a **specific** response to the **thesis** you have argued throughout your essay
- the second sentence of a conclusion could be an **evaluative** comment about the **writer's intentions**
- the final sentence of your conclusion could consider why the text remains popular and relevant
- you don't need to include quotations in a conclusion

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Wok	A round-bottomed cooking vessel used for stir-frying, steaming and deep-frying	**Bamboo Steamer**	Traditional cooking tool used to steam food
Healthy	Foods that provide essential nutrients	**Chop Sticks**	Traditional utensils for eating Chinese food

POWERFUL KNOWLEDGE

What is Chinese cuisine?
Chinese food is quick to make. Food is stir-fried in a wok or steamed in a bamboo steamer – both are healthy ways of cooking

Traditional ingredients from China	Traditional dishes from China
Noodles and rice	Szechuan pork or beef
Fish and seafood	Prawn toast
Pork, duck and chicken	Chop suey
Vegetables – water chestnuts, bamboo shoots and beansprouts	Spring rolls
Fruit - lychees	Lychee chicken

Stir-fry is a popular cooking method in Chinese cuisine, and it has spread to many other cultures around the world. Here are some interesting facts about **stir-fry**:
Stir-frying involves quickly cooking food in a **small amount of oil** over **high heat** while continuously stirring. This allows food to cook quickly, retaining its nutrients, colour and texture.
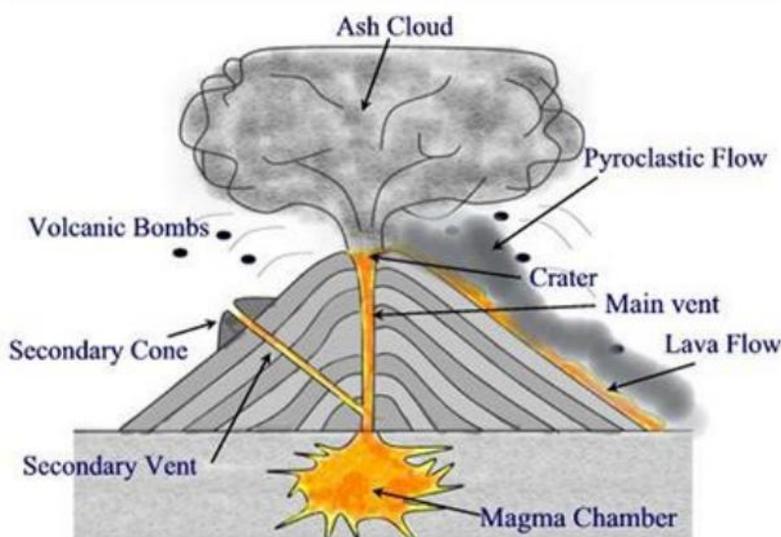 **Ingredients**: Stir-fry typically includes a **protein** (such as chicken, beef, pork, shrimp, or tofu), **vegetables** (like bell peppers, broccoli, onions, carrots, or snap peas), and a flavourful **sauce** (often soy sauce, oyster sauce, hoisin sauce, or garlic and ginger).

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Magma Chamber	Large, underground reservoir of magma	**Crater**	Bowl shaped depression at the top of a volcano
Vent	Opening in the earth surface within a volcano	**Destructive**	Oceanic and continental plates move towards each other
Constructive	Two plates of the same density move apart	**Fagradalsfjall**	Iceland volcano that erupted in March 2021
Slab Pull	The gravity that pulls a plate down towards the mantle		

POWERFUL KNOWLEDGE

Features of a volcano

Ash Cloud

Pyroclastic Flow

Volcanic Bombs

Crater

Main vent

Lava Flow

Secondary Cone

Secondary Vent

Magma Chamber

There are different types of plate boundaries:

Destructive Margins
Where two plates move towards each other; the oceanic plate will be destroyed as it is forced beneath the continental plate, creating volcanoes and ocean trenches.

Constructive Margins
Where two plates move away from each other. Magma will create new crust.

Conservative Margins
Where two plates slide along each other. No crust is created or destroyed. This can cause earthquakes.

Fagradalsfjall 2021

- Friday 19th March 2021
- 8:45pm

- In the four weeks leading up to the eruption there were 50,000 earthquakes

- It was the first eruption in this part of Iceland for 781 years

- Constructive plate margin was responsible for this eruption

- The volcano was initially blocked off but on 20th March people were allowed to make the trek.
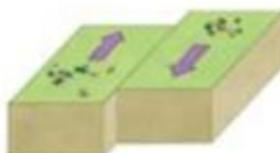
KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Catholic	The branch of Christianity that made up 1/3 of English Christians	Protestant	The branch of Christianity that made up 2/3 of English Christians
Regicide	The killing of a monarch or head of state	Parliament	The assembly of elected people that make laws
New Model Army	The organised and well-trained army that fought for parliament against King Charles I	Republic	A country that is ruled by an elected leader, instead of a monarch
Interregnum	A period of time when there is no ruling monarch	Ship Tax	Money raised from the public to fund the navy.

POWERFUL KNOWLEDGE

- In 1605, King James I was a target for Catholics due to his harsh treatment of them.
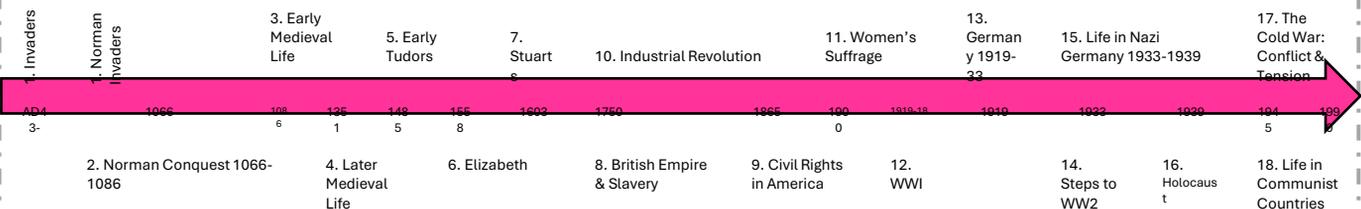- Robert Catesby and a group of followers planned to blow up the House of Lords, followed by a revolt.
- The plot was discovered, and Guy Fawkes was executed for his part in the plot along with others.
- This showed dissatisfaction from Catholics in England and the split between Catholics and Protestants.

- In 1642-1648, during the reign of Charles I there were religious, economic & political tensions that caused war. Two sides emerged, the Parliamentarians (Roundheads) who wanted to get rid of the monarchy and the Royalists (Cavaliers) who wanted to keep Charles I
- The country entered a 6 year Civil War, with battles such as Naseby fought. It resulted in a Parliament victory.
- Charles I was executed on 31st January 1649 for treason.

- Cromwell was an MP who developed the New Model Army on Parliament's side. This army was well-organised, with the army banned from drinking alcohol or swearing.
- He was one of the lead figures in the trial and execution of King Charles and became Lord Protector and ruled England in the period of the *Interregnum* (1649-1660).
- He brought in harsh laws based on Puritanism, with celebrations, sport and drinking banned. On his, and his son's death, the King in exile (abroad) King Charles II was restored.

1. Invaders	1. Norman Invaders	3. Early Medieval Life	5. Early Tudors	7. Stuarts	10. Industrial Revolution	11. Women's Suffrage	13. Germany 1919-33	15. Life in Nazi Germany 1933-1939	17. The Cold War: Conflict & Tension
AD43-	1066	1086	1351	1485 / 1558	1603 / 1750	1865 / 1900	1919-18 / 1919	1933	1939 / 1945 / 1990
	2. Norman Conquest 1066-1086	4. Later Medieval Life	6. Elizabeth	8. British Empire & Slavery	9. Civil Rights in America	12. WWI	14. Steps to WW2	16. Holocaust	18. Life in Communist Countries

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Boolean	A data type in programming that can only have two possible values - true or false	Bit	A binary digit with two possible values - 0 & 1
Byte	A sequence of 8 digits and have 256 possible values between 00000000 and 11111111	Boolean variable	A variable that can store a Boolean value - either true or false
Psuecode	Used to represent logical decisions, condition or control flows based on Boolean values (true/false). It helps describe how a program will behave depending on certain conditions		

POWERFUL KNOWLEDGE

What are Booleans?
Definition: Booleans are a data type used in programming that can only have two possible values: True or False. Purpose: Booleans are used to represent binary choices, such as yes/no, on/off, or correct/incorrect, in logic and decision-making.

Boolean Variables
Definition: A Boolean variable is a variable that can hold one of two values: True or False.

Boolean Expressions
Definition: A Boolean expression is a statement that evaluates to either True or False.
Purpose: Boolean expressions are often used in conditions to control the flow of the program.

Control Flow with Booleans
Definition: Control flow refers to the way the program's instructions are executed. Booleans are fundamental in controlling the flow of a program.

Logical Operators
Logical operators are used to combine multiple Boolean expressions: AND (and): Both conditions must be True for the result to be True

Boolean Logic and Decision Trees
Definition: A decision tree helps visualize logical decisions based on Boolean expressions.
Example.

Is Raining?
/ \
Yes No

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Pass and receiving	To use a range of passes to keep possession of the ball	**Contact**	You can't touch or push any player during the game as it is a non-contact game - this will result in penalty pass or shot
Obstruction	You must be 1m away from the player with the ball before your arms go up	**Replayed/ repossession**	If a player drops the ball or bounces the ball and picks it back up again the other team get a free pass
Possession	Maintaining and advancing with the ball without the opponent gaining the ball		

POWERFUL KNOWLEDGE

Footwork: When you receive the ball from another player you will land with your feet using '1, 2' the first foot is your landing foot the second foot is your pivoting foot.

Pivoting: You may move around on a pivot by keeping foot number 1 on the floor, but not lifting it up, your foot number 2 can help you by moving around in a circle.

Chest pass: This is a short and powerful pass, you have your hands in a W shape and push to extend your arms, you also step forward to give more power.

Shoulder pass: This is a long and powerful shot, you start with the ball in your strong hand next to your shoulder, you extend your arm and follow through with your body.

Bounce pass: This is a pass which is low to the ground, you use the same position as a chest pass but aim in ¾ of the way between you and the person you are bouncing too.

Marking: You must be 1m away with your feet from the player, once you have this distance you put both of your arms up over the ball and go onto your tiptoes, when the ball is released, you jump to attempt to intercept.

Shooting: You have one hand underneath the ball and the other helping it to balance, you get your aim correct and then bend your knees and release the ball, flicking your wrists

Dodging: When you need to get free from your player you push off one foot and then turn your hips to change direction and run the other way.

Tactics

Dodging tactics: always signal when you want to receive the ball. (Feint Dodge: Drive/Sprint Dodge: Roll Off: Double feint dodge).

Attacking: Gain the front position on a defender. Move in front of the defender to gain an advantage. Receive the ball-on-ball side

Defending- 3 steps - mark the player, mark the ball and mark the space Limit available options for the ball carrier. Stage 1 defence.

KEY VOCABULARY & DEFINITIONS

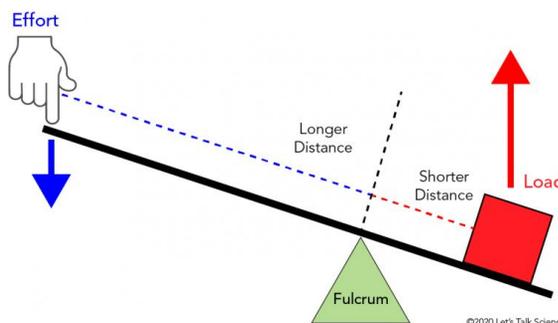| Key Term	Definition	Key Term	Definition
Work done	When a force is applied to an object and moves it	**Simple machine**	A device that reduces the force needed to move an object
Insulation	A material or method used to reduce transfer of heat, sound, electricity	**Lever**	A rigid bar that pivots around a fixed point to multiply force
Infrared Radiation	Heat energy transfer by electromagnetic waves	**Thermal**	Heat energy and its transfer between objects
Input force	The force applied to a machine	**Output force**	The force exerted by a machine

POWERFUL KNOWLEDGE

- Work is done and energy transferred when a force moves an object.

