



Cliff Park

ORMISTON ACADEMY

YEAR 8

HOMEWORK WEEK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MATHS	ENGLISH	SCIENCE	CREATIVE	HISTORY

HOMEWORK WEEK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PE	DRAMA/MUSIC	MFL	GEOGRAPHY	COMPUTING

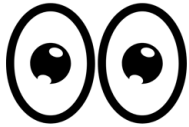
NAME:

TUTOR:

KNOWLEDGE ORGANISER

Ways to use your Knowledge Organisers to help you remember more

Look, Cover, Write, Check



STEP 1

Look at and study a specific area of your KO



STEP 2

Cover or flip over your KO and write down what you can remember



STEP 3

Check what you have written down. Correct mistakes in red and add anything missed. Repeat.

Definitions of Key Words



STEP 1

Write down the key words and definitions.



STEP 2

Try not to use your KO to help you.



STEP 3

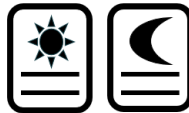
Use your red pen to check your work.

Flash Cards



STEP 1

Use your KO to condense and write down key facts or information onto flash cards.



STEP 2

Add pictures to help support. Then self-quiz using the cards. You could write questions on one side and answers on the other



STEP 3

Ask a friend or family member to quiz you.

Self Quizzing



STEP 1

Use your KO to create a mini quiz. Write down your questions using your KO.



STEP 2

Answer the questions and remember to use full sentences.



STEP 3

Ask a friend or family member to quiz you.

Mind Maps



STEP 1

Create a mind map with all the information you can remember from your KO.



STEP 2

Check your KO to see if there are any mistakes on your mind map.



STEP 3

Try to make connections, linking the information together.

Paired Retrieval



STEP 1

Ask a friend or family member to have the KO or flash cards in their hands.



STEP 2

They can test you by asking you questions on different sections of your KO.



STEP 3

Write down your answers.

English: Story of the Novel – ‘Great Expectations’ – Knowledge Organiser

In *Great Expectations*, we follow Pip’s journey from being a poor young boy in the countryside to a rich, well-to-do young man in London. The novel was written and is set during the **Victorian period**.

Key Topic Vocabulary/Terminology:

- **Bildungsroman** – means that ‘Great Expectations’ is a story that follows the development of a child into a man. It is also referred to as a “coming of age” story.
- **First person narrator** – The person telling the story as if it is happening to them
- **Protagonist** – The leading/main character in the story (Pip)
- **Antagonist** – A main character who comes into conflict with the protagonist
- **Conflict** – A serious disagreement or argument.
- **Society** – All of the people who live in a particular time and place.
- **Contemporary** – Living or occurring at the same time
- **Benefactor** – A person who gives money or support to another person or cause

Important settings in the novel:

- Pip’s childhood home is Joe Gargery’s **blacksmith’s forge**, which is out on the **marshes** – it is comfortable yet small.
- In contrast, Miss Havisham lives at the (once) grand **Satis House**.
- In the opening scene, Pip meets the convict, Magwitch, in a **graveyard**.
- Pip later moves to **London** as an adult to better his fortune.

This is when Queen Victoria was on the throne, from **1819 to 1901**. This was a time of great change for Britain due to the booming factories and industrial development.

There was a great divide between the lives and treatment of the rich compared to the poor.

Social Class

This means your position in society. Social class was very important to people in the 1800s – **working class, middle class, or upper class**. The wealthiest members of Victorian society were known as the **aristocracy** and they would typically have titles like “Lord” or “Lady.”

Your social class would determine what kind of life you had – not only how much money you had, and how easy your life was, but also how other people saw you. Pip’s family are working class, but he aspires to be a **gentleman**. Pip feels **conflict within himself** in the novel because he battles between **his love for his family** and his **desire to be a gentleman**.

Victorian Gentlemen were expected to show “gentlemanly conduct” AT ALL TIMES. This meant that they had to always be polite and respectful in their manner. This was the impression of themselves that the aristocracy and upper classes were keen to communicate to the rest of society.



Historical context – e.g. the key information about the time when the novel was written.



KEY CHARACTERS

Pip
Innocent
Romantic
Hypocritical



Estella
Heartless
Cynical
Sincere



Magwitch
Ferocious
Determined
Paternal



Miss Havisham
Eccentric
Bitter
Indifferent



Mr Jaggers
Forbidding
Successful
Inscrutable



Joe Gargery
Protective
Loyal
Magnanimous



An important part of the protagonist’s “coming of age” journey is the **loss of innocence**. This means the protagonist realises something about the world which is cruel or unfair, which they typically cannot change.

Year 8 - Knowledge Organiser HT 5

Equation

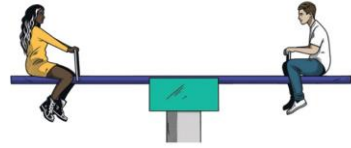
When we see two expressions that are equal, and we write the equals sign between them, we call this an equation.

$$3x = x + 4$$



Balance

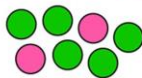
When both sides have the same quantity.



Ratio

A ratio shows the relative sizes of two or more values.

green to pink 5 : 2
pink to green 2 : 5



Exchange Rate

An exchange rate tells you how much your money is worth in another currency.



Form

We can use the algebraic terms and information about the situation to form an equation or expression.



Solve

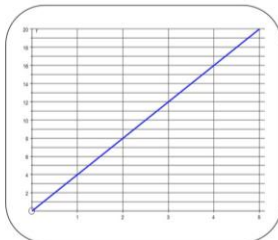
When we solve an equation, we find out what the value of the unknown is.



Direct Proportion

If two quantities are in direct proportion, the following two facts are true:

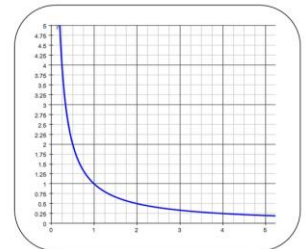
- There is a multiplicative relationship between them (e.g. if one doubles, the other doubles).
- If one is 0, the other is 0.



Inverse Proportion

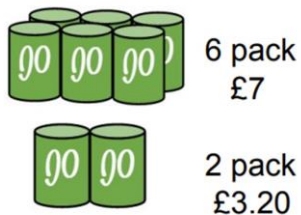
If two quantities are in inverse proportion, the following fact is true:

- There is an inverse multiplicative relationship between them (e.g. if one doubles, the other halves).



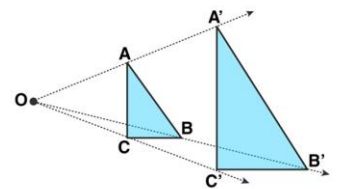
Value for Money

We work out how much an equivalent amount of each item costs to see which is the best value for money.



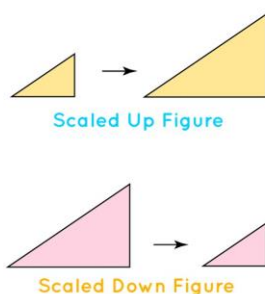
Enlargement

A type of transformation where we change the size of the original shape to make it bigger or smaller by multiplying it by a scale factor.



