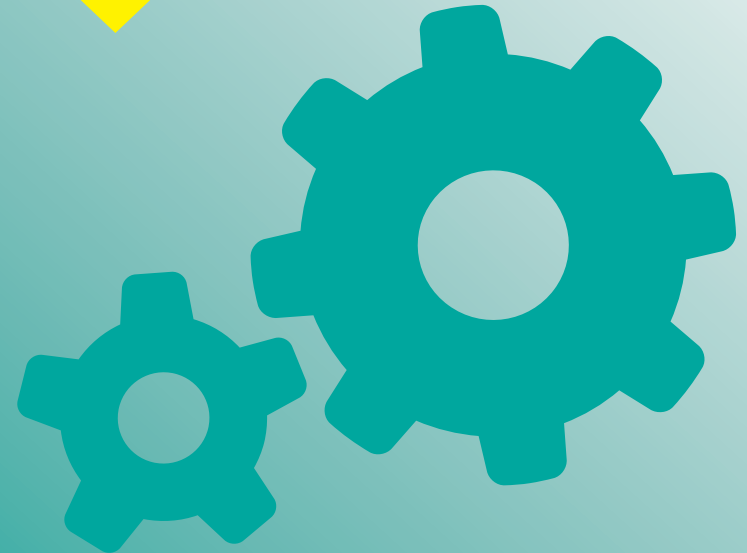
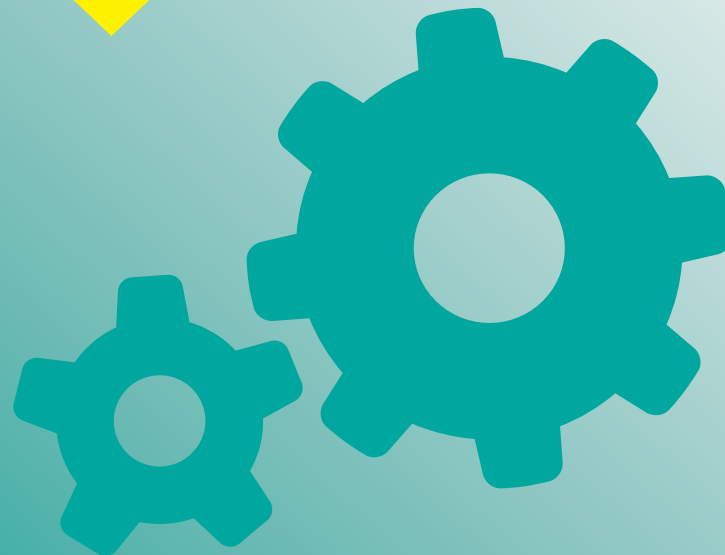


Contents

Page	Subject
3	Maths
6	English
8	Science
15	History
21	Geography
23	Religious Studies
25	Spanish
27	IT
29	Art
31	Design Technology
34	Food Technology
36	Music
38	Drama



Maths



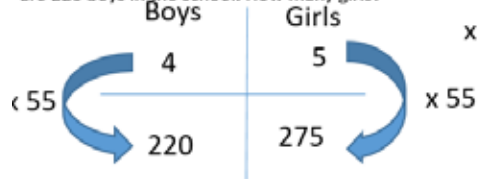


Simplify ratio: Divide by common factors.

$$\begin{array}{ccc} 16 & : & 12 \\ \curvearrowright & & \curvearrowleft \\ 4 & : & 3 \end{array}$$

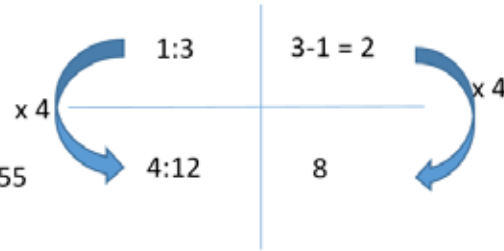
Ratio- finding on quantity:

The ratio of boys to girls in a school is 4 : 5 There are 220 boys in the school. How many girls?

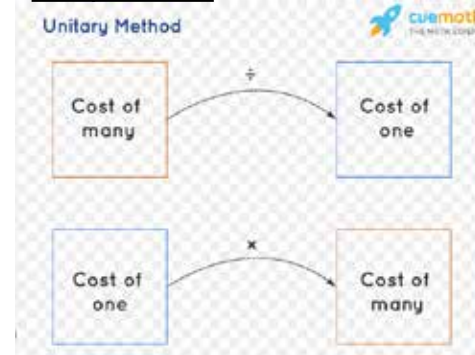


Ratio- difference between:

A bag contains yellow +blue blocks in the ratio 1:3 There are 8 more blue blocks than yellow blocks. How many yellow blocks are there?



Proportion



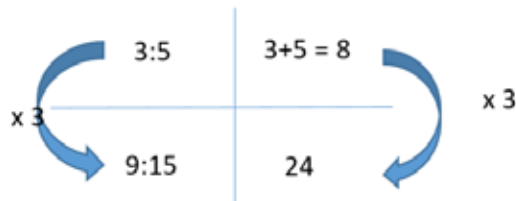
Percent of Change

$$\% \text{ Change} = \frac{\text{New} - \text{Original}}{\text{Original}} \times 100 \%$$

Ratio- a way of comparing 2 or more quantities

Share in a ratio:

James and Helen get pocket money in the ratio 3 : 5. The total amount of pocket money they are given is £24. How much money do they each get?



Increase £42 by 3%

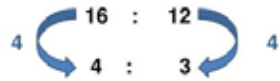
$$\begin{array}{l} 100\% \text{ of } 42 \\ \underline{+ 3\% \text{ of } 42} \\ 103\% \text{ of } 42 \end{array} \quad 42 \times 1.03 = \pounds 43.26$$

Decrease £42 by 3%

$$\begin{array}{l} 100\% \text{ of } 42 \\ \underline{- 3\% \text{ of } 42} \\ 97\% \text{ of } 42 \end{array} \quad 42 \times 0.97 = \pounds 40.74$$

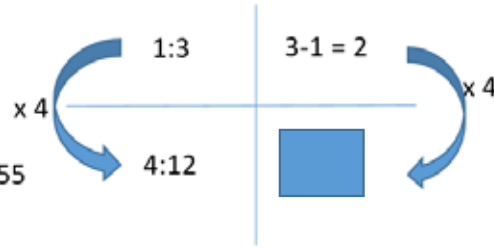


Simplify ratio: Divide by common factors.



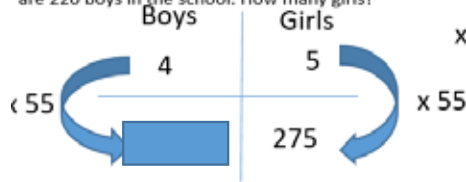
Ratio- difference between:

A bag contains yellow + blue blocks in the ratio 1:3 There are 8 more blue blocks than yellow blocks. How many yellow blocks are there?



Ratio- finding on quantity:

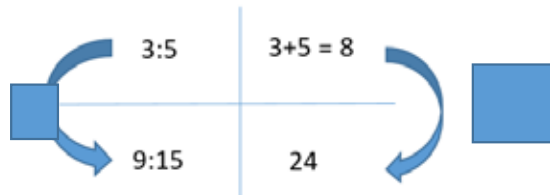
The ratio of boys to girls in a school is 4 : 5 There are 220 boys in the school. How many girls?



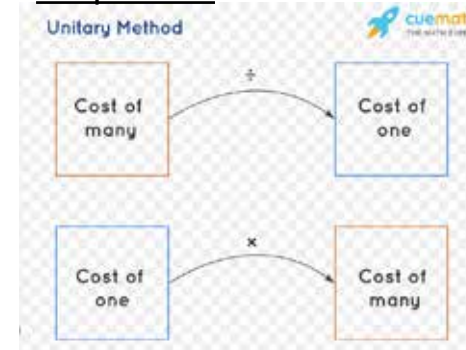
Ratio- a way of comparing 2 or more quantities

Share in a ratio:

James and Helen get pocket money in the ratio 3 : 5. The total amount of pocket money they are given is £24. How much money do they each get?



Proportion



Percent of Change

$$\% \text{ Change} = \square \times 100 \%$$

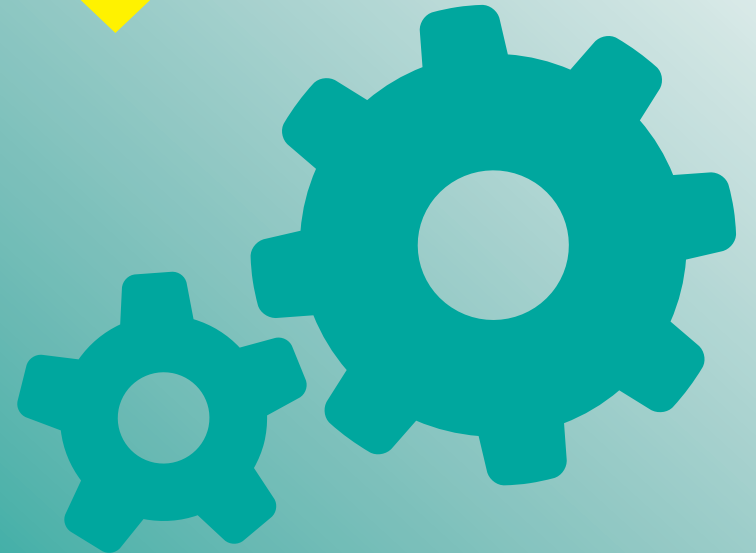
Increase £42 by 3%

$$\begin{array}{r} 100\% \text{ of } 42 \\ + 3\% \text{ of } 42 \\ \hline 103\% \text{ of } 42 \end{array} \quad 42 \times 1.03 = \pounds 43.26$$

Decrease £42 by 3%

$$\begin{array}{r} 100\% \text{ of } 42 \\ - 3\% \text{ of } 42 \\ \hline 97\% \text{ of } 42 \end{array} \quad 42 \times 0.97 = \pounds 40.74$$

English





Y8 HT4 Non-Fiction Writing

Language technique	Definition	Example
Repetition	Where a word or phrase is repeated for a particular effect.	The boys were lost. Their friends were lost, their families were lost.
Rhetorical question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.	What else could you wish for?
Alliteration	The repetition of the same letter or sound at the beginning of adjacent or closely connected words.	The beating of the drum made a callous cacophony which moved through the trees.
Emotive language	Words or phrases that create a certain emotion in your reader.	Desperate and alone, they cried out for help.
Facts	A statement that is known or proved to be true.	The sun will rise in the morning and set in the evening.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.	On the island, he preferred the beach to the trees.
Anecdote	A short amusing or interesting story about a real incident or person, which is used to support your idea.	The English teacher told the class about their experience of reading Lord of the Flies for the first time...
Statistics	A true fact which is supported by numerical data.	97% of students said that English was their favourite subject.
Rule of three/triple	The use of three adjectives to add more impact.	The class were cool, calm and collected.