- Work done (J) = force (N) x distance (m)

- The bigger the force or distance, the greater the work.

- Machines make work easier by reducing the force needed - levers and pulleys do this by increasing the distance moved, and wheels reduce friction.
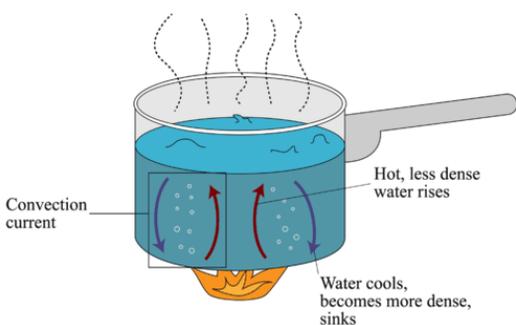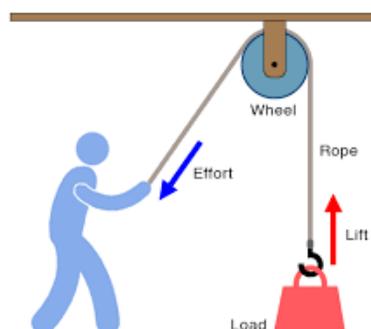
- The thermal energy of an object depends upon its mass, temperature, and what it's made of.

- When there is a temperature difference, energy transfers from the hotter to the cooler object.

- Thermal energy is transferred through different pathways, by particles in conduction and convection, and by radiation.

- Draw a diagram to explain how a lever makes a job easier.
- Compare the work needed to move objects different distances.
- Describe how an object's temperature changes over time when heated or cooled.
- Explain how a method of thermal insulation works in terms of conduction, convection and radiation.
- Sketch diagrams to show convection

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Hacer	To do	Comprar	T|o buy
Frecuencia	Frequency	La música de	The music of
Programa de television	TV program	Aunque	It was

¿Qué haces con tu móvil? — *What do you do with your mobile?*
1. Chateo con mis amigos — *I chat with my friends*
2. Comparto mis videos favoritos — *I share my favourite videos*
3. Descargo melodías o aplicaciones — *I download songs or apps*
4. Hablo por Skype — *I talk on Skype*
5. Juego — *I play*
6. Leo mis SMS — *I read my text messages*
7. Mando SMS — *I send text messages*
8. Saco fotos — *I take pictures*
9. Veo vídeos o películas — *I watch videos or movies*

POWERFUL KNOWLEDGE

¿Con qué frecuencia?
1. Todos los días
2. Dos veces a la semana
3. A menudo
4. A veces
5. De vez en cuando
6. Nunca

¿Qué tipo de música te gusta? — *What type of music do you like?*
1. El rap / el R'n'B / el rock — *Rap / R'n'B / Rock*
2. La música clásica — *Classic music*
3. La música electrónica — *Electronic music*
4. La música pop — *Pop music*

¿Qué tipo de música escuchas? — *What type of music do you listen to?*
1. Escucho rap — *I listen to rap*
2. Escucho la música de… — *I listen to …'s music*
3. Escucho de todo — *I listen to everything*

Opiniones — *Opinions*
1. Me gusta (mucho)… — *I (really) like*
2. Me encanta — *I love*
3. No me gusta (nada)… — *I don't like (at all)*
4. La letra / La melodía — *The lyrics / Melody*
5. El ritmo — *The rhythm*
6. Porque es… — *Because it is…*
7. Guay / triste / horrible — *Cool / sad / horrible*
8. ¿Te gusta la música de…? — *Do you like the music of…?*
9. Me gusta la música de… — *I like the music of…*
10. Mi canción favorita… — *My favourite song…*
11. Mi cantante favorito/a… — *My favourite singer…*
12. Mi grupo favorito… — *My favourite group…*
13. En mi opinión… — *In my opinion…*

Me gustan las comedias — *I like comedies*
1. Un programa de deportes — *A sports programme*
2. Un programa de música — *A music programme*
3. Un concurso — *A game show*
4. Un documental — *A documentary*
5. Un reality — *A reality show*
6. El telediario — *The news*
7. Una comedia — *A comedy*
8. Una serie policíaca — *A police series*
9. Los dibujos animados — *Cartoons*
10. Una telenovela — *A soap opera*
9. Más … que… — *More … than…*
10. Menos … que… — *Les … than…*
11. Divertido/a — *Fun*
12. Informativo/a — *Informative*
13. Interesante — *Interesting*
14. Aburrido/a — *Boring*
15. Emocionante — *Exciting*
16. Entretenido/ — *Entertaining*
17. Triste — *Sad*

¿Qué hiciste? — *What did you do?*
1. Bailé en mi cuarto — *I danced in my room*
2. Fui al cine — *I went to the cinema*
3. Hablé por Skype — *I talked on Skype*
4. Hice gimnasia/kárate — *I did gymnastics/karate*
5. Jugué en línea con mis amigos/as — *I played with my friends*
6. Jugué tres horas — *I played for three hours*
7. Monté en bici — *I rode my bike*
8. Vi una película — *I watched a film*

1. Salí con mis amigos/as — *I went out with my friends*
2. No hice los deberes — *I didn't do my homework*
3. Ayer — *Yesterday*
4. Luego — *Then, later*
5. Por la mañana — *In the morning*
6. Por la tarde — *In the afternoon*

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.

Step 3 –Only go back to the KO if you need support – try to do this from memory

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight		
_____		

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight		
_____		

What went well?	Even Better if.....

SPaG

Bronze
A number of SPaG errors. Your work is generally coherent but basic in development

Silver
A few SpaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

Gold
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

Bronze
You have struggled to push yourself to achieve your potential in this assessment

Silver
You have shown your potential in this assessment but need to push a little further to achieve

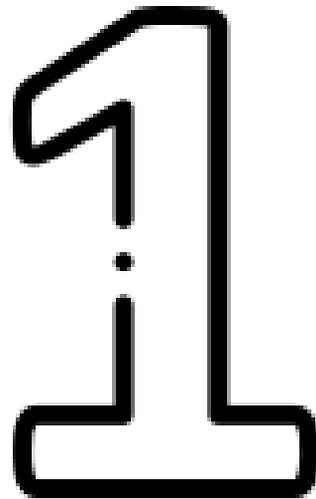| Gold |
|---|
| You have worked hard to achieve and exceed your targets in this assessment- well done! |

Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?

Shrewsbury Academy

Part of the **Marches** Academy Trust

SPRING TERM 1

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Design Opportunity	A problem that needs to be solved or a new idea to deal with a situation	**Design Brief**	A short statement that outlines the problem to be solved
Design Specification	A list of requirements that a product needs to address	**Product Analysis**	The process of examining a product in detail to evaluate its design. This helps to identify strengths, weaknesses and areas for improvement.

POWERFUL KNOWLEDGE

The order of the design process is:

Design opportunity	→	Design brief
Carry out research	→	Design specification
Idea creation	→	Development of final solution
Manufacture	→	Test and evaluate
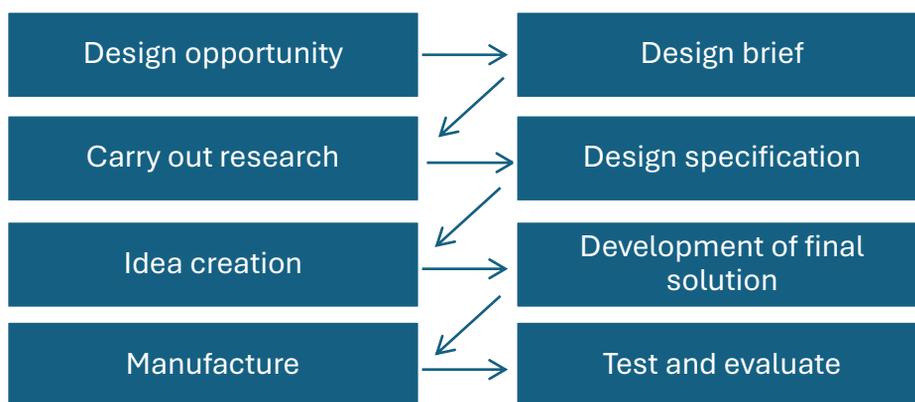
Design specifications could include the following:

Function - What is the function and purpose of the product? How well does it work? Could it be improved?

Size - What is the size of the product? Is it comfortable to use? Is it a similar size to other products with the same use?

Cost - How much did it cost to make? How much does it cost to buy? Is it considered good value by the consumer?

Materials and Components - What materials and components have been used to make the product? Why were these materials and components used?

Environment - Is the product sustainable and/or environmentally friendly? Is it recyclable? Can it be easily repaired rather than thrown away?

Aesthetics - What does the product look like? What is the colour, texture, pattern and decoration of the product?

Ergonomics - Is the product designed in a way to make it easy to use. Shape, size, weight, position of buttons and controls are all aspects that contribute to a product having good ergonomic design.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Civil Rights activist	A person who advocates for social and political equality for those who are denied it.	**Phenomenal**	Extraordinary or remarkable, often beyond expectation or understanding
Figurative language	Nonliteral phrases or words	**Resilient**	Being able to cope, withstand and recover from difficult challenges.
Monosyllable	Words that have one syllable (beat) eg 'big' 'bad'	**Tone**	The attitude or emotion in your words.
Refrain	Repeated line or group of lines in a poem.	**Dissonance**	In music – a combination of sounds that don't sound nice.

Maya Angelou:

- American poet
- **civil rights activist**
- Hollywood's first Black female director (1971)
- awarded the Presidential Medal for Freedom by President Barack Obama in 2011 - the highest civilian award in the United States

POWERFUL KNOWLEDGE

Figurative language examples.

description	her teeth "flash" (Stanza two)	her smile is the "sun" (Stanza four)	her feet are filled with "joy"
what it suggests about the speaker	• her smile is a burst of bright light • animals bare their teeth when angry – perhaps the speaker is scary	• her smile is beautiful, warm and bright • her smile gives life to people, like the sun • her smile is powerful	• she is full of energy and happiness • has places to be- life is filled with opportunity

Comparing poems.

Comparing one poem to another can help us **EVALUATE** them more clearly.

Using words like **'more'** or **'less'** can help us.

'Angelou uses **MORE** figurative language in 'Still I Rise.'

More helpful phrases.

'Still I Rise' is more / less …

'Still I Rise' uses more / less…

The speaker in 'Still I Rise' seems more / less

The **figurative language** in 'Still I Rise' is more / less …

Poetic Voice.

Poetic voice is how the poet intends their words to be heard – Tone is important when reading.