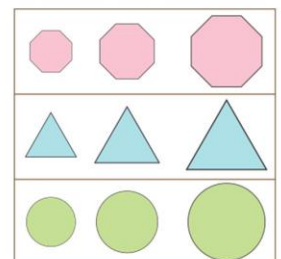
Scale factor

A scale factor is the number you multiply each side by in an enlargement.



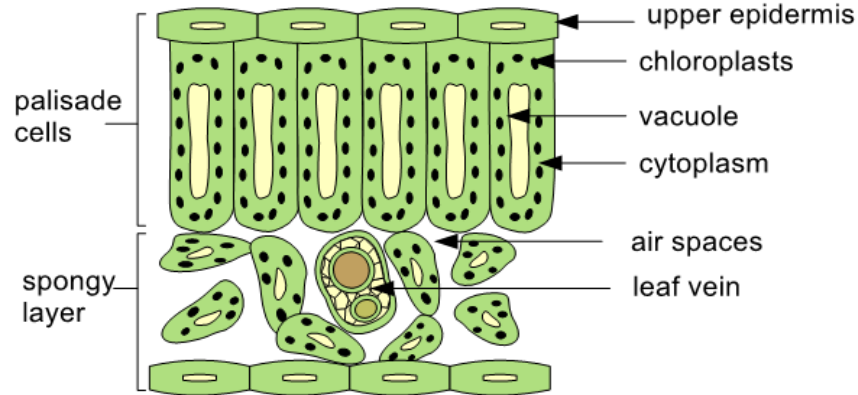
Similar

Shapes are similar if the sides have all been multiplied by the same scale factor. The angles stay the same size.



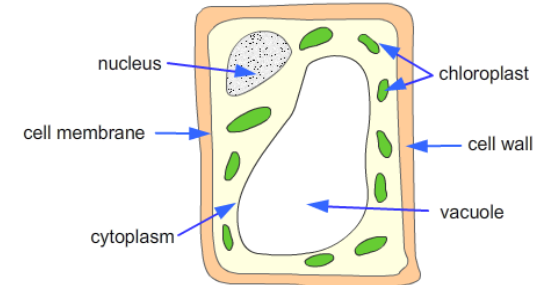
Y8 Science - Plants and Photosynthesis

Structure of a Leaf



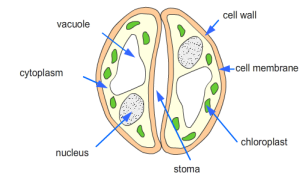
The leaf is an **organ**. An organ is a group of tissues working together to carry out a specific job. Each section of the leaf has a specific role. The **spongy mesophyll** is where **gas exchange** occurs because it has lots of air spaces. The **palisade cells** are for **photosynthesis** because the cells contain lots of chloroplasts.

A Plant Cell

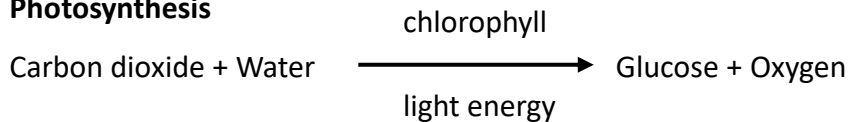


Stomata

Stomata are pores in the lower epidermis which allow gases in and out of the leaf.



Photosynthesis



Chemosynthesis – the process by which bacteria make their own food.

More information –

<https://www.bbc.co.uk/bitesize/topics/z7c72v4/articles/zdxkcmn>

Testing a leaf for starch

1. Dip the leaf into hot water.
2. Place the leaf into a test tube.
3. Add **ethanol** to the test tube.
4. Place the test tube into a beaker of hot water (water bath).
5. Leave for a few minutes.
6. Remove the leaf from the ethanol and dip it into the hot water.
7. Place the leaf on a white tile and add **iodine**.
8. If the leaf turns **blue black**, starch is present.

HISTORY – WHAT WAS THE IMPACT OF THE BRITISH EMPIRE?

Key terms	
Empire	a group of different countries, sometimes spread across the world, ruled/ controlled by one central country.
Colony	a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country
Imperialism	The act of building an empire-a policy of extending a country's power and influence through diplomacy or military force
Nationalism	Wanting your country to be the best or to be free from someone's empire
East India Company	Trading company that gradually took control of India
The Raj	The period of British rule in India after 1857. From the Hindi word for reign.
Commonwealth	A group of countries that were once part of Britain's Empire. Now free and equal members of a global organisation.



By 1901, Britain ruled the largest empire the world had ever known. This included over 450 million people and covered 23% of the surface of the world.

British Colonialism in India (Key points)

- From 1757, Britain increased its control of India through the East India Company.
- From 1858 onwards, the British government directly ruled India, and it became known as the British Raj.
- The British Raj had a significant impact on people living in India. Many Indians suffered from extreme poverty and famines during British rule.
- The British government and British individuals gained a lot of wealth from trade with India, which they used in part to fund the Industrial Revolution.

British Colonialism in Australia (Key points)

- In 1787, Botany bay was turned into a huge prison. Deported convicts would build a new colony.
- Australian Aboriginals lost tribal land, were killed by European disease such as smallpox and faced violence and death by the British.
- Sheep farming, whale hunting for whale oil and gold prospecting made Australia and Britain lots of money.
- Transportation of convicts ended with the discovery of Gold as it was no longer a punishment. Australia became a colony of free settlers in the 1860's.

Key events

1585-The first English colonies were formed in North America. **Sir Walter Raleigh** organised a small settlement at **Roanoke in Virginia**, but it failed.

1607- a permanent colony at **Jamestown** is settled in Virginia in North America by the Virginia company.

1623- Britain focused on the **colonialisation of Caribbean islands including Barbados and Antigua**. English planters learned how to grow sugarcane which needed lots of workers and the English began to increasingly use enslaved African labour from the Gold coast of Africa

1664 -the English took over the **Dutch colony** of New Amsterdam. The English renamed this **New York**. **Florida**, previously a colony of **Spain**, formally became a British colony in 1763.

1770- **Captain Cook** claimed **Australia** for Britain. It became a **penal colony**.

1776- **American colonies** joined together to form the United States of America . After a long war, Britain surrendered, and America was no longer ruled by the British. The **War of Independence** was a significant event as the first of the colony to win independence.

1858-British Raj (direct rule) in India makes India a colony. **Queen Victoria** was declared **Empress of India** in 1877.

1947- **Indian independence** gained from Britain's Empire under the leadership of **Mahatma Gandhi**.

1949- **Commonwealth of Nations** modernised empire into **member states** that were **"free and equal"**

1960's- Most of Britain's colonies become independent countries.