Letter	Article	Speech	Opening ideas	Structure
<ul style="list-style-type: none"> The use of addresses & date A formal mode of address e.g. Dear Sir/Madam or a named recipient Effectively/fluently sequenced paragraphs An appropriate mode of signing off: Yours sincerely/faithfully. 	<ul style="list-style-type: none"> Broadsheet = formal/Local or tabloid = informal A clear and original title A strapline & subheadings An introductory paragraph Effectively sequenced paragraphs. 	<ul style="list-style-type: none"> A clear address to an audience Effective/fluently linked sections to show sequence Indicators that an audience is being addressed 	<ul style="list-style-type: none"> Controversial statement. Get the reader to put themselves in a situation through direct address. Ask them a question. A bold statement using a triple. Start with an anecdote. Repeat a word or phrase. 	<ul style="list-style-type: none"> Engaging opening idea. Powerful end to writing. A carefully chosen and crafted order of ideas. Use of effective discourse markers. Coherent and cohesive line of argument.

Connectives/Discourse

Markers

Position

At the start
 Firstly
 Secondly
 Thirdly
 Next
 Meanwhile
 Subsequently
 Finally
 In conclusion

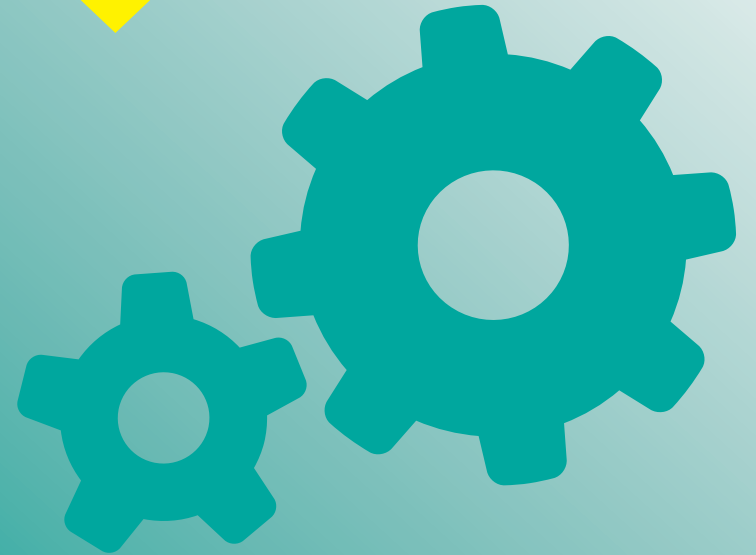
Emphasis

Importantly
 Significantly
 In particular
 Addition
 Furthermore
 Additionally
 In addition
 As well as

Contrast

Although
 Whereas
 Otherwise
 Alternatively
 Nevertheless

Science





The physical properties of metals

Metals	Non-metals
good conductors of heat and electricity	poor conductors of heat and electricity
shiny	dull
solids with a high melting point (except for mercury)	most are low melting point solids or gases
flexible and malleable	brittle (break easily instead of bending)

The chemical properties of metals

The **chemical properties** of metals refers to their reactions with other substances.

For example, metals can react with many non-metals:

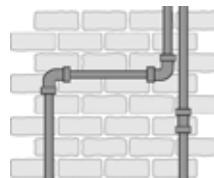


(Note: When naming a compound the ending of the non-metal is changed to **_ide**)

Metals can also react with air (oxygen), water and acids. Some metals react very quickly; they are **reactive**. Calcium is a reactive metal. Other metals do not react quickly; they are **unreactive**. Gold is a very unreactive metal.

Uses of metals

Metals have many **uses** depending on their different **properties**. For example, copper is used in electrical wires as it is flexible and a good conductor of electricity. It is also used for roof sheets as it is malleable and doesn't react quickly with water.



Metals as catalysts

Some metals act as **catalysts**. These are substances that speed up chemical reactions without being used up themselves. Catalysts have many uses, for example, platinum is used in catalytic converters in cars.

Corrosion and oxidation of metals

The reaction of metals with oxygen forms **metal oxides**:



e.g. **word equation**: calcium + oxygen \rightarrow calcium oxide

This is called an **oxidation** or **corrosion** reaction.

Some metals like sodium react quickly with water and oxidise immediately when scratched. Other metals do not react easily, for example silver changes colour very slowly as it reacts with oxygen.

Rusting

The corrosion of **iron** is called **rusting**. It destroys iron and steel structures because **rust** is weak and crumbly. Water and oxygen must be present for iron to rust.

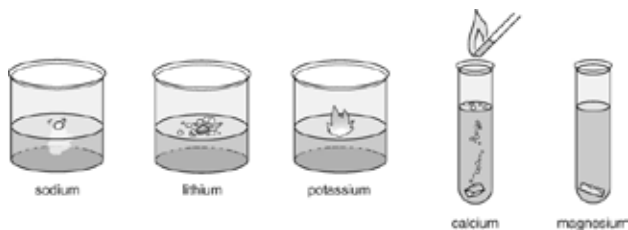


Coating the iron with paint, plastic, etc. acts as a barrier to oxygen and water and stops iron rusting.



Metals and water

Some metals can react with cold water.

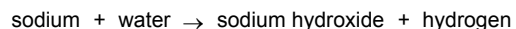


All the metals that react with water form a metal hydroxide (an alkaline solution) and hydrogen gas.



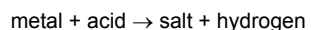
The test for hydrogen gas is that it burns with a 'squeaky pop'.

Again, the equations can be written using words or symbols:



Metals and acids

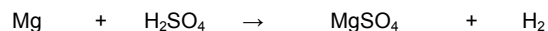
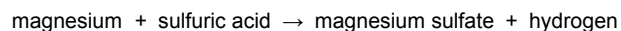
The metals that react with water react very quickly with acids. Some metals that don't react with water do react with acids. When metals react with acids, they produce hydrogen and a salt.



The name of the salt formed depends on the name of the acid:

- hydrochloric acid → chlorides
- sulfuric acid → sulfates
- nitric acid → nitrates

Again, the equations can be written using words or symbols:



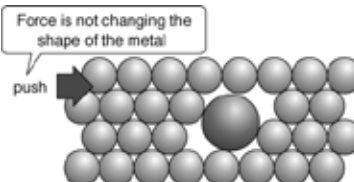
Alloys

Alloys are mixtures of metals with one or more other elements. Alloys have different properties from the pure metal and so can be more useful.

For example, steel, an alloy of iron, is stronger and does not rust as quickly.

Pure metals have a fixed, precise melting point where as alloys have a lower melting point and melt over a range of temperatures. Melting points can therefore be used to identify pure metals.

Alloys are usually also harder than pure metals because the different sized atoms disrupt the regular structure making it harder for the layers of atoms to slip over each other.



Reactivity series

The reactions of metals with oxygen, water and acids allows us to put the metals in order of reactivity:

Potassium
Sodium
Lithium
Calcium
Magnesium
Aluminium
Zinc
Iron
Tin
Lead
Copper
Mercury
Silver
Gold

D
e
c
r
e
a
s
i
n
g
r
e
a
c
t
i
v
i
t
y

The reactivity of metals can be linked to their uses.

For example, metals used for building need to have a low reactivity, otherwise they will corrode away.



A **species** is a group of organisms that are able to reproduce to give offspring that are also able to reproduce. Members of the same species have very similar **characteristics** (features). However, there is **variation** in these characteristics.



All tigers have stripes but there is variation in the stripes between each tiger.

Environmental variation

Some characteristics vary due to **environmental factors** in an organism's surroundings (its **environment**). There are living environmental factors (other organisms) and **physical** (non-living) **environmental factors**, such as the amount of sunlight. Variation caused by environmental factors is **environmental variation**.

All the organisms and physical environmental factors in an area form an **ecosystem**.

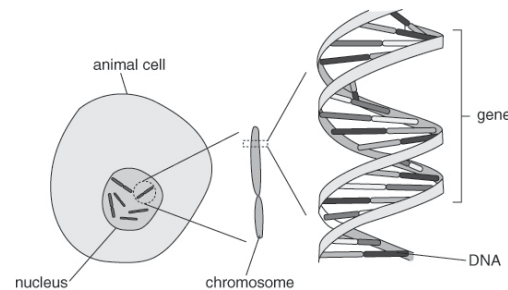
Inherited variation

Offspring **inherit** characteristics from their parents and these characteristics can vary (e.g. brown eyes and blue eyes). This is **inherited variation**.

Chromosomes, genes and DNA

An organism's characteristics are controlled by **genetic information** contained in a code in **DNA**. James Watson and Francis Crick discovered the structure of DNA by making use of the data of other scientists, such as Rosalind Franklin and Maurice Wilkins.

Each **chromosome** contains a long molecule of DNA. Certain sections of that DNA molecule contain the genetic information and are called **genes**.

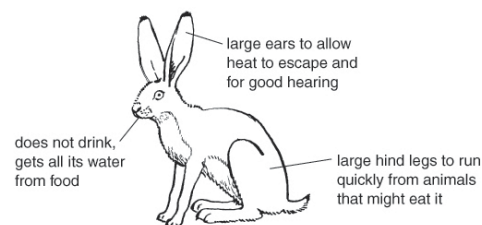


In humans there are 23 different types of chromosome. Most cells have two copies of each type. Gametes, however, only have one copy of each type of chromosome. When two gametes fuse during **fertilisation**, they form a zygote that contains the chromosomes from both gametes.

For some characteristics, scientists can work out the **probability** that a child will inherit that characteristic. Probabilities are shown as percentages, decimals or fractions.

Adaptation

Animals and plants are **adapted** to where they live; they have characteristics that allow them to survive in that habitat.

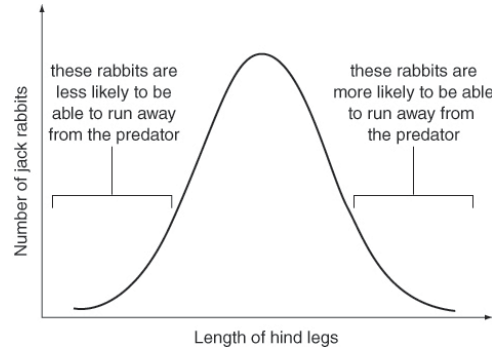


Jack rabbits are adapted to living in a desert habitat.