Angelou's poetic voice is best described as *uplifting*.   Jacob

Angelou's poetic voice is best described as *commanding*.   Sofia

Angelou's poetic voice is best described as *lyrical*.   Jun

Angelou's poetic voice is best described as *forthright*.   Andeep

|		
rhythm	Perhaps this is why Angelou used a dictionary: to find words that had the right meaning, sounds and **syllables**.	• poets pay close attention to how their poems sound, as well as what the words express
rhyme	Parts or whole poems use **rhyme**. **Rhyme** can be memorable. It sounds nice. Sometimes a poem's **rhyming** pattern changes.	• you might like a poem for its **harmonious** sound before you understand its meanings
refrain	Refrains help create a steady, recognisable **rhythm**, a message we return to time and again, like a chorus in a song.	• Angelou created **harmonious** sounds in her poems, often relying on **rhythm**, **rhyme**, repetition and refrain
repetition	Repetition helps create sound patterns - a form of **harmony** - in poetry.	• when writing your own poems, reading your work aloud lets you to hear what sounds **harmonious**, and edit **dissonant** sounds

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Mixed Media	Combines different materials, techniques and mediums to create a single composition	**Artist Research**	You investigate and explore the work of an artist relevant to your project. This page provides an in-depth understanding of the artist's style, techniques, themes, and the impact their work has had on the art world. It helps you develop ideas and draw inspiration for your own artwork.
Stencil	A template or cut-out pattern used to apply designs, shapes or images on to a surface		

POWERFUL KNOWLEDGE

Ian Murphy

is a contemporary British Fine Artist. He is best known for his powerful, tonal drawings and atmospheric, mixed media oil paintings of architectural places.
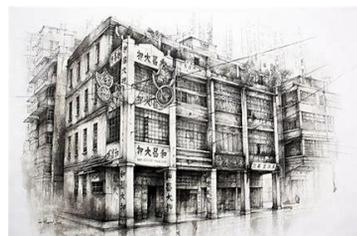
Lucy Jones

Welsh artist Lucy Jones experiments with different materials and techniques. She is always looking for new and surprising effects and combinations. Lucy work follows no rules regarding materials or mediums - mixing and layering pastels, acrylics, inks, watercolour, crayon and printing ink - drawing with pencil, stick or brush - whatever the composition needs next.

Printing Skills and Techniques

Collograph- is a type of printmaking technique where an artist creates a printing plate by collaging various materials onto a surface. The plate is then inked and pressed onto paper to produce a print. The beauty of collographs lies in the variety of textures and layers that can be achieved through the choice of materials and techniques used to build the plate.

Monoprinting- is a printmaking technique where a single, unique print is made from a plate or surface. Unlike other printmaking methods that produce multiple identical copies, a monoprint results in one-of-a-kind artwork.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Cybercrime	Illegal activities that involve computers or the internet. These activities can range from hacking and identity theft to spreading malware or committing fraud online	**Hacking**	The act of gaining unauthorised access to a computer system or network, often with intent to steal data, causes damage or disrupt the system
Malware	Software designed to harm or exploit a computer system. This includes viruses, worms	**Virus**	A type of malware that attaches itself to a program and can replicate itself. It spreads to other programs.
Phishing	Cyber attack where criminals send fraudulent emails or messages, often pretending to be a legitimate source, in order to trick individuals into revealing personal information like passwords or credit card details		

POWERFUL KNOWLEDGE

What is Computer Crime?

Definition: Computer crime, also known as **cybercrime**, refers to any illegal activity that involves the use of computers, networks, or the internet. It includes activities like hacking, identity theft, phishing, and spreading malware.

Why It's Important: As we use more devices and connect to the internet, computer crime becomes more prevalent. Understanding how these crimes happen helps us protect ourselves online.

Common Types of Cybercrime:

Hacking: Gaining unauthorized access to a computer or network to steal data or cause damage. This can include breaking into accounts, systems, or websites.

Malware: Malicious software like viruses, ransomware, or spyware, designed to harm or exploit computer systems. For example, **ransomware** locks files and demands money for release.

Phishing: Fraudulent emails or websites that trick people into revealing personal information like passwords or bank account details. It's a form of **social engineering** that targets users.

Identity Theft: Stealing personal information (such as credit card numbers or social security numbers) to commit fraud.

Cyberbullying: Using technology, especially social media or text messages, to harass or intimidate someone. It can lead to emotional harm and sometimes even legal consequences.

What is Cybersecurity?

Definition: Cybersecurity refers to practices, technologies, and measures taken to protect computers, networks, and data from cyber-attacks or unauthorized access.

Why It's Important: As we store more personal and sensitive data online (e.g., bank details, passwords), cybersecurity helps protect this information from being stolen or damaged.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Continuous Training	Prolonged, steady-state exercise without rest periods	**Interval Training**	Alternates high intensity with rest of low-intensity
Fartlek Training	Continuous and interval training, where intensity + speed are varied	**Circuit training**	A series of different exercises (stations) in a specific sequence
Plyometric Training	Involves explosive movements like jumping/bounding, improve muscle	**Resistance training**	Involves using weights to build strength, power and muscle mass
Flexibility training	Exercises designed to improve the range of motion of muscles/joints	**High intensity interval training (HIIT)**	Interval training that alternates between short, intense bursts of exercise followed by short recovery

POWERFUL KNOWLEDGE

Continuous Training - It is typically performed at a moderate intensity for an extended period of time, usually 20–60 minutes. Enhances aerobic fitness and endurance, improves cardiovascular health, and helps in fat loss. (e.g. Running, cycling, swimming.)

Interval Training - Improves both aerobic and anaerobic fitness, helps increase speed, strength, and endurance. (e.g. Sprinting for 30 seconds followed by 1 minute of walking or jogging, repeated several times.)

Fartlek Training - Develops both aerobic and anaerobic fitness, builds endurance, and improves running speed and stamina. (e.g. jogging 1 min, sprint 30 secs, walk 30 secs)

Circuit Training - Enhances muscular and cardiovascular endurance to help with strength/fat loss. (e.g. circuit that includes push-ups, squats, jump rope, and sprints.)

Plyometric Training - Increases muscle power, strength, and speed by utilizing the stretch-shortening cycle of muscles. (e.g. Jump squats, box jumps, bounding, and burpees.)

Weight Training (Resistance Training) - Develops muscular strength, endurance, and hypertrophy (muscle size). (e.g. Bench press, squats, deadlifts, bicep curls, and tricep extensions.)

Flexibility Training - Enhances flexibility, reduces the risk of injury, and improves overall mobility. (e.g. Stretching, yoga, Pilates.)

High-Intensity Interval Training (HIIT) - Improves cardiovascular fitness, endurance, and fat burning in a short amount of time. (E.g. 20 seconds of intense exercise (e.g., jumping jacks) followed by 10 seconds of rest, repeated for several rounds.)

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Enslaved	People who were taken against their will, mainly from West Africa	Middle Passage	The journey from Africa to the Americas across the Atlantic
Trade Triangle	Route from Europe to Africa, Africa to the Americas and back to Europe	Abolition	To movement to end slavery and the slave trade
Abolitionists	The leaders of the movement to end slavery, including William Wilberforce	Plantation	Farms that grew tobacco, cotton and other crops, Enslaved people worked here
Owners	The wealthy owners of plantations and the enslaved people, living in the big house on the plantations		

POWERFUL KNOWLEDGE

- From 1514-1830s, slavery was used by European countries, which transported around 10 million captured people from Africa to America. Britain was involved, as well as Spain, France and Portugal.
- The journey from Africa to the West Indies and America was called the 'Middle Passage' and lasted between 6 and 12 weeks.
- As many as 500 enslaved people were transported on 1 ship, with little space for each person.
- People had irons on their ankles and wrists and were brought up on deck for exercise and air only occasionally.
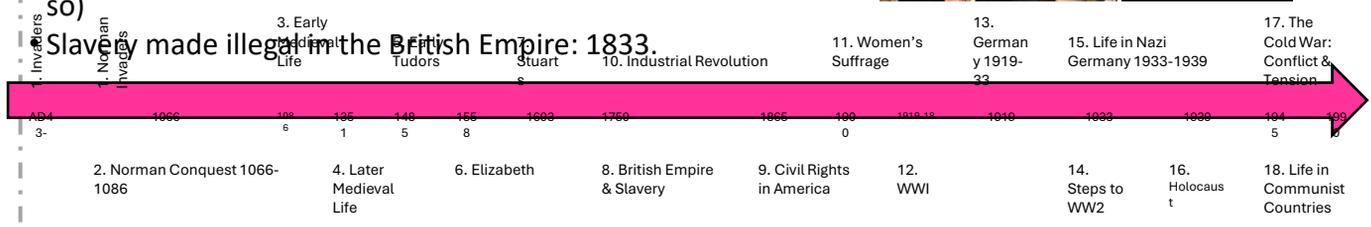
- Plantations were huge farms that specialising in 1 crop: tobacco, cotton or sugar. They produced cheap raw materials for Britain to manufacture in factories.
- The enslaved Africans were sold at auctions. The enslaved people were then branded (a hot iron) with the initials of their owner & given a new name.
- The hours were long and enslaved people who tried to escape suffered beatings, whippings and amputation of limbs.

- Abolitionists were a group who tried to end the Transatlantic Slave Trade.
- Famous Abolitionists include William Wilberforce, Granville Sharp, Josiah Wedgwood, Olaudah Equiano and Thomas Clarkson. They campaigned for years & faced fierce opposition from those who had been become rich by the trade.
- **LAWS**: Slave Trade made illegal: 1807 (the 1st country to do so)
- Slavery made illegal in the British Empire: 1833.
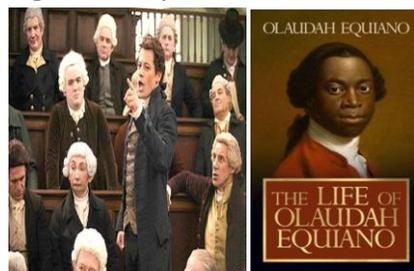
1. Invaders
1. Norman Invaders
3. Early Medieval Life
5. British Tudors
7. Stuarts
10. Industrial Revolution
11. Women's Suffrage
13. Germany 1919-33
15. Life in Nazi Germany 1933-1939
17. The Cold War: Conflict & Tension

AD43- 1066 1086 1351 1485 1558 1603 1750 1885 1900 1918-18 1919 1933 1939 1945 1990

2. Norman Conquest 1066-1086
4. Later Medieval Life
6. Elizabeth
8. British Empire & Slavery
9. Civil Rights in America
12. WWI
14. Steps to WW2
16. Holocaust
18. Life in Communist Countries

Keyword	Definition
Estimation	Estimation is the process of finding an approximate value or an approximate answer to a calculation.
Circumference	The circumference of a circle is the total distance around its outer edge. It is the perimeter of a circle.
Area of a Circle	The area of a circle is the measure of the two-dimensional space enclosed within its boundary. It represents the total surface covered by the circle.
Prime Factorisation	Prime factorisation is the process of breaking down a composite number into its prime factors. A prime factor is a prime number that divides the original number exactly

POWERFUL KNOWLEDGE

A library plans to purchase 21 new computers.
The computers cost £329.99 each.
Estimate the total cost of the new computers.

```
 1  2               1  2  3    4  5
 2  1               3 2 9 . 9 9

 2 | 1              3 | 2 9 . 9 9

 2 | 0  to 1 s.f.   3 | 0 0  to 1 s.f.
```

$21 \times 329.99 \approx 20 \times 300$

$21 \times 329.99 \approx 6000$

What is the area of the circle shown below?
Give your answer to 1 d.p.

O 15 cm
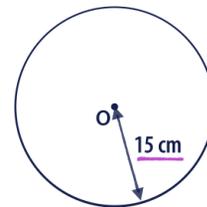
area of a circle $= \pi r^2$
$= \pi \times radius^2$
$= \pi \times 15^2$
$= 706.85834...$
$= 706.9$ to 1 d.p.

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a) Express 42 and 70 as the product of their prime factors.