Geography - Asia

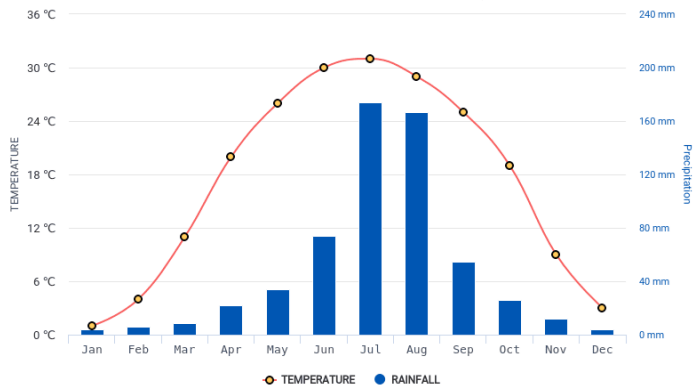


China

Climate	The long term state of the weather (precipitation and temperature), usually taken as an average over 30 years.
Animal adaptation	Changes made to animals bodies or behavior that help them to survive the climate
Fertility rate	The average number of babies each woman has
Smog	A kind of air pollution (mixture of smoke and fog)
Drought	Period of time with less than usual precipitation

Beijing China Average Monthly Rainfall

AVERAGE PRECIPITATION & TEMPERATURES 1951-2018



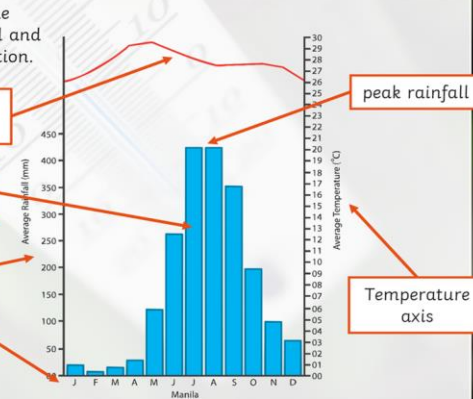
Climatographs show the typical monthly rainfall and temperatures for a location.

Temperature is shown as a **line graph** (red).

Rainfall is shown as a **bar graph** (blue).

rainfall axis

months of the year

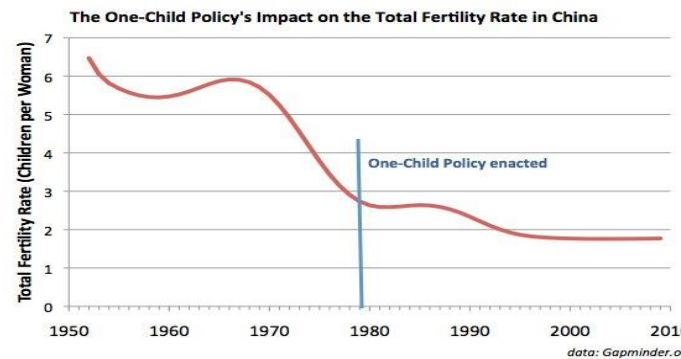


peak rainfall

Temperature axis

Interpreting climate graphs

Range	The highest value minus the lowest value in a year. For example, if the highest month of rain is 160 mm and the lowest is 20 mm it tells you it varies a lot!
Average	Adding the total of all values and divide it by the number of values
Annual rainfall	The total value of rainfall in a year



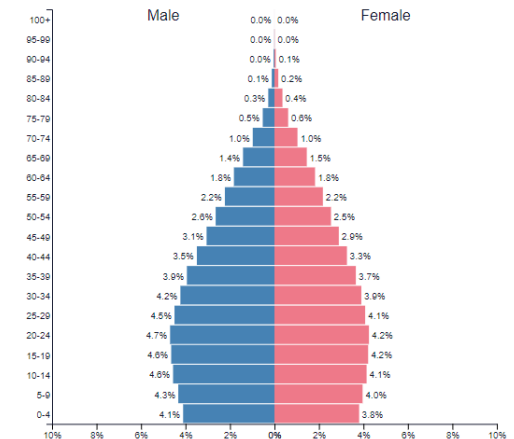
Fertility rate	Number of live births per 1,000 females of childbearing age (between the ages of 15-44 years) in a given year.
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India

Monsoon	A monsoon is a seasonal change in the direction of the prevailing, or strongest, winds of a region. In India these brings rain in the summer
Sparsely populated	Not many people in an area
Densely populated	Lots of people in an area
Overpopulation	Too many people for the resources in an area
Slum	Densely populated area of a city with informal (illegal) housing and poor living conditions
Population pyramid (below)	These show a country's population by AGE and GENDER

India ▼
2023

Population: 1,428,627,663



Thailand

Tourist	The movement of people for a short period of time outside of their home environment, typically for leisure.
Physical	Something natural/ caused by nature.
Human	Something caused by humans.
Tribe	A social group made up of many families, clans, or generations that share the same language, customs, and beliefs.
Exploit	Use a resource / person for personal gain.

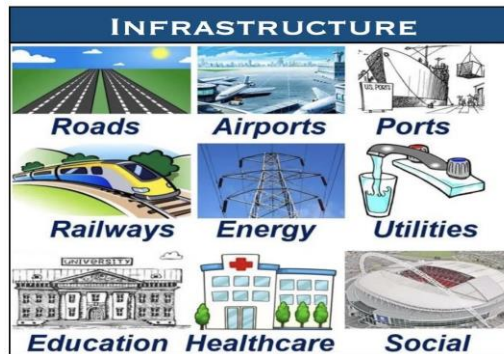


The Kayan Tribe – Northern Thailand (left)

- The Kyan in Thailand originate in Myanmar but left the country in the 1980's due to civil conflict.
- There are around 130,000 worldwide, 600 of which are here in Thailand.
- They are often referred to as the 'long-neck people'.

Japan

Tsunami	A life threatening surge of water at the coast, most commonly caused a large underwater earthquake.
Nuclear power	Power released in nuclear reactions that can be converted to electric power.
Infrastructure	The basic equipment and structures (such as roads and bridges, power lines, electricity lines, sewer pipes) that are needed for a country to function properly.



Key Command Word - Evaluate

Paragraph 1 - Explain a good thing or success – try to give examples with place names, dates or numbers

Paragraph 2 - Explain a bad thing or failure - try to give examples with place names, dates or numbers

Paragraph 3 - Explain a good or bad thing (whichever there is most of) again give examples to back up your point.

Paragraph 4 - Overall what is YOUR opinion. Is it good or bad? A success or failure?

Map of the countries in Asia



My Checklist

	R	A	G
I can find China, India, Thailand and Japan on a map			
I can read a climate graph			
I can explain how animals adapt to desert conditions in the Gobi desert			
I can evaluate the impact of the one child policy in China			
I can explain the problems caused by overpopulation in Mumbai			
I can describe the conditions in a Mumbai slum			
I can evaluate the impact of tourism in Thailand			
I can evaluate Bangkok as a tourist destination			
I can explain the impacts of earthquakes on Japan			
I can explain how people have adapted to live in Tokyo			
I can calculate the range, annual rainfall and mean			

TOKYO – the capital city of Japan

- 37 million inhabitants (2023).
- Contains 30% of Japan's population.
- The world's largest city.
- Japan's population density is 340 people per square km. Tokyo's is 6,200 people per square km (18 times as many!).
- Tokyo's population is currently falling year by year.