Natural selection

All characteristics vary slightly amongst the members of a species. We can often draw a bell curve (**normal distribution**) to show variation in a characteristic.



If conditions in a habitat change, then variation in a characteristic may help some members of a species to survive better than others. Imagine a new predator moves into the area in which jack rabbits live. By chance, some jack rabbits will have slightly longer hind legs that allow them to run faster. These are the jack rabbits that are more likely to survive and reproduce. So, the next generation of jack rabbits will have slightly more rabbits with longer hind legs.

This process is known as **natural selection**. Charles Darwin and Alfred Russel Wallace both came up with the idea that it is natural selection happening over and over again, over a long period of time, that causes **evolution**.

Endangerment and extinction

Changes in an **ecosystem** can cause species to become **endangered** or **extinct**. This is usually due to:

- changes in physical environmental factors
- competition from other organisms
- disease
- human activities (e.g. hunting, clearing habitats, using poisons).

We can try to stop this happening and preserve **biodiversity** (the number of species) by:

- protecting areas and setting up nature reserves
- setting up breeding programmes in zoos
- banning the hunting of some animals or the collecting of wild plants
- setting up **gene banks** (to store parts of organisms, such as seeds and gametes).

We should preserve biodiversity because:

- organisms depend on one another (they are **interdependent**)
- we won't be able to make use of organisms if they become **extinct**
- more biodiverse areas recover better from natural disasters.



Physical changes and chemical reactions

Physical changes	Chemical reactions
Do not make new substances.	Always make one or more new substances.
Are often easy to reverse.	Are usually difficult to reverse.
The substances may change state or just be mixed together.	The new substances have different properties from the original substances.
Examples include: melting, boiling, condensing, freezing.	Examples include: combustion, neutralisation, thermal decomposition.

Gas pressure

Gas pressure is caused by the force of the particles hitting the walls of the container.

Change that increases pressure	Reason
increase the temperature	the particles move faster and so hit the walls of the container with more force and more often
increase the number of particles in the container	the particles are closer together and hit the walls of the container more often
decrease the volume of the container	the particles are closer together and hit the walls of the container more often

Metal	Reaction with oxygen in air	Reaction with cold water	Reaction with dilute acid
potassium	☄	☄	☄
sodium	☄	✓✓✓	☄
lithium	☄	✓✓	✓✓✓
calcium	☄	✓✓	✓✓✓
magnesium	☄	✓	✓✓
aluminium	✓✓✓	●●●	✓✓
zinc	✓✓	●●●	✓✓
iron	✓✓	●●●	✓
tin	✓	●●●	✓
lead	✓	●●●	✓
copper	✓	X	X
mercury	●●●	X	X
silver	●●●	X	X
gold	X	X	X
platinum	X	X	X



Key

☄ explosive	☄ can catch fire	✓✓✓ reacts very quickly
✓✓ reacts quickly	✓ reacts	●●● slow or partial reaction
X no reaction		

The reactivity series

This is a list of metals in order of reactivity, with the most reactive at the top.

The metals that react with water produce a metal hydroxide and hydrogen.

The metals that react with dilute acids produce a salt and hydrogen.

Most metals react with oxygen from the air to form metal oxides. This is an **oxidation** reaction.

Rusting of iron

Steel is an alloy containing iron mixed with small amounts of carbon and sometimes other metals. Iron and steel need air and water to rust. Salt makes them rust more quickly than usual.

Rusting can be prevented by:

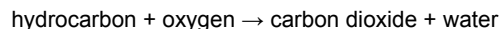
- a physical barrier to stop the air and water being in contact with the iron
- sacrificial protection, in which blocks of a more reactive metal, such as zinc or magnesium, are attached to the iron. They then corrode instead of the iron.

Stainless steel is an alloy of iron containing chromium and it does not rust.



Hydrocarbons

These substances contain hydrogen and carbon only. They burn in a plentiful supply of air to form carbon dioxide and water:



The test for oxygen is that it relights a glowing splint.

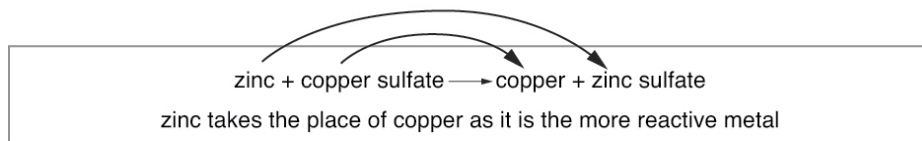
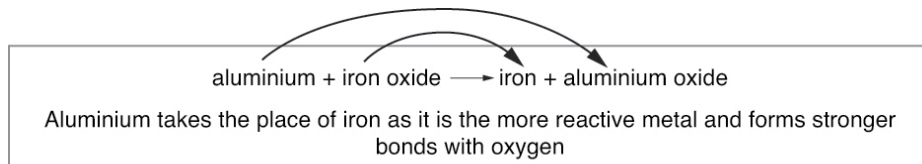
An input of energy from a flame or spark is needed to start the combustion reaction by breaking some bonds in the reactants. Explosive mixtures contain an **oxidising agent** to provide extra oxygen for the reaction.

Energy changes

- Exothermic reactions transfer energy from the reactants to the surroundings. The temperature of the surroundings increases.
- Endothermic reactions use energy transferred from the surroundings to the reactants. The temperature of the surroundings decreases.

Displacement reactions

In a **displacement reaction** a more reactive metal takes the place of a less reactive metal in a compound.



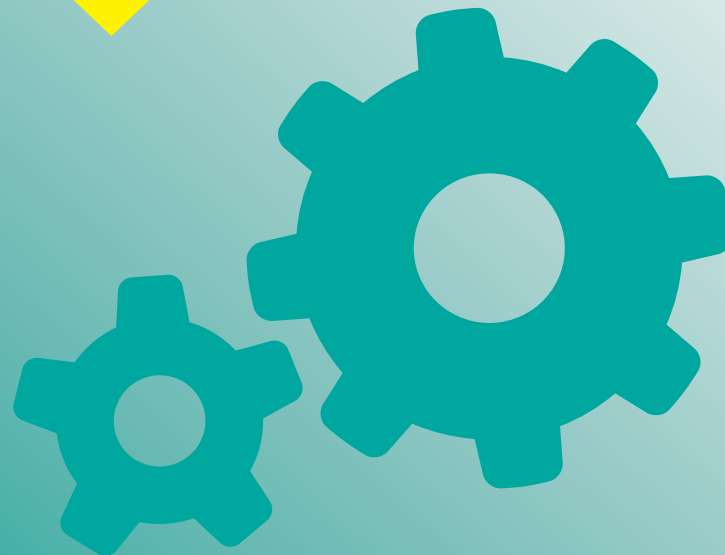
Extracting metals

- Most metals occur as compounds in ores in the Earth's crust. Only a few, such as silver and gold, occur as the metallic element.
- The metals high in the reactivity series are difficult to chemically extract from their ores and their isolation has happened relatively recently.
- The metals lower in the reactivity series are easier to extract from their ores and they have been available to use as the pure elements for much longer.
- Metals from zinc downwards in the reactivity series can be extracted from their ores by heating with carbon.
- Metals above zinc in the reactivity series need electrolysis to extract them from their ores.
- Oxidation is the gain of oxygen. **Reduction** is the loss of oxygen.

Percentage loss or gain

This is the $\frac{\text{actual change}}{\text{original amount}} \times 100$

History





History Knowledge Organiser: Slavery and Civil Rights

1619 – First slaves arrive in Virginia 1619	1700	1793 – Fugitive Slave Law ensures escaped slaves are returned to owner 1793	1800	1807 – Parliament pass the Slavery Act 1807	1861-1865 - American Civil War 1861-1865	1865 – KKK founded 1865	1900	1963 – MLK: I Have a Dream speech 1963	2018
		1793 – Eli Whitney’s invention of the Cotton Gin increases demand for slaves 1793		1833 - Parliament pass the Slavery Abolition Act 1833	1863 – Abraham Lincoln issues the Emancipation Proclamation 1863		Late 1800s – Jim Crow Laws Late 1800s	1957 – Montgomery Bus Boycott And Little Rock 1957	2008 – Barack Obama becomes president 2008

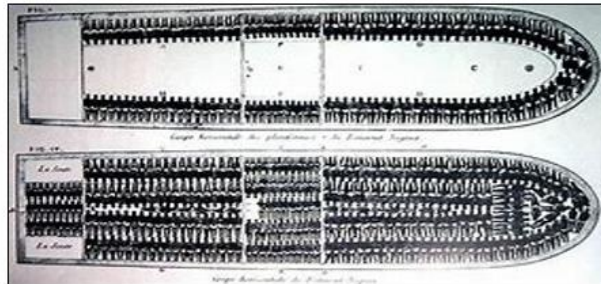
Capture

Greater Pillage– Chaos was created within a tribe’s camp, usually by setting fire to it. As the tribespeople fled, they would be captured by men waiting in the surrounding forest.

Lesser Pillage– This method was usually reserved for men who were left camp to hunt. They would be captured after they left the camp, often tempted by squares of linen left out to entice them.

Kidnap– Generally done close to the shore by the crew members of the ship. Tribespeople would be captured and taken straight to the ship.

Middle Passage – Slave ships took between six to eleven weeks to cross the Atlantic. They were packed into ships in the model shown below – the Brooke’s Slave Ship model. The conditions were terrible and around 15% of slaves died on the journey. They were often packed three high and shackled together throughout the duration.



Auction – Slave traders wanted to present their slaves in the best possible condition. They would cover their bodies in tar to hide any sores from the middle passage. Anybody left over was sold by scramble auction. A set price was agreed and then potential owners would rush in and try to grab the best slaves from the centre of the room.

Plantations – Life on a plantation was difficult for slaves. Most worked harvesting crops. Some would work as servants in the house. In 1793, Eli Whitney invented the Cotton Gin which increased the demand for cotton and meant that slaves were worked even harder to pick more cotton. Punishments became more harsh as plantation owners pushed slaves to work faster.



Emancipation & Abolition – England abolished slavery in 1833 but America didn’t until Abraham Lincoln issued the Emancipation Proclamation in the Civil War.