42 → (2) 21 → (3) (7)
70 → (2) 35 → (5) (7)
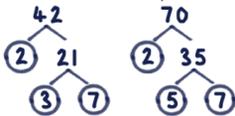
Answer: $42 = 2 \times 3 \times 7$
          $70 = 2 \times 5 \times 7$

b) Work out the highest common factor (HCF) of 42 and 70

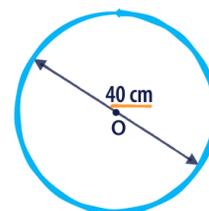prime factors of 42   3 (2 7) 5   prime factors of 70

HCF $= 2 \times 7$
$= 14$

Answer: 14

c) Work out the lowest common multiple (LCM) of 42 and 70

prime factors of 42   3 (2 7) 5   prime factors of 70

LCM $= 3 \times 2 \times 7 \times 5$
$= 210$

Answer: 210

What is the circumference of the circle shown below?
Give your answer to 1 d.p.

40 cm   O

circumference $= 2\pi r = \pi d$
circumference $= \pi \times diameter$
$= \pi \times 40$
$= 125.66370...$
$= 125.7$ to 1 d.p.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Desayuno	Breakfast/to have breakfast	**Comida**	Food/to have lunch
Cena	Dinner/to have dinner	**Primer plato**	Starter
Segundo Plato	Main course	**Bebida**	Drink/beverage

¿Qué te gusta comer y beber?
1. ¿Qué no te gusta comer/beber?
2. Me gusta(n) mucho…
3. Me encanta(n)…
4. No me gusta(n) nada…
5. Odio…
6. Prefiero…

What do you like to eat and drink?
What don't you like to eat/drink?
I really like…
I love…
I don't like… at all.
I hate…
I prefer…

La comida
1. El agua
2. El arroz
3. Los caramelos
4. La carne
5. La fruta
6. Las hamburguesas
7. Los huevos
8. La leche
9. El marisco
10. El pescado
11. El queso
12. Las verduras

Food
Water
Rice
Sweets
Meat
Fruit
Hamburgers
Eggs
Milk
Seafood
Fish
Cheese
Vegetables

¿Qué desayunas?
1. Desayuno…
2. …cereales
3. …churros
4. …tostadas
5. …yogur
6. …café
7. …Cola Cao
8. …té
9. …zumo de naranja
10. No desayuno nada

What do you have for breakfast?
For breakfast I have…
…cereal
…churros (sweet fritters)
…toast
…yoghurt
…coffee…
…Cola Cao
…tea
…orange juice
I don't have anything for breakfast.

Porque…
1. Es/no es…
2. asqueroso/a
3. delicioso/a
4. sano/a
5. mi comida favorita
6. nutritivo/a
7. rico/a
8. sabroso/a

Because…
It is… / It is not…
disgusting
delicious
healthy
my favourite food
nutritious
nice
tasty

¿Qué comes?
1. Como…
2. …un bocadillo
3. ¿Qué cenas?
4. Ceno…
5. …patatas fritas
6. …pollo con ensalada
7. ¿A qué hora desayunas / comes / cenas?
8. Desayuno a las siete
9. Como a las dos
10. Ceno a las nueve

What do you have for lunch?
I eat… / For lunch I have…
…a sandwich
What do you have for dinner?
For dinner I have…
…chips.
…chicken with salad.
At what time do you have breakfast / lunch / dinner?
I have breakfast at 7:00.
I have lunch at 2:00.
I have dinner at 9:00.

At the restaurant (1)
1. Buenos días
2. ¿Qué va a tomar usted?
3. ¿Qué van a tomar ustedes?
4. ¿Y de segundo?
5. ¿Para beber?
6. ¿Algo más?
7. Voy a tomar…
8. …de primer plato
9. …de segundo plato
10. …de postre
11. Tengo hambre.
12. Tengo sed.
13. Nada más, gracias.
14. La cuenta, por favor.
15. El menú
16. La ensalada mixta
17. Los huevos fritos
18. La sopa
19. El pan

En el restaurante (1)
Good day, good morning
What are you (singular) going to have?
What are you (plural) going to have?
And for main course?
To drink?
Anything else?
I am going to have…
…as a starter
…for main course
…for dessert
I am hungry
I am thirsty
Nothing else, thanks.
The bill, please.
The menu
Mixed salad
Fried eggs
Soup
Bread

At the restaurant (2)
20. Las chuletas de cerdo
21. El filete
22. El pollo con pimientos
23. La tortilla Española
24. El helado de chocolate
25. El helado de fresa
26. El helado de vainilla
27. La tarta de queso
28. La cola
29. El refresco
30. El vino

En el restaurante (2)
Pork chops
Steak
Chicken with peppers
Spanish omelette
Chocolate ice cream
Vanilla ice cream
Strawberry ice cream
Cheesecake
Coke
Fizzy drink
Wine

40

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.

Step 3 – Only go back to the KO if you need support – try to do this from memory

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:

Key Vocabulary Spotlight

_____

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:

Key Vocabulary Spotlight

_____

Shrewsbury Academy

Part of the **Marches** Academy Trust

SPRING TERM 2

KEY VOCABULARY & DEFINITIONS

| Key Term	Definition	Key Term	Definition
Reactants	A substance that takes part in & undergoes change during a reaction	Products	These result from a chemical reaction
Word equation	A chemical reaction written using the names of substances	Symbol equation	A chemical reaction written using the symbols and/or formulae
Combustion	Burning a fuel in the presence of oxygen	Thermal decomposition	Breaking compounds down using heat
Exothermic	A chemical reaction that transfers heat to the surroundings	Endothermic	A chemical reaction that takes heat in from its surroundings

POWERFUL KNOWLEDGE

Chemical reactions

- Word equations can represent a **chemical reaction:**

methane + oxygen → carbon dioxide + water
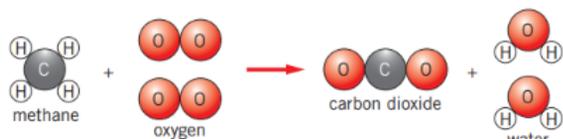
- The **reactants** are on the left side of the arrow and the **products** are on the right side of the arrow
- We use an arrow instead of an equals sign as it represents that the reactants are changing into a new substance
- In a reaction, the amount of each type of atom stays the same, however they are rearranged to form a new product

Balanced symbol equations show the amounts of all of the individual atoms in a reaction

- The symbols used are from the Periodic Table
- They also show:
  - Formulae of reactants and products
  - How the atoms are rearranged
 - Relative amounts of reactants and products

$$2H_2 + O_2 \rightarrow 2H_2O$$
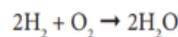
Combustion

- **Combustion** is the burning of a **fuel** in oxygen
- A fuel is a substance which stores energy in a chemical store
- Examples of fuels include petrol, diesel, coal and hydrogen
- When a carbon based fuel undergoes combustion, it will produce water and carbon dioxide

methane + oxygen → carbon dioxide + water
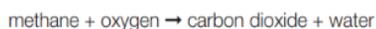
- Hydrogen can also be used as a fuel, this is much better than traditional fossil fuels as it does not produce carbon dioxide:

hydrogen + oxygen → water
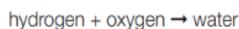
Thermal decomposition

- A **thermal decomposition** reaction is one where the reactants are broken down (decomposition) using heat (thermal energy)
- An example of this is with metal carbonates:

zinc carbonate → zinc oxide + carbon dioxide
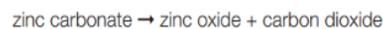
- We can test for this carbon dioxide by bubbling the gas through limewater, if the limewater turns cloudy, the gas is carbon dioxide
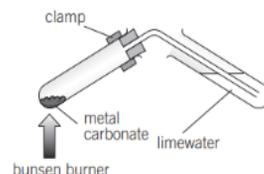
Exothermic and endothermic reactions

Exothermic reactions involve a transfer of energy from the reactants to the surroundings

- As energy is transferred to the surroundings this will show an increase in temperature
- Examples of exothermic reactions include combustion, freezing, and condensing
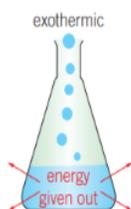
Endothermic reactions involve a transfer of energy from the surroundings to the reactants

- As energy is taken into the reactants a decrease in temperature will be shown
- Examples of endothermic reactions include thermal decomposition, melting, and boiling
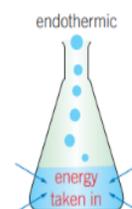
KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Jewish	A person who believes in Judaism. They believe that there is only one God, and they have a special agreement called a covenant	Star of David	A star with six points that represents Judaism
Nazi	A member of the National Socialist Party, led by Adolf Hitler, which controlled Germany from 1933 to 1945	Propaganda	Information, ideas, opinions, or images, often only giving one part of an argument
Kristallnacht	The night of November 9-10, 1938, when German Nazis attacked Jewish persons	Sefer Torah	The religious text of Jewish people
Synagogue	Also called shul or a temple, is a place or worship for Jews and Samaritans	Memorials	An object, often large and made of stone, that has been built to honour a famous person or event

POWERFUL KNOWLEDGE

Jewish life before the Holocaust.
Jewish people had lived in Europe since the ancient period, during which their communities lived mainly in Greece and the Mediterranean. Over time, for a range of different reasons, Jewish people had settled all over Europe. As these communities were located all over the continent, there was lots of diversity in terms of culture, language and history.

The Holocaust and Concentration camps.
Also known in Hebrew as the Shoah. Was the genocide of European Jews during World War II. Between 1941 and 1945, Nazi Germany and its collaborators systematically murdered some six million Jews across German-occupied Europe, around two-thirds of Europe's Jewish population. The murders were carried out primarily through mass shootings and poison gas in extermination camps, chiefly Auschwitz-Birkenau, Treblinka, Belzec, Sobibor, and Chełmno in occupied Poland.

Nazi propaganda. · Kristallnacht and the lead up to it.
Kristallnacht owes its name to the shards of shattered glass that lined German streets from the windows of synagogues, homes, and Jewish-owned businesses. The violence was instigated primarily by Nazi Party officials and members of the SA
In its aftermath, German officials announced that *Kristallnacht* had erupted as a spontaneous outburst of public sentiment in response to the assassination of Ernst vom Rath who was a German embassy official stabbed to death by, a 17-year-old Polish Jew.

Jewish resistance to the Holocaust.
Between 1941 and 1943, underground resistance movements developed in about 100 Jewish ghettos in Nazi-occupied eastern Europe. Their main goals were to organize uprisings, break out of the ghettos, and join partisan units in the fight against the Germans.

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KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Collating	Gathering and arranging different material or images to create a piece of Art	**Presentation**	How an artwork is displayed or shown to others. It involves the way the art is framed, arranges or exhibited and how it is prepared for viewing
Hollow out	In clay this is the process of removing clay from the inside of a sculpture or piece of pottery to make it lighter and prevent cracking during firing.		

POWERFUL KNOWLEDGE

Artist research- Antony Gormley
Born: 30 August 1950 in London.
Gormley attended Trinity College, Cambridge (1968–71),
taking a degree in art history, archaeology, and anthropology, and thereafter travelled in India and Sri Lanka for three years. British sculptor Antony Gormley uses the human form to explore man's existence in and relation to the world. *Field for the British Isles* (1993) won the artist the Turner Prize in 1994. Gormley was perhaps best known for the enormous *Angel of the North* (1998; near Gateshead, England), some 65 feet (20 metres) high and having a 175-foot (54-metre) span.

The Game of Chess
 Chess originated in India in the 6th century. It was called "chaturanga", which means literary "four divisions of the military". Another theory is that is started in China around the 2nd century BC.
Chess reached Europe and Russia around the 10th century. What we do know is that today Chess Games are held any where, in homes, at clubs, online and by mail either for recreation or in a competition or tournament. The most important aim of the game is to checkmate the opponent's king!