Push and pull factors










Pull factor	Reasons to MOVE to another place
Push factor	Reasons to LEAVE a place

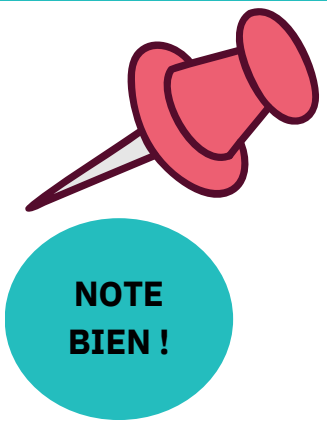


Key Vocabulary: Reflexive verbs

Key Vocabulary: À quelle heure....?

Reflexive verbs indicate that the subject of the verb is performing an action on itself.

<p>Je me réveille.</p>  <p>I wake up.</p>	<p>Je me lève.</p>  <p>I get up.</p>	<p>Je me brosse les dents.</p>  <p>I brush my teeth.</p>
<p>Je me lave le visage.</p>  <p>I wash my face.</p>	<p>Je me baigne.</p>  <p>I bathe.</p>	<p>Je me douche.</p>  <p>I shower.</p>
<p>Je m'habille.</p>  <p>I get dressed.</p>	<p>Je me peigne les cheveux.</p>  <p>I comb my hair.</p>	<p>Je me couche.</p>  <p>I go to bed.</p>



In stating the time at which you do a particular activity in French, you need the preposition **à** plus the time.
Culture: The 24 hour clock is used in France.

Exemples

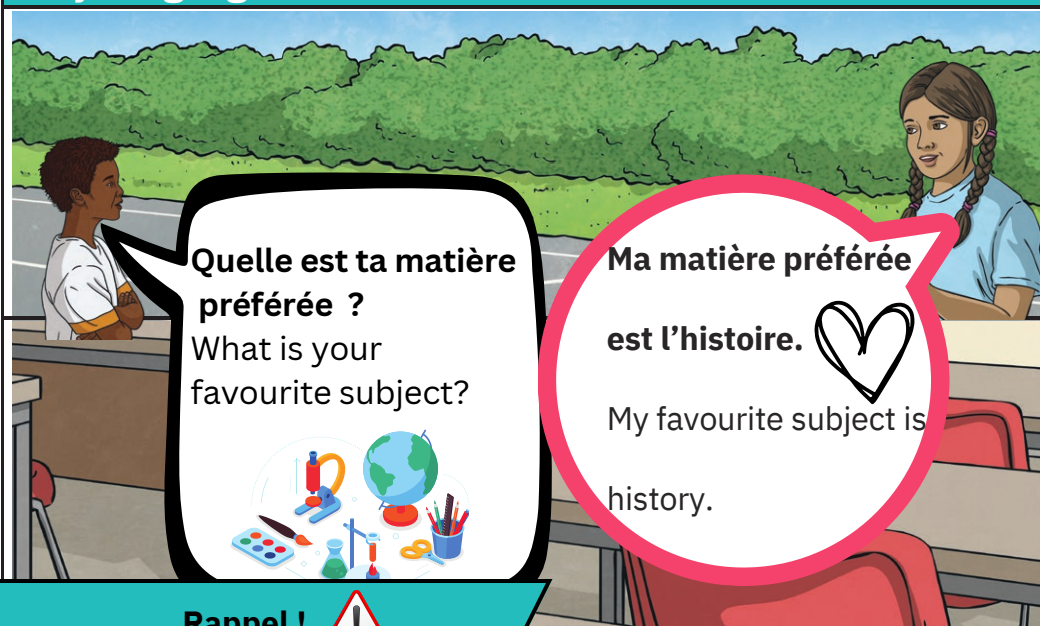
Je me lève à six heures du matin.	I get up at 6:00am.
Je m'habille à sept heures et demie du matin.	I get dressed at 7:30am.
Je me couche à vingt-et-un heures.	I go to bed at 21:00. (9pm)

Plus d'information
<https://www.youtube.com/watch?v=DybxlyAQrxo>

Key Vocabulary – My Favourite Subject

le dessin (m) art	la géographie (f) geography	les sciences (f) science	l'anglais (m) English
la musique (f) music	les mathématiques (les maths) (f) maths	l'éducation physique (f) PE	le français (m) French
l'informatique (f) ICT	l'histoire (f) history	In French, the subject names don't begin with capital letter. In English, subjects which are languages do.	

Key Language in Context



Quelle est ta matière préférée ?
What is your favourite subject?

Ma matière préférée est l'histoire.
My favourite subject is history.

Rappel !



Nouns in French have genders. School subjects are nouns so each subject is either masculine (m) or feminine (f).

Key Vocabulary – Expressing Likes and Dislikes

j'adore



J'adore les maths.



j'aime



J'aime le français.



je n'aime pas



Je n'aime pas le dessin.



je déteste



Je déteste la religion.



Key Knowledge and Grammar

To give reason for liking or not liking a particular subject, you will need the conjunction '**car**' or '**parce que**' which both mean 'because' in English. Ex: J'aime les maths **car** c'est facile. (I like maths because it's easy.)

Formula: I Like/dislike + school subject + car/parce que + c'est + adjective.

C'est (It is):

- facile (easy)
- difficile (difficult)
- ennuyeux (boring)
- nul (rubbish)
- intéressant (interesting)
- génial (great)



Verbs

- **J'apprends...** (I learn); **J'étudie...** (I study)
- Nous **apprenons...** (We learn); Nous **étudions...** (We study)

Adjectives

- Remember that the adjective **préféré/préférée** [favourite] has to agree in gender with the preceding noun.



	1st	2nd	3rd	4th
5				
4	→			
3		↗		
2			↘	
1				↙
	妈 mā Mother	麻 má Numb	马 mǎ Horse	骂 mà To scold

NOTE: there is also a 5th neutral tone

Year 8 & 9 Mandarin

汉字笔画名称表

点	横	竖	撇	捺	提	横折	横撇
丶	一	丨	丿	㇇	㇀	𠃍	𠃊
横钩	横折钩	横折提	横折弯	横折折	横斜钩	横折弯钩	横撇弯钩
→	𠃌	𠃎	𠃏	𠃐	𠃑	𠃒	𠃓
横折折撇	横折折折	横折折折钩	竖提	竖折	竖钩	竖弯	竖弯钩
𠃔	𠃕	𠃖	丨	𠃗	丨	𠃘	𠃙
竖折撇	竖折折	竖折折钩	撇点	撇折	斜钩	弯钩	卧钩
𠃚	𠃛	𠃜	丶	𠃝	𠃞	𠃟	𠃠

Teaching Mandarin in the four skills is essential at CPOA. The focus of Mandarin learning is to understand the basics of the language and develop the four skills. By 'the basics of the language,' it means the following:

Pinyin Hanyu *pinyin*, the phonetic symbols for Chinese characters, is the system to transcribe Mandarin Chinese sounds into a Latin alphabet. Drillings of pinyin and tones should be the priority throughout the lessons. It is essential to teach pupils how to mark the tonal marks as well.