Segregation – After slavery was ended in America, black and white people were separated. Share cropping was introduced where ex-slaves had to rent land from their previous plantation owners. This often meant that the ex-slaves couldn’t afford a home, food, and the materials needed to farm. For many of them, they were worse off than when they were slaves. Jim Crow Laws were introduced in the late 1800s to promote ‘separate but equal’ lives for black & white people.

KEY EVENTS:

The Bus Boycott: 1957 – In Montgomery, Alabama, black people were told to sit at the back of a bus. Rosa Parks, working for the NAACP, refused to give up her seat for a white person. She was arrested and a boycott of the buses lasted for almost a year.

Little Rock: 1957 – The Little Rock Nine were the first nine students in Arkansas who attempted to integrate into Little Rock High. The community violently protested their integration.

Martin Luther King: 1963 – MLK gave his ‘I have a dream’ speech, where he told the world that he wanted a future with equal opportunities and without racism.

Barack Obama: 2008 – Obama became the first African American president and told the world “yes we can”.

Key Words

Trade: The swapping of goods in exchange for something different.

Pillage: The act of theft, usually involving violence.

Chief: The person in charge of the African tribe.

Middle Passage: The travel completed between Africa and the Caribbean. Conditions were very poor.

Merchant: Someone involved in trading.

Plantation: The places slaves were taken to work in America & the Caribbean.

Auction: Where slaves were sold to the highest bidder.

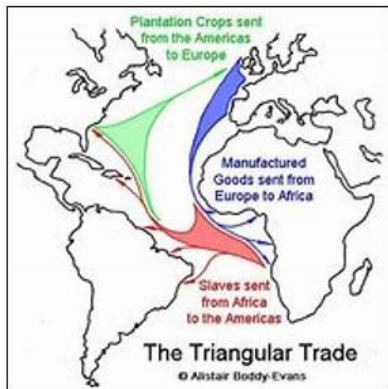
Resistance: When slaves tried to fight back; sometimes actively, sometimes passively.

Abolition: The ending of the Slave Trade.

Civil Rights: The movement to try to ensure that everyone, regardless of skin colour, has equal rights.

Segregation: Separation of black & white people.

Constitution: The original ‘rule book’ of America, created by the Founding Fathers in 1787.





VOCABULARY

boycott	The act of stopping using a company or service in protest of something they are doing.
Civil rights	Rights that protect your ability to participate in the civil and political life of the society and state without discrimination or repression.
civil disobedience	Peacefully refusing to follow laws or commands that you feel are unfair.
integration	Combining different groups of people.
Jim Crow Laws	A series of laws in southern states, which discriminated against black people
Ku Klux Klan	A group of white supremacists, who believe black people are inferior to white people.
segregation	Separating different groups of people.
separate but equal	The act of different, but equal, facilities to different groups of people.
NAACP	The National Association for the Advancement of Colored People
nonviolence	The act not using violence under any circumstances (especially during protests).

Year 8 – Civil Rights in America Knowledge Organiser



TIMELINE

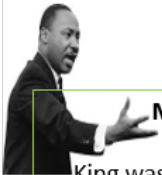
1861-1865	American Civil War, between united states in the north and confederate states in the south. The confederate states objection to abolishing slavery was a major reason for the war.
14 May 1954	Brown versus Board of Education ends segregation in schools based on race.
1 Dec 1955	Rosa Parks sparks the Montgomery bus boycott after refusing to give up her seat to a white man.
4 Sep 1957	The 'Little Rock Nine' students are blocked from entering a previously whites only school in Arkansas.
1 Feb 1960	Four black students in North Carolina refuse to leave a whites only counter in Woolworths restaurant. This sparks similar 'sit-ins' across the city and USA.
11 Jun 1963	Two black students are blocked from registering for University as the Governor of Alabama, George C Wallace, blocks their entrance.
28 Aug 1963	Over 250,000 people 'March on Washington'. Dr Martin Luther King Jr gives his "I have a dream" speech.
2 Jul 1964	The Civil Rights Act of 1964 is signed, preventing employment discrimination.
21 Feb 1965	Malcolm X is assassinated.
7 Mar 1965	Over 500 people march from Selma, Alabama, to Montgomery. They are brutally attacked by the police.
4 Apr 1968	Martin Luther King is assassinated.
11 Apr 1968	The Civil Rights Act of 1968 is signed by President Johnson, providing equal access to housing.
15 Jul 2013	#BlackLivesMatter is used on twitter for the first time.

IMPORTANT PEOPLE

Dr Martin Luther King Jr	A national leader of the civil rights movement, assassinated in 1968	Malcolm X	American Muslim leader and human rights activist. Assassinated in 1965.
Rosa Parks	Civil rights activist and secretary of the NAACP in Montgomery, who refused to give up her seat on a segregated bus.	Jimmy Lee Jackson	Black activist killed by white state trooper during the Selma protests.
Lyndon B Johnson	President (1963-1969) who passed the Civil Rights Acts of 1964 and 1968.	Reverend James Reeb	Black protestor killed by Ku Klux Klan members after the second Selma March.
John F Kennedy	President (1961-1963) who began work on the Civil Rights Act of 1965, banning segregation and discrimination.	Trayvon Martin	A black teenager killed by George Zimmerman whilst walking home from the shops.
		Michael Brown	Black teenager killed by a white police officer during his arrest.



Key Individuals



Martin Luther King Jr.

King was one of the major civil rights leaders and was active in the movement during the 1950s and 1960s. King came to the nation's attention when he spoke out against the arrest of Rosa Parks who would not give up her seat to a white man on public transport. King utilised peaceful protest as a political tool and was instrumental in forming the Southern Christian Leadership Conference (SCLC).



President John F. Kennedy

Kennedy at first did not fully support the civil rights movement for fear of alienating voters. However, he did plant the seeds for the Civil Rights Act 1964. After the riots in Birmingham Kennedy decided to support the movement fully, regardless of whether or not he would lose the next election. He supported the March on Washington for Jobs and Freedom and had plans to implement a stronger civil rights act. He would never see the Civil Rights Act 1964



Rosa Parks:

Rosa Parks was instrumental in spurring on the civil rights movement in 1955. Parks boarded a bus in Montgomery, Alabama, and refused to give up her seat to a white man because the "whites only" seating area was full. Her subsequent arrest led Martin Luther King Jr. to organise the Montgomery Bus boycott of public transport, which lasted for over a year.



Malcolm X:

Malcolm X was a major figure in the civil rights movement and a figurehead for the Nation of Islam during the 1950s. X was a passionate and inspiring speaker who fought for independence for African-Americans using violent methods if necessary. To some, such as Martin Luther King Jr. who preached of peace X was the flip side of the civil rights movement. If the American authorities did not want to deal with the peaceful protests of King then Malcolm X would be the alternative.

Other Key Figures:

President Lyndon Johnson, pushed forward the Civil Rights Act 1964 despite great opposition
 Marcus Garvey, a Jamaican activist who fought for Black Nationalism and influenced others such as Malcolm X
 Booker T. Washington, fought for African-American rights to economic equality with whites
 Thurgood Marshall, leader of the NAACP and the first African-American to sit in the Supreme Court
 W.E.B. Du Bois, helped to develop black consciousness through art and history and helped form the NAACP



NAACP:
National Association for the Advancement of coloured People.

Non-violent



Southern Christian Leadership conference..



CORE:
Congress of Racial Equality.



Student Nonviolent Coordinating Committee.

Laws



Civil Rights Act of 1964: prohibiting discrimination based on race, colour, religion, sex, and national origin by federal and state governments as well as some public places.

The Voting Rights Act of 1965: This made it much easier for Black people to vote.

Violent



KKK:
Ku Klux Klan



The Black Panthers.



1954 – 1960

Brown v. Board of Education of Topeka decision 1954:

Supreme Court reverses Plessy by stating that separate schools are by nature unequal. Schools are ordered to desegregate.



Emmett Till 1955:

The murder of the 14 year old African-American Emmett Till in Money, Mississippi, was another key moment in the civil rights movement. Till was beaten and shot through the head before being dumped in a river for whistling at a white woman as a dare from his friends.

Little Rock Central High School desegregated 1957:

After Little Rock school board votes to integrate schools, National Guard troops prevent black children from attending school. 1000 federal paratroopers are needed to escort black students and preserve peace. Arkansas Gov. Faubus responds by closing schools for 1958-59 school year.

Montgomery bus boycott 1955-1957:

Rosa Parks ignites 381-day bus boycott organized by Martin Luther King, Jr.



1960 – 1965

Sit-in Campaign: 1960:

The basis of sit-in campaigns resulted from students "sitting" at lunch counters until they were acknowledged and served food. Nashville, TN Sit-in Campaigns - African Americans would sit and wait at the lunch counters in a very polite, non-violent manner. If police arrested them for not leaving, a new group of African Americans would take their place.



Freedom riders oppose segregation: 1961:

Blacks and whites take buses to the South to protest bus station segregation. Many are greeted with riots and beatings.



James Meredith enrolls at the University of Mississippi: 1962:

5000 federal troops are sent by Pres. Kennedy to allow Meredith to register for classes. Riots result in 2 deaths and hundreds of injuries.

Desegregation drive in Birmingham: 1963:

King and SCLC (Southern Christian Leadership Conference) oppose local laws that support segregation. Riots, fire-bombing, and police are used against protestors.



March on Washington 1963:

More than 200,000 blacks and whites gather before Lincoln Memorial to hear speeches (including King's "I Have a Dream") and protest racial injustice.



Civil Rights Act passed 1964:

Congress passes law forbidding racial discrimination in many areas of life, including hotels, voting, employment, and schools.



Mississippi Summer Freedom Project: 1964:

Civil rights workers seek to register blacks to vote. 3 are killed and many black homes and churches are burned. National outrage helps pass civil rights legislation.

1965 – 1970

Selma to Montgomery march 1965:

King leads 54-mile march to support black voter registration. Despite attacks from police and interference from Gov. Wallace, marchers reach Montgomery. Pres. Johnson addresses nation in support of marchers.



Voting Rights Act approved: 1965

After passage, southern black voter registration grows by over 50% and black officials are elected to various positions. In Mississippi, black voter registration grew from 7% to 67%.



Watts Riots 1965:

In first of more than 100 riots, Los Angeles black suburb erupts in riots, burning, looting, and 34 deaths.

Malcolm X assassinated 1965:

Rejecting integration and nonviolence, Malcolm splits off from Elijah Muhammad's Black Muslims and is killed by black opponents.