Terracotta Army
1.Location: The Terracotta Army is located in Xi'an, China, near the tomb of China's first emperor, Qin Shi Huang.
2.Purpose: The army was created to protect the emperor in the afterlife.
3.Number of Soldiers: There are around 8,000 life-sized soldiers, along with horses, chariots, and other figures.
4.Made of Clay: The figures are made from terracotta, a type of clay that was baked to harden.
5.Discovered: The Terracotta Army was discovered in 1974 by farmers digging a well.
These statues are one of the most famous archaeological discoveries in the world!

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Timber (wood)	Material from trees used in building and making furniture. It is strong, durable and looks natural	**Plastic**	Material made from chemicals that can be easily shaped when soft. Used to make many everyday items.
Metal	A strong, solid material found in the earth. Often shiny, conductive and used for making tools, structures and products	**Properties**	Characteristics or features that describe how a material behaves or looks. Examples include hardness, colour and flexibility

POWERFUL KNOWLEDGE

Categories of Plastic:
Thermoplastic - A polymer material which can be formed or reformed using heat processes.
Thermoset plastic - A polymer, that once set, cannot be changed.
Memory Plastic – Some thermos plastics can be deformed using heat and then reformed back to their original shape again. The polymer chains return to their original state, hence 'memory'.

Examples of Plastics

Thermoplastic
Type: Acrylic
Uses: A hard, tough plastic usually available in sheet form and as granules for molding. In its clear form it makes a safer alternative to glass. It scratches easily. Popular for signs and displays, furniture and household products such as clocks, fish tanks.
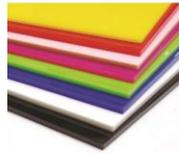
Thermoset plastic:
Type: Epoxy Resin (ER)
Uses: High strength and good chemical wear resistance. Resists heat to 250 degrees centigrade. Used in the electronics industry for protecting components like circuit boards. Also used as an adhesive (glue).

Environmental Impacts:
Plastic harms the environment because it takes hundreds of years to break down, creating pollution in land and oceans. It can harm animals that mistake it for food. Making plastic also uses a lot of energy and fossil fuels. Recycling and using less plastic helps reduce waste and protect nature.

Properties:
Transparent – A clear material, like glass, but safer because it doesn't break easily.
Brittle – A hard material that can break or snap if bent or hit.
Tough (durable/strong) – A strong material that can handle rough use and bad weather.

KEY VOCABULARY & DEFINITIONS

| Key Term	Definition	Key Term	Definition
Labour	Physical work.	**Indictment**	A formal charge or accusation.
Callous	A personality trait – has no regard for other people.	**Vengeance**	Taking revenge for a crime that was committed against you.
Illiterate	Unable to read or write	**Corrupt**	Negative changes that benefit some but cause suffering to others.
Destitute	Extremely poor and unable to afford to live.	**Drudgery**	Boring repetitive work.

POWERFUL KNOWLEDGE
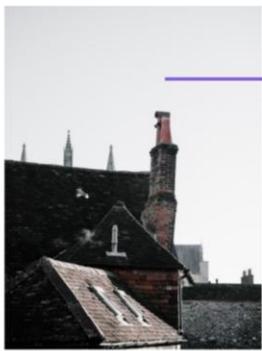
In Victorian Britain, chimneys like these would have to be cleaned manually, with the chimney sweep having to climb inside.

Chimney's were small and narrow – children could fit inside so were used to clean them!

The Industrial Revolution changed the way people worked. Factories replaced working from home and they were dangerous places for everyone.

Workers were treated badly. No Health and Safety, poor quality housing.

Education
Education was not **COMPULSORY** (Had to attend). Children were not able to access education unless they were wealthy.

The Elementary Education Act 1880
Education was made compulsory for all children aged 5-10 in 1880.
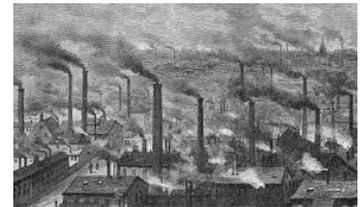
Did you know?

● The age of criminal responsibility in England and Wales is 10 years old. Children under 10 can't be arrested or charged with a crime. There are other punishments that can be given to children under 10 who break the law.

● The death penalty was abolished in the UK in 1965. The death penalty for children was abolished in 1933.

● People under 18 get different sentences to adults, which means they cannot be punished by law in the same way.

When we read independently we need to think about.......

Who has written this text and why? What is their viewpoint and how do they share it?

If the author were to use a synonym, would it change the strength of their argument?

Questions to ask yourself when reading independently

What knowledge do I already have about this topic?

What does this word mean in the context of this text?

How does this text compare to others I have read on this topic?

Persuasive language technique	
Rhetorical questions	Is this punishment an overreaction?
Emotive language	At 12 years old, he is a mere baby.
Direct address	Imagine your child facing death.

Persuasive structural technique	
Connectives to order reasons	Furthermore... Moreover...
Repetition	This cruel punishment for a boy who has already suffered a cruel life.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Texture	The physical feel or appearance of a surface or substance	**Wholesome Food**	Nutritious, natural food that supports health (fruit, wholegrains, lean proteins and vegetables)
Iconic	Something that is widely recognised and represents a particular symbol, style or cultural significance	**Oats**	A type of cereal grain that is commonly used in food products like breakfast cereals, porridge and baked goods

POWERFUL KNOWLEDGE

Scottish cuisine is known for its hearty, wholesome dishes, often made with locally sourced ingredients like meat, fish, and dairy. Here are some of the most iconic and traditional elements of **Scottish cuisine**:

1.**Haggis**: One of Scotland's most famous dishes, haggis is a savoury pudding made from sheep's heart, liver, and lungs, mixed with oatmeal, onions, suet, spices, and stock, traditionally encased in the sheep's stomach and simmered for several hours. It's often served with **neeps and tatties**

2.**Neeps and Tatties**: **Neeps** are mashed turnips (or swedes), and **tatties** are mashed potatoes. It's a classic pairing in Scottish cooking.

3.**Porridge**: A classic Scottish breakfast dish, often made with **oats** and water or milk. It's served warm and typically sweetened with honey, fruit, or brown sugar

4.**Shortbread**: A buttery, crumbly biscuit that's synonymous with Scotland. It's traditionally made with just three ingredients: butter, sugar, and flour

5. Flapjacks. The main ingredients are rolled oats, butter, sugar and golden syrup. The sugar and syrup help bind the oats together and give the flapjacks its sweet flavour

Flapjacks are chewy and slightly crumbly, though the texture can vary based on the baking time. If baked for a shorter period, they remain soft and chewy; longer baking can make them firmer and crispier.

Sometimes dried fruits like raisins, sultanas, or cranberries are added for extra sweetness and texture.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Mood Board	A visual collage or collection of images, colours, textures, materials that help convey a specific theme, concept or mood	**Tie dye**	A popular technique used to create vibrant, multicoloured patterns on fabric
Fabris Manipulation	The process of altering or transforming fabric through various techniques to create texture, shape or design		

POWERFUL KNOWLEDGE

What is a Mind map?

is a visual tool used to organise information, ideas, or concepts in a structured manner. It starts with a central idea or concept in the middle, and then branches out into related topics, subtopics, or details.

Eg-

Who am I?

Favourite colours

Favourite artists

Skills/ techniques
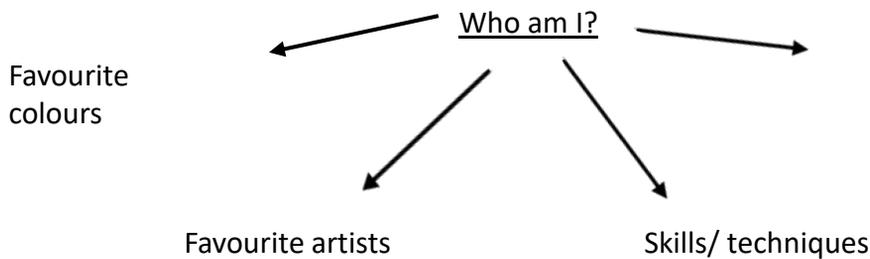
Fabric Manipulation

Gathering

Fraying

Tie Dye

is a fabric-dyeing technique where fabric is folded, twisted, or bound in specific ways, then dyed in various colors. The areas of fabric that are tied or bound resist the dye, creating unique, colorful patterns. Tie-dye is known for its vibrant, swirling patterns and has become a popular art form in fashion and textiles.

The technique of tie-dye can be traced back thousands of years, with evidence of similar methods being used in ancient civilizations, particularly in Asia, Africa, and South America.

What went well?	Even Better if.....

SPaG

Bronze A number of SPaG errors. Your work is generally coherent but basic in development
Silver A few SpaG errors but good use of geographical terms. Your work is generally worded into paragraphs.
Gold Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

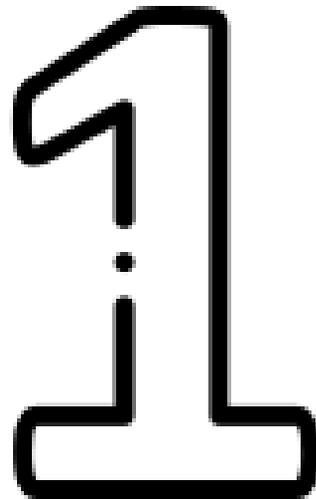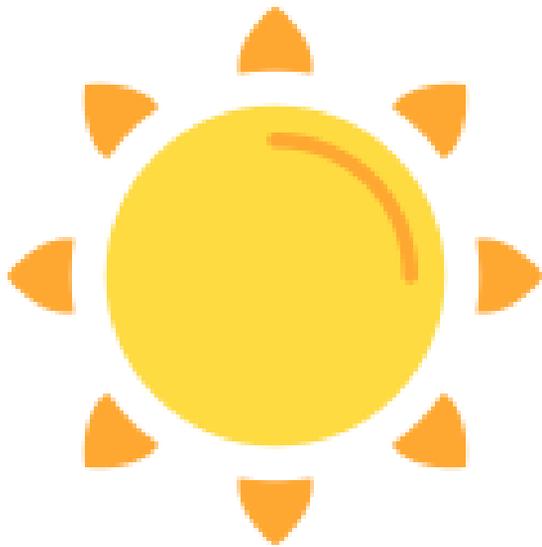| |
|---|
| **Bronze**
You have struggled to push yourself to achieve your potential in this assessment |
| **Silver**
You have shown your potential in this assessment but need to push a little further to achieve |
| **Gold**
You have worked hard to achieve and exceed your targets in this assessment- well done! |

Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?

SUMMER TERM 1

Keywords	Definition
Coordinate	*A pair of numbers (x, y) that show the position of a point on a graph.*
Gradient	*The steepness of a straight line, calculated as the change in y divided by the change in x.*
Sector	*A part of a circle (pie chart) representing a proportion of the whole data set.*
Key	*An explanation showing how to read the numbers in a stem and leaf diagram correctly.*

POWERFUL KNOWLEDGE

By first completing the table of values for $y = 2x + 5$, draw the graph of $y = 2x + 5$ on a set of axes.

x	-2	-1	0	1	2
y	1	3	5	7	9
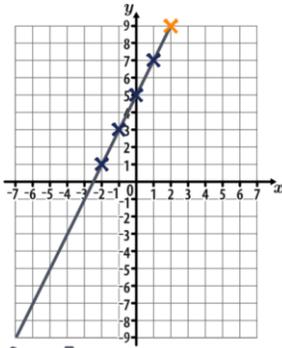
e.g.