Tones Mandarin Chinese is a tonal language. To differentiate meaning, the same syllable can be pronounced with different tones. It is essential to teach the tones at CPOA. This means that when new words are taught, tones should be drilled until pupils can pronounce the words with accurate tones.

Strokes Strokes are a series of lines that make up a character. There are a limited number of strokes. Each type of stroke is always written in the same direction, such as from left to right for a horizontal stroke. Names of basic strokes should be taught together with stroke order and stroke number.

Radicals Radical are parts of Chinese characters which can give you clues about the meaning of the character. It is essential to introduce radicals or component(s) when teaching a new character. With vocabulary tests, radicals should be included when necessary.

Grammar

Measure words Chinese requires specific measure words for different types of nouns. These measure words indicate the quantity, shape, or some other characteristic of the noun they accompany. 个, 岁, 年, 只, 天, 本, 口; with 每 to mean 'every'.

Verbs modal verbs: 会, 想, 要; experiential suffix: 过.

Interrogatives questions using the interrogative: 几.

Dates and time giving the time and date.

Comparatives use of 比; use of 比较 + adjective

Chinese society: academic pressure on secondary school students; dowry; left-behind children.

Culture Experience



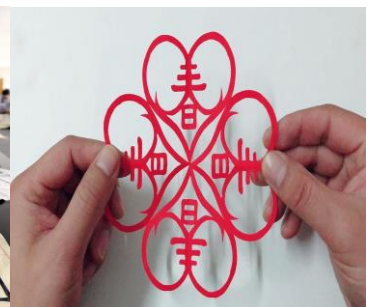
Taiji



Chopsticks



Chinese Calligraphy

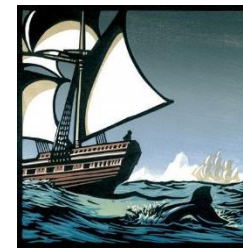


Chinese paper cutting



Year 8 Maritime Project (2D Painting)

Unit 8A Art Brief: Great Yarmouth Borough Council would like local artists to produce artwork to promote the maritime heritage of Great Yarmouth.



Who is he!

Printmaking Artist:
Chris Wormell
Nationality:
British
Dates: **1955 - present**

- He began pursuing art by painting landscapes in between jobs, and in 1982, this led him to buy a set of wood engraving tools, and he began to teach himself how to use them.
- Wormell created a portfolio of works that captured the interest of publishers and was hired to create wood engravings for books of poetry, wine merchants, and more recently, he also began creating artwork for children's books.
- His work has also been published as greeting cards and he designed the artwork for a series of advertisements for Adnams, a regional brewer based in Suffolk.



Chris Wormell Art Style:

- Wood engraving
- Lino printing
- Illustration
- Landscapes
- Black outlines
- Solid colours
- Layered artwork
- Seascapes
- Nature

Watch this!
An interview with Chris Wormell:
<https://www.youtube.com/watch?v=L65wNChxz6s>



CHRIS WORMELL



Other Artists who are inspired by Maritime:

Penny Bhadresa



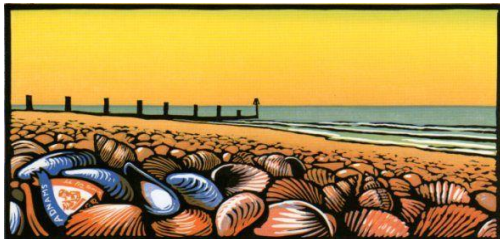
Maggie Hambling



Aboriginal Art

2D Key words and definitions

1. **Composition** – The artistic arrangement of the parts of a picture.
2. **Layering** – The action of arranging something in layers.
3. **Symbolism** – An artistic style which uses symbolic images and indirect suggestion to express ideas, emotions, and states of mind.
4. **Collage** – A piece of Art made by sticking various materials such as paper, photographs, and fabric onto a backing.



Wormell style



Bhadresa style



Hambling style



Aboriginal Style

Maritime student final pieces:



Year 8 Celebration Project (3D Sculpture)

Unit 8A - Art Brief: Great Yarmouth Library is holding an exhibition about Mexican Day of the Dead. As a way of appreciation, the library has commissioned you to create a decorated clay sculpture of a skull to place by the entrance of the exhibition for all visitors to see and admire.



About...

Art Culture: **Day of the Dead**
Country: **Mexico**
(South America)

Dates:
All Saints Day 1st November
All Souls Day 2nd November

Day of the Dead (Spanish: Día de los Muertos) is a Mexican holiday celebrated throughout Mexico, in particular the Central and South regions, and by people of Mexican ancestry living in other places, especially the United States.

It is acknowledged internationally in many other cultures. The multi-day holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died and help support their spiritual journey.



- Day of the Dead Art Style:**
- Sugar skulls
 - Wreaths
 - Flowers
 - Vibrant colours
 - Patterns
 - Detail
 - Face painting
 - Costumes
 - Bold colours
 - Decoration
 - Headwear

Day of the Dead

Watch this!

Useful Clips on YouTube about Day of the Dead:

- Day of the Dead celebration in Mexico
- 1st & 2nd November (All Souls & All Saints Day)

Other Art Cultures:

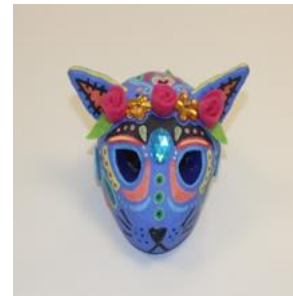
Egyptian Art



Viking burial site



Student Responses:



3D Key words and definitions

Sculpture
The art of carving, modelling or welding materials into three dimensional objects.

Kiln
A furnace or oven used to fire ceramic objects and artwork.

Slip
A slurry of clay and water used in the production of clay objects and pottery.

Wedge
Wedge means to cut clay into manageable pieces and push and press on clay with your hands to expel all air bubbles trapped in the clay.

Biscuit
Wedge means to cut clay into manageable pieces and push and press on clay with your hands to expel all air bubbles trapped in the clay.

Score
The scratching of the clay surface, prior to applying slip, so that the slip penetrates the clay and bonds the two pieces better.

Embellishment
A decorative detail or feature added to something to make it more attractive.

Symmetrical
Made up of exactly similar parts, facing each other or around an axis.

Glaze
A transparent or translucent colour to create a smooth glossy surface on clay work

3D clay skull
+ decorations
+ embellishments
+ colour
= Day of the Dead skull



Knowledge Organiser

Macro Photography

Macro photography is extreme close-up photography, usually of very small subjects and living organisms like insects, in which the size of the subject in the photograph is greater than life size.



Manual Focus on your DSLR

Manual focus is when you take control of the camera. You switch the lens switch from AF to MF. Then, twist the lens's focus ring to change the point of focus.



Core Vocabulary

DSLR Camera - 'Digital single-lens reflex camera'. A camera is a device for recording visual images.