King assassinated 1968 :

While supporting sanitation workers' strike which had been marred by violence in Memphis, King is shot by James Earl Ray. Riots result in 125 cities.

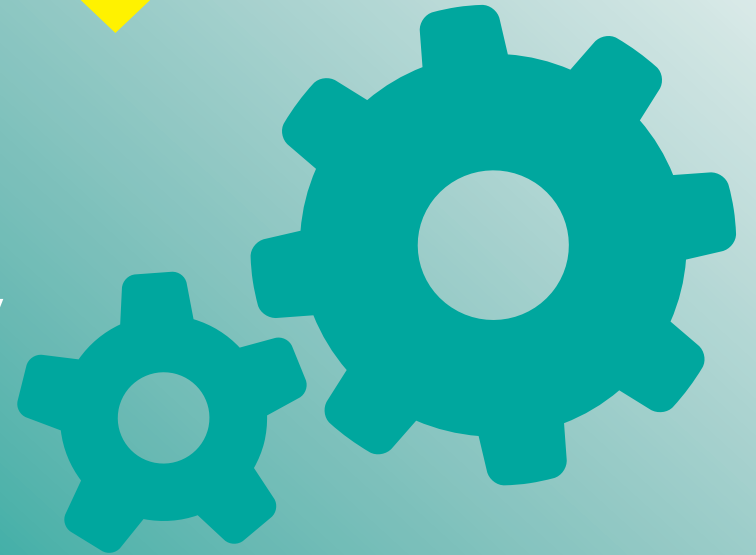




Research what the SS Windrush was and why it is significant to British History

What were the Toxteth and Brixton Riots of the early 1980s? What were they about and how did things change/stay the same for Black people in the UK

Geography





Key vocabulary
 Primary
 Secondary
 Tertiary
 Quaternary
 Raw materials
 Manufacturing
 Employment structure
 Rural
 Agriculture
 Outsourcing
 Multinational company
 globalisation

Towns like Doncaster have seen a rise in unemployment



Where are our clothes made today?
 Today many textile companies operate in Asia. This is called outsourcing. Big companies like Primark make their clothes in countries like Bangladesh because they can pay the workers less

Advantages for the country. People get a regular wage and they can begin to save money and improve their lives. People develop new skills. People will pay tax that can be used by the government to build schools

Disadvantages for the country People often work in poor and dangerous conditions. Many people will leave the countryside leading to a decline in farming and food production

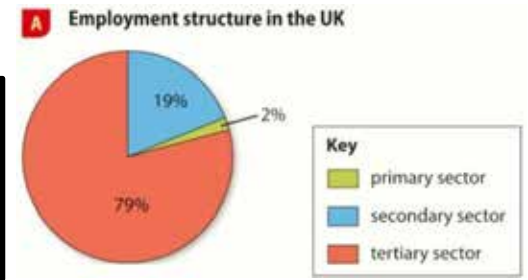
Production of many items like our clothes involve all the sectors. Primary involves the gathering raw materials like cotton. Secondary involves all the manufacturing in factories all over the world. Tertiary involves the transport of the clothes to the shops and selling them. Quaternary involves all the research and advertising to sell more goods

Many towns like Doncaster have recently seen a growth in tertiary employment. They have a large Amazon distribution centre that employs thousands of people



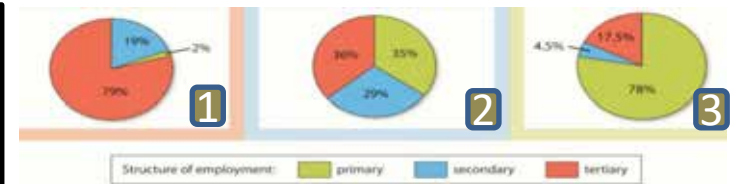
Companies that have factories all over the world and shops all over the world are called **Multi National companies**

The employment structure of the UK has changed over time. This has led to a decrease in the number of people in the primary sector and an increase in the tertiary and quaternary



Many people migrated from the rural areas to the towns and cities leading to a growth in the towns

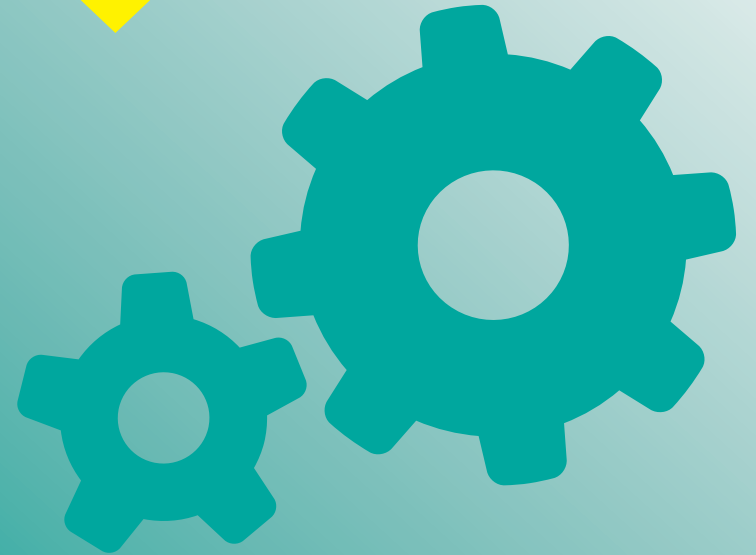
Around the world the employment structure varies. In some countries primary dominates like in Ethiopia in other countries like China secondary dominates while in countries like to UK tertiary dominates



In the UK some places have suffered as the types of jobs have changed. Many factories have closed down and this has led to high unemployment

Multi national companies are an example of globalisation. This means that we trade all over the world, products are sold all over the world...we are all connected

Religious Studies





BUDDHISM KNOWLEDGE ORGANISER



Overview

Buddhism is one of the world's major religions. It is the **world's 4th largest religion**, with about 520 million followers.

Buddhists are the people who follow Buddhism. They follow the teachings of a man named **Siddhartha Gautama**, who became known as **the Buddha**.

The religion began when Gautama, a prince who had lived a life of luxury, realised that there was **suffering in the world**, and committed himself to understanding why.

This happened in **India** around 2,500 years ago.

The holy book in Buddhism is called **Tipitaka**. **Buddhist Temples** are buildings designed for Buddhist worship.

Image of the Buddha, known in life as **Siddhartha Gautama**, whose teachings founded Buddhism.



Buddhist Beliefs

Siddhartha Gautama's Story



-Siddhartha was a rich prince of an area north of India. His mother and father treated him well, and protected him from the suffering in the world.

-As a young man, Siddhartha left the palace for the first time, and was upset by the things that he saw: old age, sickness and death. He decided to leave his comfortable life to see if he could find an answer to the suffering.
-After many years of trying, he sat under a tree (the Bodhi tree) by a full moon and started meditating. In doing this he became Enlightened – he saw the meaning in all things. He was then known as the Buddha.

The Four Noble Truths

- The Buddhist teachings are known as Dharma. They include the Four Noble Truths and the Eightfold-Path. Buddhism's Noble Truths are:
1. Life always involves suffering (dukkha).
 2. Suffering happens because people are greedy and never satisfied with what they have.
 3. Greed and selfishness can be overcome.
 4. The way to overcome them is to follow the Eightfold Path.







The Eightfold Path



- Siddhartha created a way of life which ensured that his basic needs were covered, but didn't require any extra comforts. Buddhists try to live following the Eightfold Path:

1. Right viewpoint
2. Right values/ thought
3. Right speech
4. Right actions
5. Right livelihood
6. Right effort
7. Right concentration
8. Right mindfulness

Answers to Important Questions and Key Vocabulary

Where and how do Buddhists worship? Why?		-Buddhists worship either in temples or at home, often sitting or kneeling facing a shrine of Buddha. -They may listen to monks reciting religious texts, take part in chanting, or meditate. -Buddhists hope to achieve Enlightenment. They believe that there is a cycle of birth, life, death and rebirth. If a person gains Enlightenment (like the Buddha) they can break out of this cycle, to a place of eternal peace that is known as 'Nirvana.'	Key Vocabulary
What is the Tipitaka?		-The Tipitaka is believed to be Buddha's teachings. It is written in an ancient Indian language known as Pali. It is a very large book, that takes up about forty volumes when translated into English! The Tipitaka is made up of three sections of wisdom.	Buddha Buddhist Siddhartha Gautama
Where do most Buddhists live in the world?		-About 7% of the world's population are Buddhists. -China has the most Buddhists – about 250 million Buddhists live there. -However, Cambodia has the highest proportion of Buddhists – about 97% of its population are Buddhists. There are also lots of Buddhists in Thailand, Sri Lanka, and Japan. -Many Buddhists in the far east devote their lives to Buddhism, living in isolation in temples.	Tipitaka Temple Wesak 4 Noble Truths
How many different types of Buddhists are there?		-Buddha's teachings spread far across the Asian continent. As it spread, different peoples formed their own approaches of Buddhism. -The three main types are called Theravada, Mahayana and Tibetan Buddhists. -Although they differ slightly, they all still keep the basic features of Buddhism.	Tipitaka Temple Wesak 4 Noble Truths Eightfold Path Lotus Flower Theravada Mahayana Tibetan

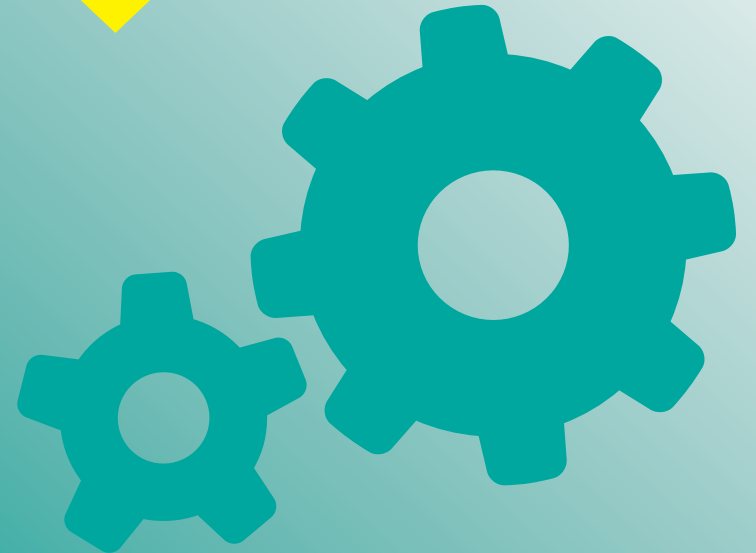
Top 10 Facts!