$y = 2x + 5$
$y = 2 \times 2 + 5$
$y = 4 + 5$
$y = 9$
$(2, 9)$

$y = 2x + 5$

Work out the equation of the straight line below.
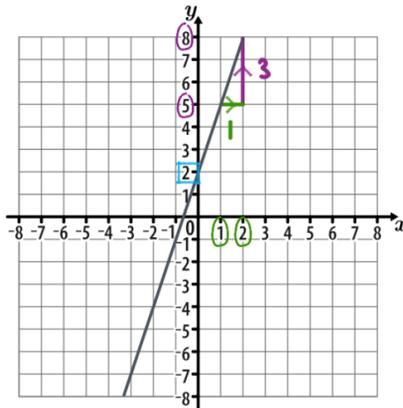
$y = mx + c$

$m = \dfrac{\text{change in } y}{\text{change in } x}$

$= \dfrac{8 - 5}{2 - 1}$

$= \dfrac{3}{1}$

$= 3$

$c = 2$

$y = 3x + 2$

The table shows information about some people's favourite exercises.

Use the table to complete the pie chart.

Exercise	Frequency	Central Angle
Walking	7	$\frac{7}{30} \times 360 = 84°$
Jogging	18	$\frac{18}{30} \times 360 = 216°$
Gym	5	$\frac{5}{30} \times 360 = 60°$
Total	30	
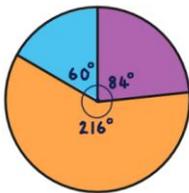
Key	
Walking	■
Jogging	■
Gym	■

The times 12 people spent walking are shown below.

Time (minutes)

30	14	25	3
21	10	30	26
8	19	14	8

Draw an ordered stem-and-leaf diagram to represent this data.

```
0 | 3 8 8
1 | 0 4 4 9
2 | 1 5 6
3 | 0 0
```
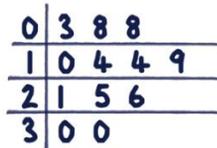
Key
2|1 represents 21 minutes

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Guru Nanak	The first Guru, religious teachers and leader of Sikhism	5Ks	The five items that Sikhs carry or have that symbolise their beliefs
Guru Granth Sahib	The Holy Book of Sikhism	Gurdwara	The Holy Temple in Sikhism
Vaisakhi	A major festival Sikhs celebrate in Spring for the founding of Sikhism	Golden Temple	A large temple in Amritsar, India that is very important to Sikhs
Sewa	Selflessness and Charity		

POWERFUL KNOWLEDGE

Origins of Sikhism
Sikhs follow the teachings of the Ten Gurus.
• Each Guru taught the early Sikhs from the 1500s onwards important lessons, especially about charity and surviving as a community

• The first Guru, Guru Nanak, lived an ordinary life before disappearing into a river. He reappeared days later, and started teaching the first Sikh followers

• Following this, there were nine more Gurus who taught and defended Sikhs in the Punjab region in India.
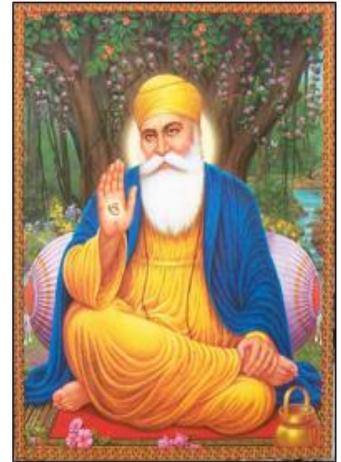
Sikhism and God
• Sikhism is a monotheistic religion, worshipping one god called Waheguru.

• Sikhs believe Waheguru is eternal, meaning never beginning or ending, and that Waheguru created all things, before time started.

• The Mool Mantra is the Sikh statement of belief that reminds Sikhs about Waheguru and how to live life.

Sikhism in the Community
• The Sikh community is called the Khalsa, and the first five Sikhs were called the Panj Pyare.

• Sikhism focuses on charity, and they have communal or public kitchens called Langars, where even non-Sikhs can eat.

• The Sikh Holy building is called a Gurdwara and serves as the place for prayer and community.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Attacking Tactics **Break:** quickly transitioning from defence to offence **Blocking and screening:** players use screen to block view **Overloading one side:** positioning players on one side **Pass and move:** emphasises quick, short passes		**Goalkeeper tactics** **Anticipation & positioning:** goalkeepers must read the game and position themselves effectively to cover the most likely shooting angles **Distribution after save:** after a save, distribute the ball quickly	
Defensive Tactics **Man-to-man defence:** each defender is assigned a specific attacker **Zonal Defence:** cover specific areas		**Set Plays** **Free throws and penalties:** when a foul is committed, the attacking team can use free throws to create scoring chances	

POWERFUL KNOWLEDGE

Break (Counterattack): After a defensive rebound or steal. This is often a 2v1 or 3v2 situation, exploiting the opponent's unprepared defense.

Blocking and Screening: Prevents defenders from following the attacking player. This can create open lanes for passes or shots.

Overloading One Side: Draws defenders in one direction. The objective is to create space on the opposite side for an easy pass or shot.

Pass and Move: Players constantly reposition themselves to create passing angles, making it harder for the defense to anticipate passes.

Man-to-Man Defense: Focus on denying them possession of the ball and preventing them from making a successful shot.

Zonal Defense: The goal is to force attackers into certain positions and limit shooting opportunities. A 6-0 defense (six players across the goal area) is common in handball.

Anticipation and Positioning: They often anticipate passes or shots to react quickly. A goalkeeper might come off their line to challenge attackers in a one-on-one situation or block potential passes.

Distribution After Saves: Via a throw or pass to initiate a counterattack is a vital part of the team's offense.

Free Throws and Penalties: These throws can be strategically placed or used to set up a play involving multiple players.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Proportions	How elements of the work fit together in terms of their size and how they compare to one another	**Portrait**	Refers to an artwork that represents a person, focusing on their face
Detail	The small, intricate elements within an artwork that help to create a complete and realistic or expressive piece		

POWERFUL KNOWLEDGE

How to draw a face in proportion

- Eyes half way
- Nose vertical centre
- 5 eyes across the face
- One finger between the nose mouth
- Top of ears in line with the eyes
- Bottom of ears in line with the nose
- Mouth as wide as the pupils
- Neck starts from jaw line
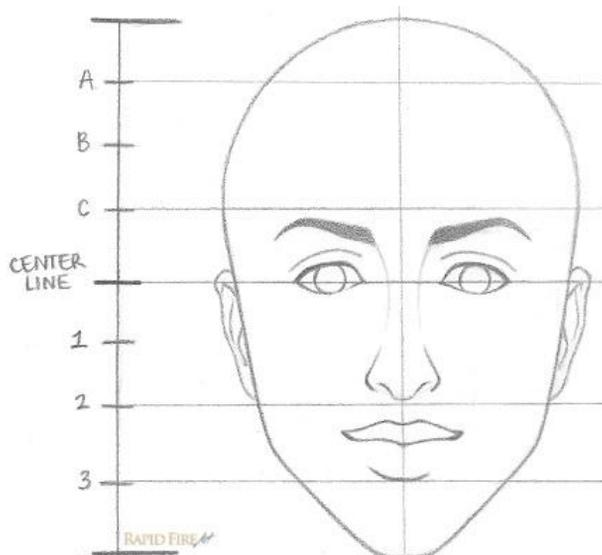
How to draw an eye

Super Simple Steps to Draw an Eye:

1.Draw an Oval:
1. Start by drawing a simple oval shape. This will be the outline of the eye.

2.Draw a Circle for the Iris:
1. Inside the oval, draw a circle. This will be the iris (the coloured part of the eye). Make sure the circle touches the top and bottom of the oval.

3.Add the Pupil:
1. Draw a smaller circle in the centre of the iris. This is the pupil (the dark part of the eye).

4.Draw the Eyelids:
1. Draw a simple curved line above the top of the oval for the upper eyelid. Draw a smaller curved line underneath for the lower eyelid.

5.Add Some Eyelashes:
1. On top of the upper eyelid, draw a few short lines pointing outwards to make eyelashes.

6.Shade the Pupil:
1. Darken the pupil to make it look black. You can leave a tiny white spot inside the pupil for a reflection of light.

7.Finish with Light Shading:
1. Add a little bit of shading around the iris to give the eye some depth.

KEY VOCABULARY & DEFINITIONS

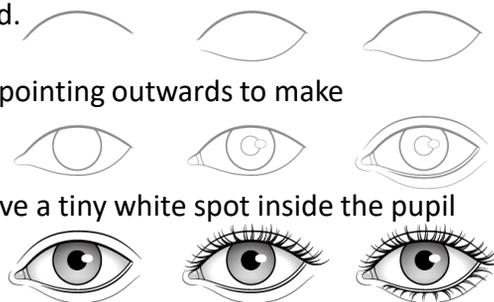| Key Term	Definition	Key Term	Definition
Segregation	Separation of black and white people: schools, libraries	Boycott	Group of people refuse to use a service to change conditions
Lynching	Targeted attacks and killing on Black Americans	Jim Crow Laws	Racist laws that targeted black Americans and enforced segregation
Equality	Treating all people fairly without prejudice	Martin Luther King Jr.	The leaders of the Civil Rights movement & excellent speaker

POWERFUL KNOWLEDGE

- The abolition of Slavery did not end the mistreatment and discrimination against Black Americans.
- Black Americans were subjected to violence, intimidation and injustice for many years.
- The Jim Crow Laws made it legal to treat Black Americans in this was.
- The Civil Rights movement was created to try and tackle these injustices.

JIM CROW

- Emmett Till was a Black teenager who travelled from Illinois down to Mississippi, and was lynched/murdered by two White brothers.
- His mother asked for an open-coffin at the funeral, to demonstrate the horrific and racist death he had suffered.
- Rosa Parks was travelling on a bus and refused to move from her seat for a white person even though she was sitting in the designated area for Black Americans.
- She was arrested and this sparked the Montgomery Bus Boycotts and highlighted the plight of Black Americans to the world.

- Martin Luther King Jr was a Baptist minister who became probably the most famous of the leaders of Civil Rights movement.
- His 'I have a dream' speech is probably one of the most iconic speeches of all time, given at Washington DC.
- He helped the Civil Rights Act of 1964 to pass.
- He was assassinated in 1968, but changed the movement forever.

1.Invaders	1.Norman Invaders	3. Early Medieval Life		5. Early Tudors		7. Stuarts	10. Industrial Revolution		11. Women's Suffrage		13. Germany 1919-33	15. Life in Nazi Germany 1933-1939		17. The Cold War: Conflict & Tension
AD 43-	1066	1086	1351	1485	1558	1603	1750	1865-	1900	1914-18	1919	1933	1939	1945	1990

| 2. Norman Conquest | 4. Later Medieval Life | 6. Elizabeth | 8. British Empire & Slavery | 9. Civil Rights in America | 12. WWI | 14. Steps to WW2 | 16. Holocaust | 18. Life in Communist Countries |

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
System	Organs working together in an organism	Gas exchange	The process of absorbing oxygen and removing CO in the lungs
Inhale and exchange	Breathing in and breathing out	Respiration	A chemical reaction using oxygen and glucose to produce energy
Digestion	Breaking down large insoluble molecules into small soluble molecules	Enzyme	A biological catalyst made from protein which speeds up chemical reactions
Drug	A chemical that affects the body's reaction	Deficiency	A health condition caused by a lack of essential nutrients in the diet

POWERFUL KNOWLEDGE

Gas exchange and breathing

- **Gas exchange** is the process of taking in oxygen and giving out carbon dioxide
- This occurs in the **respiratory system**
- The proportions of gases in the air we **inhale** and **exhale** changes due to using oxygen in **respiration** and producing carbon dioxide

Labels: nose, mouth, intercostal muscles, rib, lung, heart, bronchioles, alveoli (air sacs), thorax, trachea (windpipe), bronchi, diaphragm, abdomen

What happens when you breathe in and out

when you breathe in (inhale)	• muscles between the rubs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs
when you breathe out (exhale)	• muscles between ribs relax • ribs are pulledin and down • diaphragm relaxes and moves up • volume in the chest decrease • pressure inside the chest increases • air is forced out of the lungs

The digestive system

Labels:
- mouth
- salivary gland – this produces a digestive juice, which is added into the mouth
- oesophagus
- liver – this produces bile, which helps digestion
- stomach – this adds acids and it is where digestion occurs
- pancreas – this produces a digestive juice, which is added into the small intestine
- small intestine – here digestion is completed, and absorption of soluble food occurs
- large intestine – water is absorbed from the undigested food, which then produces faeces
- rectum
- anus

Enzymes

- **Enzymes** are biological **catalysts**, they speed up the digestion of **nutrients**
- Each enzyme is specific to each nutrient
- The way the enzyme and nutrient bind with each other is called a lock and key model

- **Carbohydrases** break **carbohydrates** down into simple sugars
- **Proteases** break **proteins** down into amino acids
- **Lipase** breaks **lipids** (fats) down into fatty acids and glycerol

protein molecule → digestion → amino acid molecules

Step 1 - Select a KO you are going to self quiz on.