Composition - The way the visual elements are arranged within the photograph.

Proportion - The relationship of one thing to another in terms of quantity, size, or number; ratio.

Perspective - The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.

Maritime - Maritime means being connected with human activity at sea, near the sea or coast, or related to the sea or shipping.

Key Links

Basics of photography

<https://capturetheatlas.com/photography-basics/>

Changing colours in Photoshop

<https://www.adobe.com/creativecloud/photography/discover/color-changer.html>

Photographers

Ole Bielfeldt - Wildlife, insects, microscopic, vibrant, intricate

Helene Schmitz - Botanicals, portraits

David Gilliver - Miniature world, figures

Levon Biss - Wildlife, insects, contrast

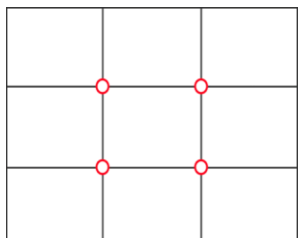
Salavat Fidai - Sculptures, carving, miniature, etching, microscope

Natalie Ciccoricco - Embroidery, three-dimensional, textured, colour matching

Core Photoshop Knowledge

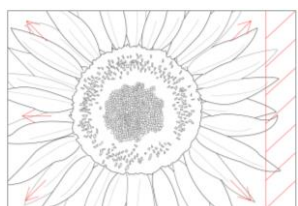
- **Curves** adjustment lets you choose the section of the tonal scale you want to change. On the Levels graph, the upper-right area represents the highlights, while the lower-left area represents the shadows.
- **Selective Colour** highlights one colour or a coloured object in an otherwise black and white image. This makes the selected colour pop.
- **Replace Colour** is the process of applying a specific colour to an image.

Composition



Rule of Thirds

The composition used most often in photography is the Rule of Thirds, which uses a 3x3 grid to create nine equal sections with four points of interest. One technique includes placing your main subject in one third of the grid, leaving two thirds open as demonstrated below. Another technique is to place your subject in two thirds of the grid, leaving one third open.



Fill the Frame

Filling the frame is the technique of composing an image so that positive space (the object) takes up most or all of the frame. The single subject, is framed close up so that it literally fills the frame, and you can see all the details.



Rule of Thirds



Positive Space



Leading Lines



Rule of Odds



Using Triangles



Pattern



Depth of Field

Core Skills

1. Proficiency in using Adobe Illustrator to create vector-based illustrations.
2. Ability to apply design principles effectively in creating logos and brand collateral.
3. Critical thinking skills to analyse and critique existing visual identities.
4. Creative thinking skills to generate and develop innovative logo concepts.
5. Communication skills to articulate design choices and concepts effectively.



WHAT IS BRAND IDENTITY?

At its core, brand identity is the collection of all elements that a company creates to portray the right image to its consumer. This encompasses the mission, values, and personality of a brand, which are communicated through the brand name, tagline, voice, messaging, and customer relationship strategies. It's the promise a brand makes to its consumers and the emotions or perceptions it aims to provoke.

WHAT IS VISUAL IDENTITY?

Visual identity, on the other hand, is how that brand identity is communicated visually to the audience. It's the visual aspect of branding that businesses create to trigger particular feelings and perceptions in the mind of the consumer. This includes elements like logos, typography, color palettes, design styles, images, and any other visual elements used in its communication. It's about creating a consistent look that becomes easily associated with your brand.



Key links—further study:

[Visual Identity vs. Brand Identity: Understanding the Difference — Mastery of Branding](#)

Maritime links

Plan, Design, create and evaluate a Maritime visual identity theme.



Key Knowledge:

1. **Vector Graphics:**
 - Definition: Graphics composed of paths defined by mathematical equations.
 - Characteristics: Scalability, resolution independence.
 - Examples: SVG (Scalable Vector Graphics) format, Adobe Illustrator files.
- **Adobe Illustrator:**
 - Definition: Vector graphics editor software.
 - Features: Tools for drawing, painting, typography, and more.
 - Applications: Creating illustrations, logos, typography, and other artwork.
- **Design Principles:**
 - Balance: Equal distribution of visual weight.
 - Contrast: Differences in color, shape, size, etc., to create visual interest.
 - Alignment: Arrangement of elements along a common axis.
 - Proximity: Grouping related elements together.
- **Visual Identity:**
 - Definition: Visual representation of a brand or organization.
 - Components: Logos, color palettes, typography, imagery.
 - Importance: Establishes brand recognition and differentiation.
- **Branding:**
 - Definition: Process of creating and maintaining a brand identity.
 - Objectives: Build brand loyalty, establish credibility, differentiate from competitors.
 - Strategies: Consistent messaging, visual identity, customer experience.
- **Logo:**
 - Definition: Symbol or emblem representing a brand.
 - Characteristics: Memorable, versatile, reflective of brand values.
 - Types: Wordmark, lettermark, emblem, abstract symbol, combination mark.
- **Brand Collateral:**
 - Definition: Collection of branded materials.
 - Examples: Business cards, letterheads, brochures, packaging, signage.



Key Terminology

1. Vector Graphics: Graphics made up of paths defined by mathematical equations rather than pixels, allowing for scalability without loss of quality.
2. Adobe Illustrator: A vector graphics editor developed and marketed by Adobe Inc., commonly used for creating illustrations, logos, and other artwork.
3. Design Principles: Fundamental rules and guidelines governing the arrangement of elements in visual design, including balance, contrast, alignment, and proximity.
4. Visual Identity: The visual elements that represent a brand or organization, including logos, colour schemes, typography, and imagery.
5. Branding: The process of creating and maintaining a distinct identity for a product, service, or organization through branding elements and messaging.
6. Logo: A graphical symbol or emblem used to represent a brand, company, or organization.
7. Brand Collateral: The collection of branded materials used to promote and support the brand, including business cards, letterheads, brochures, and signage.
8. Maritime Themes: Themes, symbols, and imagery associated with the sea, ships, navigation, and maritime culture.

Revision Checklist

- I understand how Computers work
 - I can recognise and describe Internal hardware components
 - I can discuss suitability of the hardware depending on the scenario
- I can organise my files and keep my information safe..*
- I can advise on the best hardware option for a*

Core Skills:

1. HTML (HyperText Markup Language):

- Definition: HTML is the standard markup language used for creating and structuring web pages and web applications.
- Key Concepts:
 - Tags: HTML tags define the structure and content of web pages. Examples include <html>, <head>, <body>, <div>, <p>.
 - Attributes: HTML attributes provide additional information about HTML elements. Examples include [src](#), [href](#), class, id.
 - Elements: HTML elements consist of an opening tag, content, and a closing tag. Examples include headings (<h1> to <h6>), paragraphs (<p>), links (<a>), images ().
 - Semantic HTML: Semantic HTML elements provide meaning to the content, aiding accessibility and search engine optimization. Examples include <header>, <nav>, <main>, <footer>.