1. Buddhists don't believe in a God who made the world and everything in it.
2. Siddhartha's family were Hindu.
3. The lotus flower is an important symbol in Buddhism. It is a symbol of enlightenment.
4. The name 'Buddha' means 'the enlightened one' or 'the one who knows.'
5. Some Buddhists have shrines at home where they are able to worship.
6. The teachings of Siddhartha Gautama were not written down until about 400 years after his death.
7. Siddhartha Gautama died around age 80.
8. 'Puja' is the name for worship in Buddhism. People often light candles as they worship.
9. In images of Buddha, faces are always made to look calm and serene, to show that he has a peaceful mind.
10. Wesak is an important festival in Buddhism.

Buddhism Timeline

- | | | | | | | | |
|-------------------------------------|--|---|--|------------------------|---|--|--|
| 490BCE: Siddhartha Gautama is born. | 461 BCE: Gautama leaves home to find an end for suffering. | 455 BCE: Gautama is enlightened – becomes the Buddha. | 454 BCE: People begin to follow the teachings of the Buddha. | 410 BCE: Gautama dies. | 386 BCE: Buddhism separates into two different lines. | 269 BCE: Emperor Asoka begins to spread Buddhism across India. | 200 BCE – 1200CE: Buddhism spreads along trade routes, reaching many other countries, including Sri Lanka, China, and Indonesia. |
|-------------------------------------|--|---|--|------------------------|---|--|--|

Spanish





Vamos a Viajar

¿Adónde vas a ir de vacaciones el próximo año? - Where are you going to go on holidays next year?

<ol style="list-style-type: none"> 1. Cuando sea mayor 2. Si tengo dinero 3. Si hace buen tiempo 4. Cuando el cole termine 5. En el futuro 6. El próximo año 7. El próximo verano 	<ol style="list-style-type: none"> 1. When I am older 2. If I have money 3. If it is good weather 4. When school finishes 5. In the future 6. Next year 7. Next summer
<ol style="list-style-type: none"> 1. Voy a visitar España 2. Vamos a visitar Cuba 3. Voy a ir a Grecia 4. Vamos a ir a Los Estados Unidos 	<ol style="list-style-type: none"> 1. I am going to visit Spain 2. We are going to visit Cuba 3. I am going to go to Greece 4. We are going to go to the USA
<ol style="list-style-type: none"> 1. Voy a ir a la costa 2. Vamos a ir las montañas 	<ol style="list-style-type: none"> 1. I am going to go to the Coast 2. We are going to go to the mountains
<ol style="list-style-type: none"> 1. CON 2. Mi familia 3. Mis amigos 	<ol style="list-style-type: none"> 1. With 2. My family 3. My friends
<ol style="list-style-type: none"> 1. EN 2. Avión 3. Coche 4. Barco 	<ol style="list-style-type: none"> 1. ON/BY 2. Plane 3. Car 4. Boats
<ol style="list-style-type: none"> 1. Porque / ya que VA A SER 2. Guay 3. Genial 4. Emocionante 5. Bonito 6. Flipante 7. Entretenido 	<ol style="list-style-type: none"> 1. Because IT IS GOING TO BE 2. Cool 3. Great 4. Exciting 5. Pretty 6. Amazing 7. entertaining

¿Qué actividades vas a hacer – What activities are you going to do

<ol style="list-style-type: none"> 1. Durante mis vacaciones 2. Voy a tomar el sol 3. Voy a ir al museo de Picasso 4. Vamos a ir al estadio de fútbol 5. Vamos a ir de excursión 6. Voy a jugar al voleibol 7. Voy a sacar fotos 8. Vamos a visitar monumentos 9. Vamos a comer en un restaurante 10. Voy a nadar en el mar 	<ol style="list-style-type: none"> 1. Durante my holidays 2. I am going to sunbathe 3. I am going to go to the Picasso Museum 4. We are going to go to the football stadium 5. We are going to go on a trip 6. I am going to play football 7. I am going to take photos 8. We are going to visit monuments 9. We are going to eat in a restaurant 10. I am going to swim in the sea
--	--

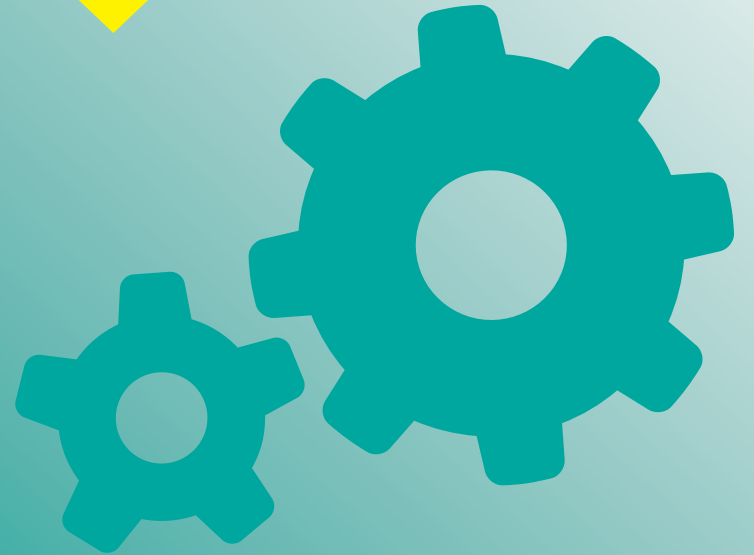
¿Qué te gustaría hacer durante tus vacaciones el próximo año? – What would you like to do during your holidays next year?

<ol style="list-style-type: none"> 1. Por la mañana/tarde 2. Por la noche 3. Si tengo dinero 4. Si hace buen tiempo 5. Primero 6. Luego 7. ME GUSTARÍA 8. NOS GUSTARÍA 9. Escuchar música 10. Bailar en la discoteca 11. Descansar en la playa 12. Montar en bici 13. Visitar los monumentos 14. Tomar el sol 15. Mandar mensajes 16. Sacar fotos 17. Jugar al fútbol 18. Comer paella 19. Beber limonada 20. Escribir un postal 21. Salir con mis amigos 	<p>In the morning/afternoon At night If I have the money If it is good weather Firstly Then I WOULD LIKE WE WOULD LIKE To listen to music To dance in the disco To rest on the beach To ride a bike To visit monuments To sunbathe To send messages To take photos To play football To eat paella To drink lemonade To write a postcard To go out with friends</p>
--	--

¿Por qué? – Why?

<ol style="list-style-type: none"> 1. Porque / ya que / dado que SERÍA 2. Guay 3. Genial 4. Emocionante 5. Bonito 6. Flipante 7. Entretenido 	<ol style="list-style-type: none"> 1. Because IT WOULD BE 2. Cool 3. Great 4. Exciting 5. Pretty 6. Amazing 7. Entertaining
Campamentos de Verano – Summer Camps	
<ol style="list-style-type: none"> 1. Gané una semana en un campamento de verano 2. Espero ir a un campamento de verano <p>The following infinitives can be conjugated into the past / future tense</p> <ol style="list-style-type: none"> 1. Hacer senderismo 2. Montar a caballo 3. Hacer escalada 4. Ir de pesca 5. Dormir en tiendas 6. Hacer un curso de inglés 7. Disfrutar la naturaleza 8. Ir de excursión 9. Hacer surf/windsurf 10. Hacer vela 11. Hacer piragüismo 12. Cantar 13. Bailar 14. Hacer clases de coreografía 15. Tocar instrumentos 16. Pintar 	<ol style="list-style-type: none"> 1. I won a week in a summer camp 2. I hope to go to a summer camp <p>Conjugate = change the infinitive into a tense</p> <ol style="list-style-type: none"> 1. To walk 2. To ride a horse 3. To climb 4. To go fishing 5. To sleep in tents 6. To do an English /Spanish course 7. To enjoy nature 8. To go on a trip 9. To surf / windsurf 10. To do sailing 11. To do canoeing 12. To sing 13. To dance 14. To do a dance class 15. To play instruments 16. To paint
Semana Santa – Holy Week (Easter Time)	
<ol style="list-style-type: none"> 1. Es un festival religioso 2. Cuenta la historia de la resurrección de Jesús 3. Hay desfiles religiosos 4. Rezar 5. Los Pasos 6. Los Costaleros 	<ol style="list-style-type: none"> 1. It is a religious festival 2. It tells the story of the resurrection of Jesus 3. There are religious parades 4. To pray 5. Floats with figures of Christ/religious symbols 6. Men who carry 'Los Pasos' in the parades

IT





What is HTML?
Hypertext Markup Language is the standard markup language for documents designed to be displayed in a web browser.

Key words

HTML

TAG

CSS

<P>

<H1>

<BODY>

<HEAD>

<HTML>

<A REF>

<TITLE>

Tags
 HTML uses **tags** in order to structure web pages. These are created using the < and > symbols. Each tag has a specific job for example **<p> </p>** creates a paragraph and **<h1> </h1>** creates a heading.