………………………………………………………………………………………………
Step 2 - In the first box write as much as you can remember above that subject

………………………………………………………………………………………………
Step 3 - Go back to the KO and see how much you remembered.

………………………………………………………………………………………………
Step 4 - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

………………………………………………………………………………………………
Step 5 - Add in purple pen what you didn't write down in the end.

Box 1

Box 2

Add in purple pen what you didn't write down at the end….

Box 4

Box 3

Step 1 – Select a subject KO you are going to self quiz on.

Step 2 – Complete the table below on the key vocabulary you have selected.

Step 3 –Only go back to the KO if you need support – try to do this from memory

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:

Key Vocabulary Spotlight

_____

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:

Key Vocabulary Spotlight

_____

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Assert	To forcefully put your point across.	Credibility	The fact that someone or something can be trusted.
Ballad	A poem or a song that tells a story.	Rhetoric	Speech or writing intended to be effective and influence people.
Lament	A passionate expression of grief or sorrow.	Deprivation	Laking the basic necessities of life.
Synonym	A word that means the same as another word.	Solidarity	Unity or agreement about a feeling or action.

POWERFUL KNOWLEDGE

Taking a Stand

- throughout history, writers have used their skills to take a stand to address social issues
- writers also use their skills to express their views with conviction and passion
- sometimes a writer taking a stand can have real world benefits by stimulating awareness of an issue
- different text types have different strengths when it comes to expressing convictions
- writers make specific language choices to express their views strongly and effectively

Motif

A motif is a recurring theme, idea or symbol that contributes to the overall meaning of a work.

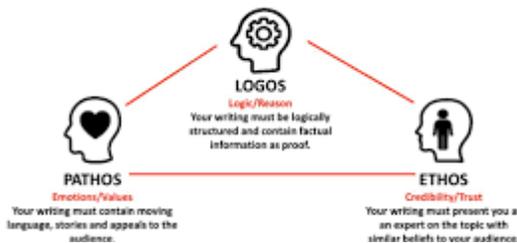Think of a motif as being like a design that appears again and again in a repeating pattern

Aristotle's triad

Aristotle:

- **influential** Greek philosopher
- lived from 384 BCE to 322 BCE
- tutor to Alexander the Great
- he wrote about politics, **rhetoric** and **logic**

LOGOS
Logic/Reason
Your writing must be logically structured and contain factual information as proof.

PATHOS
Emotions/Values
Your writing must contain moving language, stories and appeals to the audience.

ETHOS
Credibility/Trust
Your writing must present you as an expert on the topic with similar beliefs to your audience.

Triad (group of three):

- Aristotle thought **rhetoric** needed three elements
- logos: appeals to the audience's sense of **logic** and reason
- ethos: persuades people using **expertise** and ethics
- pathos: appeals to the audience's emotions

Interactive reading tips:

1. Circle key vocabulary
2. Underline important words and phrases
3. Use [square brackets] to draw attention to important paragraph(s)
4. Put a star next to a key idea ☆
5. Write margin notes/annotations to help remember key inferences and ideas

Metaphors

A metaphor compares two things by saying one is the other
The qualities of the thing that is being used as a comparison are transferred to the thing being described.

"Juliet is the sun" ➡ The sun is warm, bright and life giving. ➡ Juliet is warm, bright and life giving.

Giving a presentation

- **body language** and eye contact can support the successful delivery of a presentation
- **gesture** and **posture** can be used to engage the audience and to add emphasis to important points
- spoken language often needs to be slower than feels natural
- you need to consider your spatial behaviour- too much movement can be distracting but too little can be wooden
- it's okay to feel nervous, find the strategies that work for you

What makes a good presentation?

1. Outlines a problem: what exactly is the issue? Is everyone aware of it or are you bringing it to the audience's attention?
2. Describes how bad the problem is: uses emotive sensory language to help the audience experience the problem.
3. Explains why it is a problem: who is being affected?
4. Offers a solution: an idea or action that you believe could help resolve the problem.
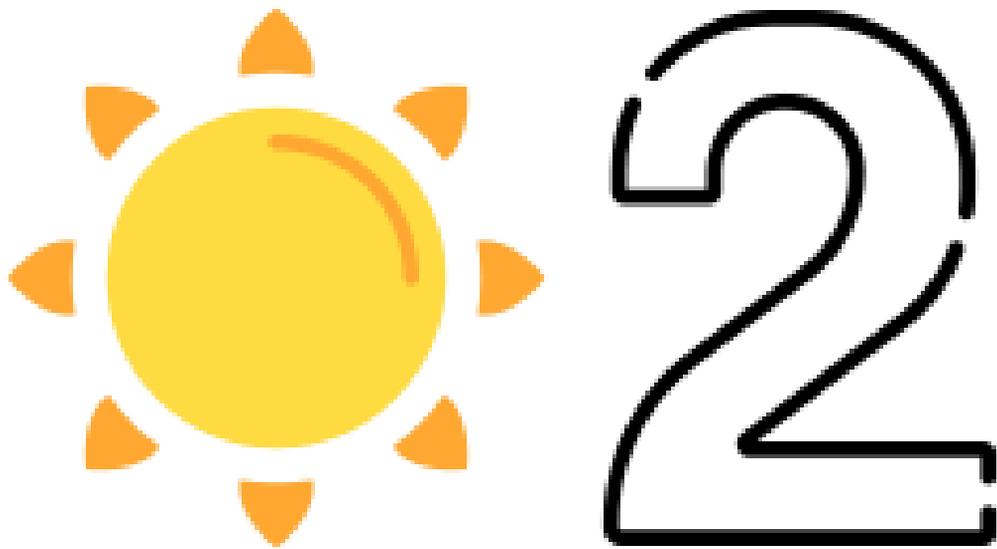
SUMMER TERM 2

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Gnocchi	Potato dough	**Tiramisu**	An Italian trifle
Cuisine	A style or method of cooking, especially characteristic of a particular country, region or culture	**Traditional**	Refers to comes that is based on customs, practices or beliefs
Eating habits	The patterns and practices related to the types, frequency and manner people consume food and beverages		

POWERFUL KNOWLEDGE

As more people from other countries are living in Britain, and there is also greater opportunity for travel, our eating habits have changed. Many traditional British dishes are being replaced with ones that have originated from other countries and cultures

What is Italian cuisine?
Different foods are produced in different areas of Italy.
The north is cooler and mountainous; rice is grown, and the land is mostly used to rear animals and cured meats.
The south of the country is hotter, so crops such as tomatoes, olives and lemons are grown.

Traditional ingredients and dishes from Italy

Traditional ingredients from Italy	Traditional dishes from Italy
Cured meat	Gnocchi
Olives, Olive oil	Pizza
Mozzarella, Parmesan	Risotto
Pasta	Lasagne, cannelloni, spaghetti Bolognese
Mascarpone cheese	Tiramisu
Fresh berries	Pannacotta

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In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight _____		

In your own words write the definition:	Use the term correctly in a sentence:	Create a question where the keyword is the answer:
Key Vocabulary Spotlight _____		

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Batting	Hitting the ball and running around stumps to score a rounder	**Bowling**	Fielder delivering an under-arm throw to the batter in the box
Fielding	Team who are defending the field, placed on stumps	**Throwing and Catching**	Sending and receiving the ball using both under and overarm throws
No Ball	An unsuccessful bowl to the batter (too high, too low, body ball or wide)		

POWERFUL KNOWLEDGE

Tactics

Batting – When you are batting, identify a space and aim to hit the ball in that space. Usually where there are minimal fielders, and harder for them to get you out. This is 'directional' hitting. If you hit the ball, aim to get to at least 2nd post.

Fielding – If the batter does not hit the ball the backstop must try to react quickly to get the ball to 1st post to stump the batter out. If the batter has hit a backward hit, players back up post 2 so the backstop throws directly to post 2 to stop a half rounder being scored. If a no ball is called but you hit the ball well you can take it. The fielders may not think you will take it, so may not react as quick which could allow you score a rounder or a half. Play your strongest batters towards the beginning as they get more bats than the others and it can give you a strong advantage. Move around your fielders depending on the batters strategy, left handers, far hitter, sideways hitters etc.

Bowling: You must bowl underarm. Start with your arm back. As you bring you arm forward step into the bowl using the opposite foot to your bowling hand. The ball must be bowled below the head and above the knee. The ball must not aim towards the body or be too wide so that the batter has to move to hit the ball. If the above happens then it is classed as a no ball and the batter does not have to run.

Introduce different bowling techniques:

Donkey drop- Releasing the ball later to allow the ball to travel high and drop below the batters head at the appropriate time.

Spin ball- Holding the ball on the stitching and rotating your wrist when releasing the ball to include a spin.

Fast ball- Increasing the speed when releasing the ball to send the ball to the batter at a faster pace.

Stumping: To get a player out you must stump the post that the batter is running to with the ball before the batter touches the post.

Running and stopping: When you are running around the posts, cut in tight to the post so that you can reach the next post quicker. You must stop efficiently otherwise if you stop after the post you have effectively left that post for the next one and maybe stumped out at the next post.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Photoshop	An image creation and photo editing software developed by Adobe. It provides many image editing features for pixel-based images, raster graphics and vector graphics	**Layers**	A stack of transparent sheets, each holding different elements like images, texts or shapes. They can be combined to form complex images
PSD	Standard format for files created with Adobe photoshop. Graphics format .svg. The SVG file extension (Scalable Vector Graphics)	**Colour Palette**	Where you can select and change your foreground and background colours that will be used with brushes and fills

POWERFUL KNOWLEDGE

Photo Editing and Retouching
•**Enhancing Photos**: Photoshop allows users to adjust colors, contrast, brightness, and sharpness to improve the overall quality of photos.
•**Removing Imperfections**: Tools like the **Spot Healing Brush** and **Clone Stamp** let you remove blemishes, wrinkles, or unwanted objects from photos.
•**Skin Smoothing and Touch-Ups**: Retouching portraits, including smoothing skin, whitening teeth, and brightening eyes.
•**Fixing Exposure and Lighting**: Correcting issues like overexposed or underexposed photos to make the image look more balanced.
2. Graphic Design
•**Creating Posters, Flyers, and Brochures**: Photoshop is commonly used for designing marketing materials, both digital and print. You can combine images, text, and vector elements to create eye-catching layouts.
•**Social Media Graphics**: Designers use Photoshop to create custom-sized images for social media posts, banners, and ads.
•**Logo Design**: You can design logos from scratch or modify existing ones using Photoshop's powerful design tools.