2. CSS (Cascading Style Sheets):

- Definition: CSS is a style sheet language used for describing the presentation of HTML elements on web pages.
- Key Concepts:
 - Selectors: CSS selectors target HTML elements to apply styles. Examples include element selectors, class selectors ([.classname](#)), ID selectors ([#id](#)).
 - Properties: CSS properties define the visual appearance of HTML elements. Examples include colour, font-size, margin, padding, background-colour.
 - Values: CSS values specify the settings for CSS properties. Examples include hex colours (#RRGGBB), pixel values (px), percentage values (%), font families.
 - Box Model: The CSS box model describes the layout and spacing of elements on a webpage, consisting of content, padding, border, and margin.

Key Knowledge:

1. **HTML (HyperText Markup Language):** Understanding the structure and elements of HTML, including tags and attributes, to create the content and structure of web pages.
2. **CSS (Cascading Style Sheets):** Knowledge of CSS syntax, selectors, properties, and values to style and format the appearance of web pages.
3. **JavaScript:** Understanding the basics of JavaScript, including variables, data types, functions, and control structures, to add interactivity and dynamic behavior to web pages.
4. **Responsive Design:** Understanding responsive design principles and techniques, including CSS media queries, to create websites that adapt to different screen sizes and devices.
5. **Web Development Tools:** Familiarity with web development tools such as text editors, web browsers, and developer tools for coding, testing, and debugging websites.
6. **File Management:** Knowledge of file management concepts and practices, including organizing project files, directory structures, and linking resources within web pages.

Web Hosting: Understanding the basics of web hosting services, domain names, and uploading website files to a web server for publication on the internet.

Core Skills:

1. **HTML Coding:** Ability to write HTML code to create the structure and content of web pages, including text, images, links, and other multimedia elements.
2. **CSS Styling:** Proficiency in applying CSS styles to HTML elements to control typography, colours, layout, and other visual aspects of web pages.
3. **JavaScript Programming:** Basic programming skills in JavaScript to add interactivity, validate forms, create animations, and manipulate the DOM (Document Object Model).
4. **Responsive Design Implementation:** Skill in implementing responsive design techniques to ensure websites are accessible and user-friendly across various devices and screen sizes.
5. **Troubleshooting and Debugging:** Ability to identify and resolve common technical issues, errors, and bugs encountered during web development using debugging tools and problem-solving techniques.
6. **Collaboration and Communication:** Effective communication and collaboration skills to work in teams, share ideas, give and receive feedback, and present project outcomes to peers and stakeholders.
7. **Creativity and Design:** Creative thinking and design skills to develop visually appealing, engaging, and user-friendly websites that effectively communicate the intended message or information.

Key Terminology

1. **Tag:** A keyword enclosed in angle brackets (<>) that specifies the structure or formatting of content in HTML, such as <p> for paragraph or for image.
2. **Selector:** A CSS selector is a pattern used to select HTML elements for styling, such as element selectors, class selectors, and ID selectors.
3. **Property:** In CSS, properties are used to specify the visual characteristics of HTML elements, such as color, font-size, margin, padding, etc.
4. **Function:** In JavaScript, a function is a block of code that performs a specific task or calculation and can be reused throughout the code.
5. **Event:** An action or occurrence detected by the browser, such as clicking a button, hovering over an element, or submitting a form.
6. **Responsive Design:** Design approach aimed at creating websites that provide an optimal viewing experience across a wide range of devices and screen sizes.
7. **Debugging:** The process of identifying and fixing errors or bugs in code to ensure the proper functionality of web pages and applications.
8. **DOM (Document Object Model):** A programming interface for web documents that represents the structure of HTML and XML documents as a tree-like structure, allowing JavaScript to manipulate the content and structure of web pages dynamically.

Key links—further study:

[HTML Tutorial \(w3schools.com\)](https://www.w3schools.com/html/)

[CSS Tutorial \(w3schools.com\)](https://www.w3schools.com/css/)

Maritime links

Plan, Design, create and evaluate a website—Place on the coast.




Maritime & Coastguard Agency

Revision Checklist

- I understand basic HTML—Hyper text makeup language
- I understand CSS cascade style sheets
- I can link HTML and CSS together to improve my web page
- I can publish a webpage using Dreamweaver
- I can evaluate, reflect and feedback on a finished project

Drama Knowledge Organiser

The Tempest Knowledge Organiser

Brief Plot Summary

A ship carrying the King of Naples and Duke of Milan is caught in a raging tempest conjured by Prospero, ruler of a remote island who is using his powers to right the wrongs of the past.

Act I – Miranda watches the shipwreck and pleads with her father to spare the poor souls on board. He then tells her their backstory, of how he was Duke of Milan until he neglected his duties for studies of magic and was usurped by his brother, Antonio, who cast them adrift. Providence brought them to the island, and now it has brought their enemies within reach. Ferdinand is the first to be brought to them, led by Ariel's sweet music and, when he and Miranda behold each other, they are struck by wonder.

Act II – Shipwrecked on another part of the island, Alonso believes Ferdinand to be drowned. Ariel lulls the king and some of his courtiers to sleep; guarding over them, Antonio suggests to Sebastian that there is little standing between him and the throne – just as they are about to slay the king, everyone awakes. Elsewhere, Caliban encounters Stephano and Trinculo. After some farcical mix-ups, Caliban becomes convinced that Stephano is a god who can liberate him from Prospero's bondage.

Act III – Ferdinand is forced into servitude by Prospero as a means of testing the strength of feeling between he and Miranda; both are willing to sacrifice themselves and declare their love. Meanwhile, Caliban plots with Stephano to kill Prospero and assume control of the island, but Ariel undermines their scheme by playing tricks. The tired courtiers, too, are tricked by the mirage of a banquet which, as they are about to indulge, turns into a harpy and torments them with talk of Prospero, sins and repentance.

Act IV – Prospero gives his blessing to Ferdinand and Miranda; the spirits perform a masque of harmony and fertility. This is disrupted by the remembrance of Caliban's plot, and Ariel is dispatched to lead the felons astray. Prospero promises the sprite its freedom for the service it has performed.

Act V – Prospero reveals himself to his enemies but has decided that mercy is a better option than vengeance and forgives all, even the murderous Antonio and Caliban. Alonso laments the loss of his son and Prospero intimates that he too has recently lost a daughter before unveiling Ferdinand and Miranda, to the surprise and joy of all concerned. The ship is ready to return to Italy, leaving Ariel and Caliban masters of the island, and Prospero resolves to relinquish his magic books.