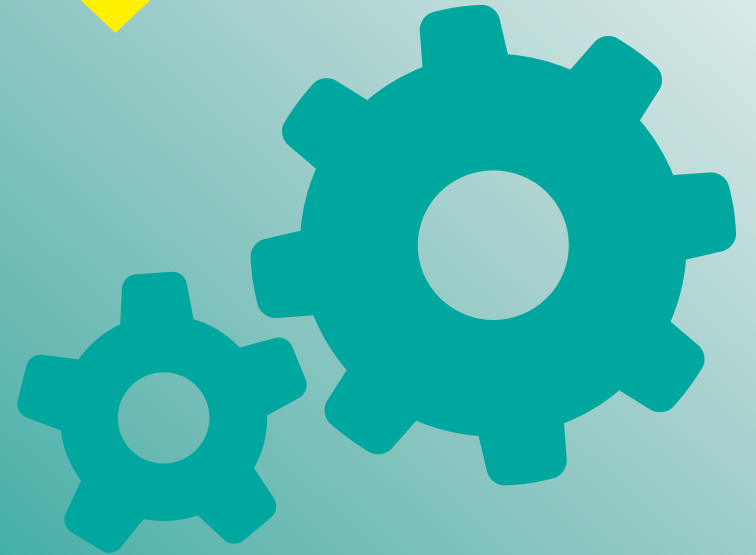
What is CSS?
Cascading Style Sheets is a style sheet language used for describing the presentation of a document written in a markup language such as **HTML**.
For example:
 Body {
 background-color: lightblue;
 }

HTML Document Structure

```

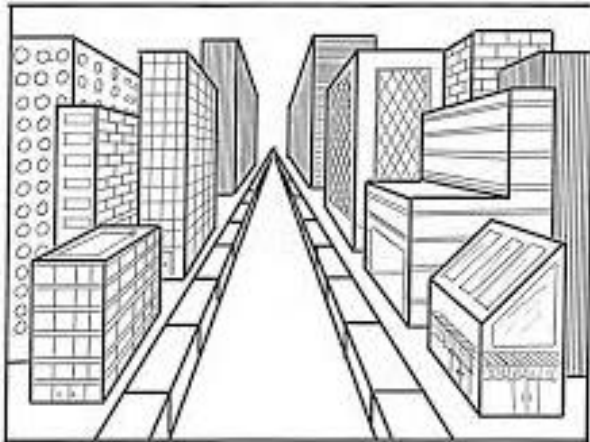
<html>
<head>
  <title>Page title</title>
</head>
<body>
  <h1>This is a heading</h1>
  <p>This is a paragraph.</p>
  <p>This is another paragraph.</p>
</body>
</html>
  
```

Art





During this half term you will be learning about perspective. **One point perspective** is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.



https://youtu.be/oRYhZrZ8G_Y

- **Deliberate Practice**
Research how perspective has been used by artists. Complete the sheet in your skills booklet



Above you can see the painting "Personal Values" by Rene Magritte (who was a Surrealist artist). You can see the scale of the objects seems wrong for the size of the room.

- **Deliberate Practice** - Find out what Surrealism is and what makes a picture Surreal?

Example of a surreal room

Deliberate Practice

- Produce an artist research page on Surrealism use your artist research page in your KO to help.
- Using one point perspective create a Surreal room. You can include anything in your room the stranger the better. However you must stick to the rules of perspective.

Careers Link: Architect

Which other subject areas might you need to be an architect?

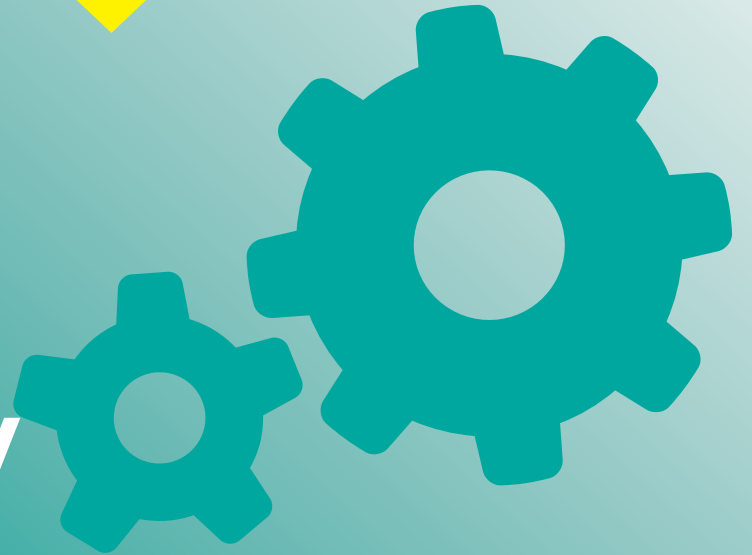


Two point perspective is where there is one horizon line and 2 vanishing points.
Deliberate Practice challenge draw a street using 2 point perspective.

Keywords

Space, Distance, Converging, Parallel, Horizontal, Vertical, Vanishing point, Horizon line, Linear, Receding, Birds eye view Worms eye view.

Design Technology





Key words and their definitions

- Fulcrum:** the point against which a Lever is placed, or on which it turns or is supported
- Pivot:** the central point on which a mechanism turns
- Effort:** a force exerted by a machine or in a process
- Parallel:** shapes or lines that are side by side and with the same distance between them
- Oscillating:** moving or swing back and forth in a regular rhythm
- Reciprocating:** moving backwards and forwards in a straight line

3. Boards

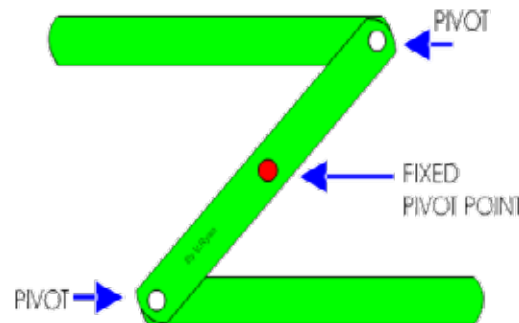
Type	Description and uses
Corrugated card	<ul style="list-style-type: none"> • strong and lightweight • used for packaging protection and point of sale stands • available in different thicknesses
Duplex board	<ul style="list-style-type: none"> • large foam-based board • different finishes available including metallic and hologrammatic • used for food packaging, e.g. take-away pizza boxes
Foil lined board	<ul style="list-style-type: none"> • quality cardboard with a aluminium foil lining • ideal for ready made meals or take away meal cartons • The foil retains the heat and helps keep the food warm
Foam core board	<ul style="list-style-type: none"> • very light, very stiff and very flat. • It has a white, rigid polystyrene foam centre, with smooth white paper laminated onto both faces. • It is easy to cut with a knife, a mount cutter or on a wall cutter • great for modelling
Ink jet card	<ul style="list-style-type: none"> • Has been treated so that it will give a high quality finish with inkjet ink • available in matt and gloss
Solid white board	<ul style="list-style-type: none"> • top quality cardboard made from quality bleached wood pulp. • used for hard backed books and more expensive items • excellent print finish

Fixed pivot:

A **pivot** that attaches a link to the base; also called a fulcrum. It is represented in drawings by a solid circle.

Floating pivot:

A **pivot** that attaches one link to another, but neither to the base, such as a **pivot** connecting an input link to a lever. It is represented in drawings by an open circle.



1: Mechanical Devices - Motion

There are four types of motion:

Linear Motion is movement in one direction along a straight line.		
Oscillating Motion This motion is similar to reciprocating motion, but the constant movement is from side to side along a curved path.		
Rotary Motion Examples of circular motion include a ball tied to a rope and being swung round in a circle		
Reciprocating Motion , this is repetitive up-and-down or back-and-forth linear motion		

2: Mechanical Devices – Levers

There are three classes of levers.

Class One A class one lever has its input on one side of the fulcrum and its output on the other.		
Class Two A class two lever has its input at one end of the lever, its output in the middle and fulcrum at the other end.		
Class Three A class three lever has its output at one end of the lever, its fulcrum at the other with its input in the middle.		



1: Forces and Stresses

Force	Description	A fair test for each force/stress.	How a material / object can be adapted to resist	Examples
Tension	Forces pulling in opposite directions.	Apply the same weight to each material and suspended in the same manner.	Concrete can have steel bars inserted to reinforce.	
Compression	Forces that are trying to crush or shorten.	Insert materials into a vice/clamp and apply the same amount of twists to the handle.	Composite panels can have a honeycomb structure sandwiched in the middle to resist.	
Bending	Flexing force	Apply the same weight to the material.	Steel beams have an I profile to resist bending.	
Torsion	Twisting force.	Use clamps & stands to hold the materials and turn in opposite directions at the same angle.	The diagonals on a tower crane help the structure against torsion.	
Shear	A strain produced when an object is subjected to opposing forces.	Place the material between a tool that works in opposite directions. e.g. Shears	Bolts are hardened and have unthreaded shanks to help stop shearing.	

3. Metals

Aluminium	A grey light weight metal. Can be polished. Rust resistant	
Mild Steel	Dark grey heavy metal. Rusts very quickly if exposed	
Stainless Steel	A very shiny heavy metal. Very resistant to rust & wear	
Cast Iron	Strong in compression. Very Brittle	
Copper	A reddish soft metal. Excellent conductor of heat and electricity	
Brass	Yellow colour. Hard. An ALLOY of copper & zinc	

What is ANTHROPOMETRICS ?

The study of the human body and its movements.

The study of the human body and its movement, often involving research into measurements relating to people. It also involves collecting statistics or measurements relevant to the human body, called Anthropometric Data. The data is usually displayed as a table of results, diagram or graph. Anthropometric data is used by designers and architects.

What is ERGONOMICS ?

The study of people and their relationship with the environment around them.

Measurements, also known as ‘anthropometric data’, are collected and applied to designs / products, to make them more comfortable to use. The application of measurements to products, in order to improve their human use, is called Ergonomics.

Material WORKING properties

Strength
The ability to withstand force without breaking

Elasticity
The ability to stretch and return to their original shape

Ductility
The ability to be drawn or stretched out onto a thin strand without snapping

Malleability
The ability to be deformed and to remain in that shape

Hardness
The ability to withstand scratching or denting

Toughness
The ability to withstand breaking or snapping

Ferrous Metals:

FERROUS METALS are those which are iron based. They contain iron and carbon in varying amounts. As iron is extracted from its ore in a furnace it contains a relatively high amount of carbon. This makes the iron hard but brittle this is known as cast iron. It resists compression but may break if dropped, hit or stretched. It is used to make car brake drums, railings and manhole covers. Cast Iron has 4% carbon content.

Non-Ferrous Metals:

NON-FERROUS METALS do not contain iron. There are many different metals that fall into this group.

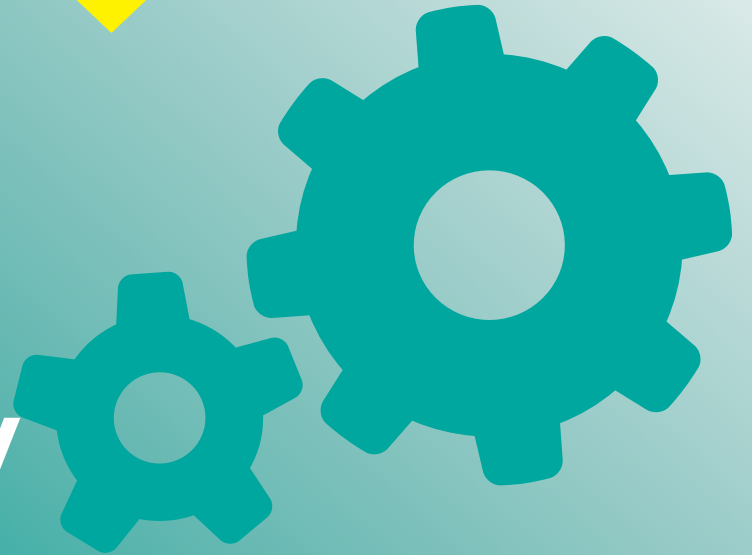
4.4 Metals

Metals are hard and usually shiny, containing one or more elements dug and refined from the ground	
Ferrous metals are any metal that contains iron and will rust	Non-Ferrous metals do not contain iron and will not rust
Alloys are metals made from a mix of 2 metals – brass is made of copper and zinc.	