Understanding Layers:
•**What Are Layers?** Layers are like transparent sheets stacked on top of each other. Each layer can hold a different part of your design, such as images, text, or shapes. Understanding layers is crucial because it lets you work on different elements without affecting the rest of the project.
•**Layer Types**: Learn about different types of layers, such as:
  •   **Image Layers**: These contain your photos or graphics.
  •   **Text Layers**: These allow you to add and edit text.
  •   **Adjustment Layers**: These let you adjust things like brightness, contrast, and colors non-destructively.

Selection Tools:
•**Magic Wand**: Use the Magic Wand tool to select areas of similar color in an image. This is helpful for quick selections, like isolating a background.
•**Crop Tool**: Trims or removes parts of the image to change the composition, focus on a subject, or adjust the aspect ratio.
•**Zoom Tool**: Allows you to zoom in and out of your image to focus on details or view the full canvas.
Both tools are essential for editing and improving the look of your images in Photoshop.

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
DNA	Chemical that contains the information to make an organism	Chromosome	Long strand of DNA that contains many genes
Gene	Section of DNA that contains the information for a characteristic	Allele	Different forms of a gene e.g. brown or blue eyes
Natural Selection	"Survival of the fittest! - the best adapted survive	Mutation	Change to the DNA that could cause disease
Genetic modification	When foreign genes are inserted into an organism's DNA	Extinct	When no more individuals of a species remain in the world

POWERFUL KNOWLEDGE

- Organisms which we see on Earth today have developed over millions of years, this is evolution
- Charles Darwin came up with the concept of natural selection: only the best adapted animals will survive to pass on their genes
- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks
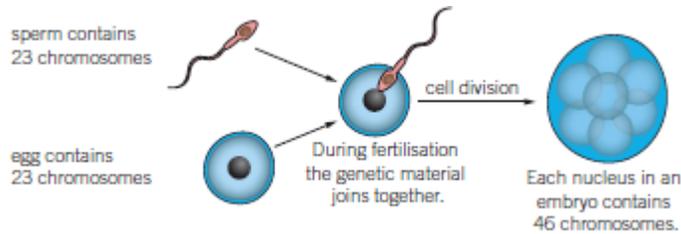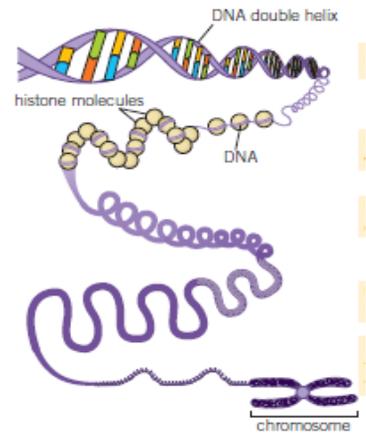
- A species will become extinct when all of a species die out
- The fossil record shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by changes to the environment, destruction of habitat, new diseases, introduction of new predators, increased competition
- When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in biodiversity
- The more diverse a population is, the more likely they are to survive environmental changes

- Genetic modification is the process which scientists can use in order to alter the genes of an organism
- Examples of this include altering cotton to produce higher yields, altering bacteria genes to produce medicines and altering crops to produce their own insecticides

- Characteristics are passed along from parents to their offspring; half from each parent
- DNA contains all of this genetic information, in the shape of a double helix
- Genes – a section of DNA which hold the information for a particular characteristic
- Chromosomes – long strands of DNA which hold many genes, humans have 46 of these in the nucleus of cells

	B	b
b	Bb	bb
b	Bb	bb

- For every characteristic an organism will have two alleles: is two different genes which can code for the same characteristic, one from each parent
- Dominant alleles will cause the characteristic to be displayed even if they are with another allele, this is represented by a capital letter
- Recessive alleles will not be displayed as characteristics unless there are two of the same allele, they are the characteristic least likely to be shown, this is represented by a small letter
- We can predict the inheritance of characteristics using a Punnet square

KEY VOCABULARY & DEFINITIONS

Key Term	Definition	Key Term	Definition
Salir	To go out	**Quedar**	To meet
Poder	To be able	**Ropa**	Clothes
Preferir	To prefer	**Ponerse**	To put on

POWERFUL KNOWLEDGE

¿Te gustaría ir al cine? — *Would you like to go to the cinema?*
1. ¿Te gustaría ir…? — *Would you like to go…?*
2. …a la bolera — *…to the bowling alley*
3. …a la cafetería — *…to the café*
4. …al centro comercial — *…to the shopping centre.*
5. …al parque — *…to the park.*
6. …a la pista de hielo — *…to the ice rink.*
7. …al polideportivo — *…to the sports centre.*
8. ¿Te gustaría venir a mi casa? — *Would you like to come to my house?*

¿A qué hora? — *At what time?*
1. A las… — *At…*
2. Seis — *6.00*
3. Seis y cuarto — *6.15*
4. Seis y veinte — *6.20*
5. Seis y media — *6.30*
6. Siete menos cuarto — *6.45*
7. Siete menos diez — *6.50*

Reacciones — *Reactions*
1. De acuerdo — *All right*
2. Vale — *Ok*
3. Muy bien — *Very good*
4. Genial — *Great*
5. Sí, me gustaría mucho — *Yes, I'd like that very much*
6. ¡Ni hablar! — *No way!*
7. ¡Ni en sueños! — *Not in your wildest dreams!*
8. No tengo ganas — *I don't feel like it*
9. ¡Qué aburrido! — *How boring!*

Los colores — *Colours*
1. Amarillo/a — *Yellow*
2. Azul / gris — *Blue / grey*
3. Blanco/a — *White*
4. Marrón /verde — *Brown / green*
5. Morado/a — *Purple*
6. Naranja /rosa — *Orange/pink*
7. Negro/a — *Black*
8. Rojo/a — *Red*
9. De muchos colores — *Multicolor*

¿Dónde quedamos? — *Where do we meet up?*
1. Al lado de la bolera — *Next to the bowling alley*
2. Delante de la cafeteria — *In front of the café*
3. Detrás del centro comercial — *Behind the shopping centre*
4. Enfrente del polideportivo — *In front of the sports centre*
5. Lejos / cerca de — *Far away / near…*

Lo siento, no puedo — *I'm sorry, I can't*
1. ¿Quieres salir? — *Do you want to go out?*
2. Tengo que… — *I have to…*
3. cuidar a mi hermano — *look after my brother*
4. hacer los deberes — *do my homework*
5. lavarme el pelo — *wash my hair*
6. ordenar mi dormitorio — *tidy up my room*
7. pasear al perro — *walk the dog*
8. salir con mis padres — *go out with my parents*
9. No quiero — *I don't want to*
10. No tengo dinero — *I don't have money*
11. No puedo salir — *I can't go out*
12. No puede salir — *He/she can't go out*

¿Cómo te preparas? — *How do you get ready?*
1. ¿Cómo te preparas cuando sales de fiesta? — *How do you get ready when you go to a party?*
2. Me baño — *I have a bath*
3. Me ducho — *I have a shower*
4. Me lavo la cara — *I wash my face*
5. Me lavo los dientes — *I brush my teeth*
6. Me visto — *I get dressed*
7. Me maquillo — *I put on make-up*
8. Me peino — *I comb my hair*
9. Me aliso el pelo — *I straighten my hair*
10. Me pongo gomina — *I put gel on my hair*

¡No es justo! — *It is not fair!*
1. Estoy de acuerdo… — *I agree*
2. con tu madre/padre — *with your mum/dad*
3. con tus padres — *with your parents*
4. contigo — *with you*
5. Eres demasiado joven — *You're too young*
6. En mi opinión, tienes razón — *In my opinion, you are right.*
7. ¿Tú qué opinas? — *What do you think?*

KEY VOCABULARY & DEFINITIONS

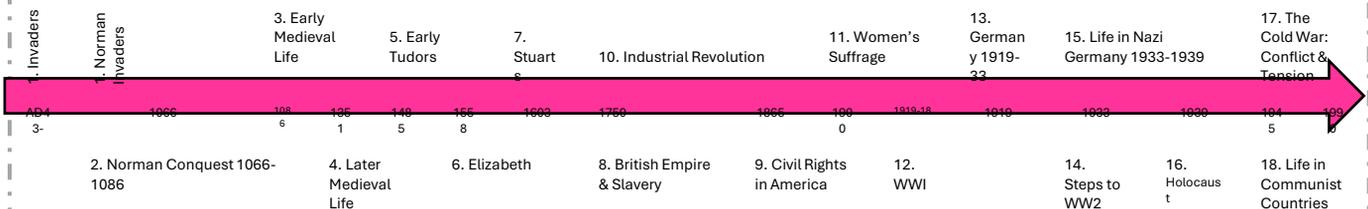| Key Term	Definition	Key Term	Definition
Suffrage	The right to vote	Suffragettes	Women who demanded the right to vote and used violent actions to achieve this
Suffragists	Women who protested		

POWERFUL KNOWLEDGE

- By the late 1800s and early 1900s, Britain had been transformed. Far fewer people lived in the villages and farms, having moved instead to find work in the cities.
- These cities were filled with smog and smoke, with people cramped into small terraced houses, and diseases such as cholera rampant, leading to many families living in poverty.
- Amongst this, women did not have the right to vote, with only a limited group of landowning men having a say about who ran the country as Prime Minister.

- Different groups of women who wanted the right to vote emerged. The most famous were the Suffragettes, who used violent methods such as blowing up post boxes and chaining themselves to railings.
- Another group, the Suffragists, used peaceful methods to try to win the vote for women. For example, these women produced pamphlets and gave speeches to convince people to support equal voting rights.

- One Suffragette, Emily Davison, made history at the Epsom Derby, a major horse race. The King attended this race and there have always been huge crowds.
- Emily Davison, a Suffragette scarf in hand, walked out onto the racecourse in front of the King's horse Anmer, and was killed.
- It is debated whether she meant to die or just try to put the scarf around the horse's neck. Either way, she became a martyr, someone who dies for a cause.
- Shortly after the end of WWI in 1918, women over 30 with land were allowed to vote, and in 1928 this was lowered to 21.

1. Invaders	1. Norman Invaders	3. Early Medieval Life	5. Early Tudors	7. Stuarts	10. Industrial Revolution	11. Women's Suffrage	13. Germany 1919-33	15. Life in Nazi Germany 1933-1939	17. The Cold War: Conflict & Tension
AD43-	1066	1086	1351	1485 1558	1603 1750	1865 1900	1919-18 1910	1933 1939	1045 1090
	2. Norman Conquest 1066-1086	4. Later Medieval Life	6. Elizabeth	8. British Empire & Slavery	9. Civil Rights in America	12. WWI	14. Steps to WW2	16. Holocaust	18. Life in Communist Countries

Step 1 - Select a KO you are going to self quiz on.

………………………………………………………………………………………………

Step 2 - In the first box write as much as you can remember above that subject

………………………………………………………………………………………………

Step 3 - Go back to the KO and see how much you remembered.

………………………………………………………………………………………………

Step 4 - Repeat the process for box 2, 3 and 4. See how much you can remember. Don't forget to go back and check.

………………………………………………………………………………………………

Step 5 - Add in purple pen what you didn't write down in the end.

Box 1

Box 2

Add in purple pen what you didn't write down at the end….

Box 4

Box 3

What went well?	Even Better if.....

SPaG

Bronze
A number of SPaG errors. Your work is generally coherent but basic in development

Silver
A few SpaG errors but good use of geographical terms. Your work is generally worded into paragraphs.

Gold
Very few SPaG errors. Your work is well organized, contains key geographical terms and is worded into clear paragraphs.

Growth Mindset

Bronze
You have struggled to push yourself to achieve your potential in this assessment

Silver
You have shown your potential in this assessment but need to push a little further to achieve

Gold
You have worked hard to achieve and exceed your targets in this assessment- well done!

Spelling Errors

Rewrite spelling errors below three times.

Spelling 1

Spelling 2

What can be improved for next term?