Alloys:

An **ALLOY** is a material of a mixture of metals or a metal and a non metal intermixed. Metal alloys have advantages. The alloy may contain the properties of two or more metals or other elements.

Food Technology





KS3 Y8 Food Tech Knowledge Organiser

Gelatinisation: using a starch to thicken a liquid

COLD Flour particles suspended in liquid. They don't dissolve so they form a SUSPENSION (solid particles floating in a liquid)	60°C Getting warmer... 60 degrees Celsius The walls of the flour particles soften and start to absorb water so start to swell up	HOT..... 80°C At 80 Degrees Celsius Flour particles swell to 5 times normal size then burst, releasing their starch into the liquid thus thickening it	HOT..... 100°C Degrees Celcius Flour particles continue to swell and burst right the way to 100°C at which point the process is complete.



Why do we need to 'knead'?
 The dough is kneaded to give the bread its texture. The protein in the flour (**gluten**) is stretched to make an elastic dough and pockets of gas are formed.



KEYWORDS
 NUTRITION
 MACRONUTRIENT
 KNEAD
 GELATINISATION
 SUSPENSION
 DENSE
 COMPOSITE

How to check when pasta is cooked:
 1. **Taste:** If it taste good, s'all good!
 2. **Chop a piece in half.** If it's still white inside, cook some more.



The **Eatwell Guide** is based on the 5 food groups and shows how much of what you eat should come from each group.
The 5 different groups are:
Fruit & Veg: Vitamins and minerals
Starchy Carbs: Our body's chosen source of energy
Protein: Build & repair muscle cells, a source energy
Dairy & Alternatives: good source of calcium
Fats/oils: helps body absorb vitamins, source of energy

foodtech 101
 See FoodTech 101 for all KS3 practicals

Energy value of the major 'macronutrients':
 Fat: 37kj (9 kcal) per gram
 Carbohydrates: 17kj (4 kcal) per gram
 Protein: 17kj (4 kcal) per gram



Function of ingredients in baking:

- Butter: adds moisture/ softens
- Flour: main bulking agent
- Water: helps combine ingredients
- Salt: used to add flavour
- Fat: helps tenderize pastries & cakes
- Sugar: feeds/activates the yeast
- Warm water: perfect temp for yeast
- Oil: Prevents dough from sticking

How much of your daily calorie allowance is taken up with your favourite foods? Use the following formula to work it out:

$$\frac{\text{calories (in food)} \times 100}{\text{RDA (recommended daily amount e.g. 1600 teen girl, 1800 teen boy)}}$$

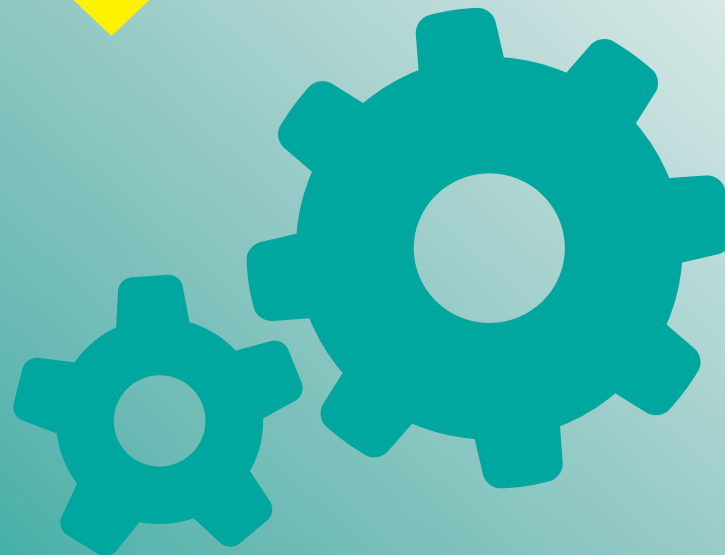


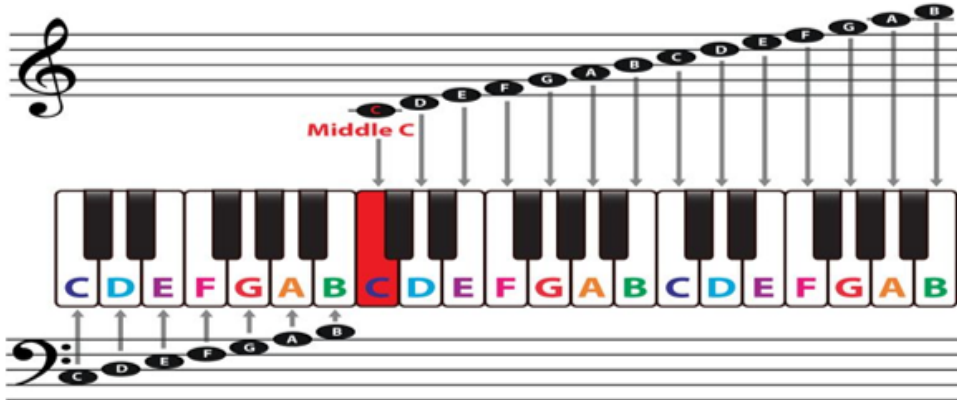
Composite Meals:

Nutrient Dense Foods=		Energy Dense Foods=	

Composite meals are: meals made up of foods from different parts of the Eatwell Guide. Much of the food people eat is in the form of dishes or meals with more than one kind of food in them. For example, pizzas, casseroles, pies, lasagne, spaghetti Bolognese and sandwiches are all made with foods from more than one of the five food groups.

Music





Working out a chord – remember 1, 3 and 5

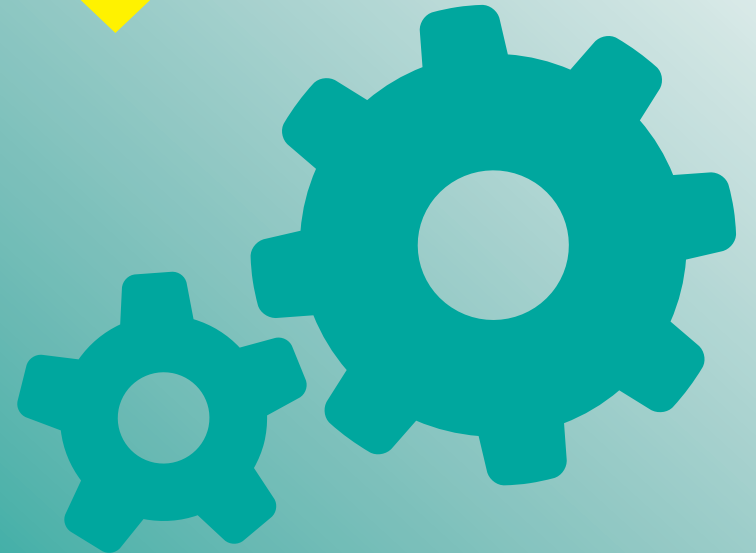
Chord 1	Chord 5	Chord 6	Chord 3	Chord 4	Chord 1	Chord 4	Chord 5
Tonic	Dominant	Submediant	Mediant	Sub dominant	Tonic	Subdominant	Dominant
D	A	Bm	F#m	G	D	G	A
G	D	Em	Bm	C	G	C	D
B	F#	G#m	D#m	E	B	E	F#

D MAJOR – SCATMAN'S WORLD

G MAJOR – WELCOME TO THE BLACK PARADE My Chemical Romance

B MAJOR – Memories by Maroon 5

Drama





Y8 Drama – Melodrama & Soap Opera – HT4 – Knowledge Organiser		Stage types:
<p>Melodrama:</p> <p>Melodrama is a style of theatre that was prominent in the Victorian era. It uses exaggeration and stereotyped characters to appeal to the audience's emotions. It can be useful when working within the melodrama genre to explore stock characters, e.g. an evil villain, a wronged maiden or a noble hero. Very clear and loud vocal delivery is needed in a melodrama, facing out to the audience, combined with large gestures and exaggerated facial expressions. The plot for a melodramatic devised piece would ideally be very sensational, designed to evoke emotion within the audience, with lots of dialogue.</p>	<p>Soap Opera:</p> <p>A soap opera or <i>soap</i> for short is a radio or television serial dealing especially with domestic situations and frequently characterised by melodrama, ensemble casts, and sentimentality. The term "soap opera" originated from radio dramas originally being sponsored by soap manufacturers. Soap opera storylines run concurrently, intersect and lead into further developments. An individual episode of a soap opera will generally switch between several narrative threads that may at times interconnect and affect one another or may run entirely independent to each other. Episodes may feature some of the show's current storylines, but not always all of them. Soap operas rarely bring all the current storylines to a conclusion at the same time. When one storyline ends, there are several other story threads at differing stages of development. Soap opera episodes typically end on some sort of cliff-hanger.</p>	<p>Remember:</p> <ul style="list-style-type: none"> When blocking your performances, you must be mindful never to show your back to the audience for longer than necessary. Before you begin your rehearsal, pick and agree on where your audience will be. Use diagonal positioning when speaking to another character on stage so that the audience can still see your facial expressions clearly. Aim to face the audience as much as possible – this means that the audience gets the most out of your vocal projection and will be able to hear you clearly at all times.
<p>Key Techniques / Vocabulary:</p> <p>Exaggeration: Exaggeration is the representation of something as more extreme or dramatic than it really is. Exaggeration is used to emphasise certain ideas by overstating it in some way. This can add drama, suspense, humour, etc. for the audience.</p> <p>Stereotype: A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.</p> <p>Stock Characters: Stock characters are characters that are specific to a particular style of theatre.</p>	<p>Key Techniques / Vocabulary:</p> <p>Cliff-hanger: A cliff-hanger is a plot device in fiction which features a main character in a precarious or difficult dilemma or confronted with a shocking revelation at the end of an episode of serialised fiction.</p> <p>Flash Forward: A flash forward is a scene that temporarily takes the narrative forward in time from the current point of the story. Flash forwards are often used to represent events expected, projected, or imagined to occur in the future.</p> <p>Flashback: a short part of a film, story, or play that goes back to events in the past.</p>	