Characters

Prospero – a wizened sorcerer and the rightful Duke of Milan

Miranda – Prospero's daughter; a sensitive soul who has been on the island for as long as she can remember

Ariel – a sprite who does Prospero's bidding, having once been imprisoned by the witch Sycorax

Caliban – a deformed savage and spawn of Sycorax, he lays claim to the island but has been enslaved by Prospero for attempting to rape Miranda

Antonio – Duke of Milan and Prospero's treacherous brother

Alonso – King of Naples, he conspired with Antonio to unseat Prospero

Ferdinand – Alonso's son

Sebastian – Alonso's brother

Gonzalo – an honest old councillor

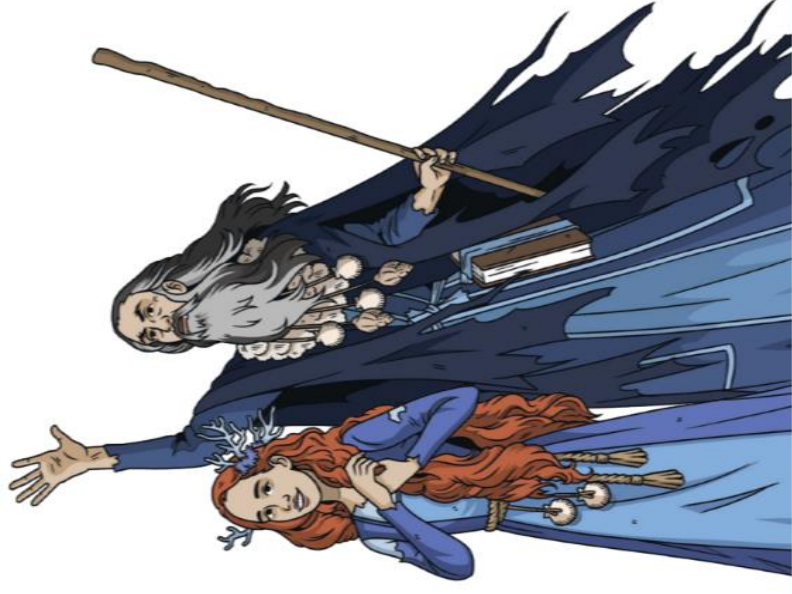
Stephano – a drunken butler

Trinculo – court jester

Adrian and Francisco – lords

Ship's crew – master, boatswain and mariners

Iris, Ceres and Juno – characters in the masque presented by spirits



Core Knowledge

Design Context

Over the last few decades, we have seen that impact that using plastics has had on our world's oceans, environment and wildlife. Once seen as a miracle material, plastics have been used for many throw away, single use products and this has had a massive, negative impact on our planet. Its inability not to breakdown in the environment is a major issue scientists, environmentalists, designer and engineers are trying to find solutions for.

Design Brief

You are going to design and make a lighting product that considers the use of single use plastic and how you incorporate these into your design, to create a more sustainable, environmentally friendly design and product. You will look specifically at the local environment and the impact of plastic on the ocean.

Our environment

Our environment is the world around us The air that we breathe is part of our environment. The land where we live, work and learn is all part of our environment. The air we breathe, the food, the trees, the soil, the oceans, the cities, the towns, the beaches and the animals all form part of that environment. Everything in our environment is connected. If one part of our environment changes, everything else will change too. Find out in this video why it's important to keep the environment in balance.

Your role and responsibility as a designer

You have a responsibility to design products that consider the environment such as where your materials come from, how much material you need, what happens when your product is thrown away and can you create a more sustainable product. Making products that last longer, can be recycled and are made from more sustainable materials must be considered when designing a product.

Technical Understanding

Most plastics are made from chemicals that come from oil, coal and gas. When the plastic is soft it can be poured into a mould. Once the plastic cools, it hardens into a shape. It takes 450 year for a plastic bottle to breakdown, 200 year for a plastic straw. Scientists predict that by 2050 there will be more plastics in the sea than fish. Plastics scientific name is polymer. 80% of ocean waste comes from land sources. The scientific name for plastics is polymers. Plastic never disappears, it just gets smaller and smaller.

Microplastics

Plastic in the ocean breaks in to very small, microplastic particles, they never disappear. Microplastics are toxic to marine animals and sea life. One throw away plastic bottle can break up in to over 10,000 pieces.

Why do we need light and where so we get light from?

As humans we need light, we need it to be able to see, we need it to be healthy (vitamin d) to support our bone health and mental health. We need light to be safe, to keep warm, for our food to grow and animals to survive. We have different sources of natural light and manmade light, these include the sun, stars, light bulbs, fire, torches and glowsticks. In nature we have sources of light such as fireflies, glow-worms and algae which produce light by bioluminescence.

Reflection

When light from an object is reflected by a surface, it changes direction. Smooth, shiny surfaces such as mirrors and polished metals reflect light well. Dull and dark surfaces such as dark fabrics do not reflect light well.

Key Terminology

- Plastic** - A material often made from chemicals that come from petrol, gas or coal.
- Microplastic** - When plastic breaks down into tiny particles
- Environment** - The surroundings or conditions in which a person, animal, or plant lives.
- Impact** - To have an influence or effect on something (this project is about the impact plastics have on the environment)
- Light** - Is a type of energy that allows us to see and make things visible.
- Reflection** - When light from an object is reflected by a surface and it changes direction. It bounces off the surface at the same angle as it hits it.
- Sustainable** - Carried on for a long period of time or doing little or no harm to the environment.
- Printed circuit board** - Used to connect or "wire" components to one another in a circuit.
- Soldering** - Soldering is a process that joins two or more types of metals through melting solder.
- Light emitting diode** - a component that gives off light when an electrical current is passed through it.
- Bioluminescence** - Light given off by living things through chemical reactions in their bodies.

Key links—further study

- www.bbc.co.uk/bitesize/articles/znfw7yc—how to reduce microplastics in your home.
- <https://kitronik.co.uk/collections/electronic-project-kits/products/35150-kitronik-usb-led-strip-with-power-switch>—Information about your circuit board and how it works.

Maritime links

The impact of microplastic on our oceans. Our local marine environment and how it can influence our light design.

Supporting Diagrams/pictures



Plastic bags eaten by turtles



Plastic toys



Microplastics



Great Pacific Garbage Patch



Printed Circuit Board

Revision Checklist

- I understand what microplastics are.
- I understand the negative impact on wildlife plastics can have.
- I can list what sources of light there are.
- I understand how to develop my design idea to project light.
- I have can think about and reduce the amount of plastic I use.

Year 8 Food Technology Knowledge Organiser



- Foods high fat, salt and sugar**
- Includes products such as chocolate, cakes, biscuits, full-sugar soft drinks, butter and ice cream.
 - Are high in fat, sugar and energy and are not needed in the diet.
 - If included, should be had infrequently and in small amounts.

- Hydration**
- Aim to drink 6-8 glasses of fluid every day.
 - Water, lower fat milk and sugar-free drinks including tea and coffee all count.
 - Fruit juice and smoothies also count but should be limited to no more than a

Bacterial growth and multiplication

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

food; moisture; warmth; time.

FIGHT BACK

SEPARATE Don't cross-contaminate

CLEAN Wash hands and surfaces often

COOK Cook to proper temperatures

CHILL Refrigerate promptly

Keep Food Safe From Bacteria

5-63°C – the **danger zone** where bacteria grow most readily.

Food poisoning is an illness caused by eating contaminated food.

Digestion

The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below.

- Shortcrust
- Rough Puff
- Filo pastry
- Choux pastry

Potatoes, bread, rice, pasta or other starchy carbohydrates

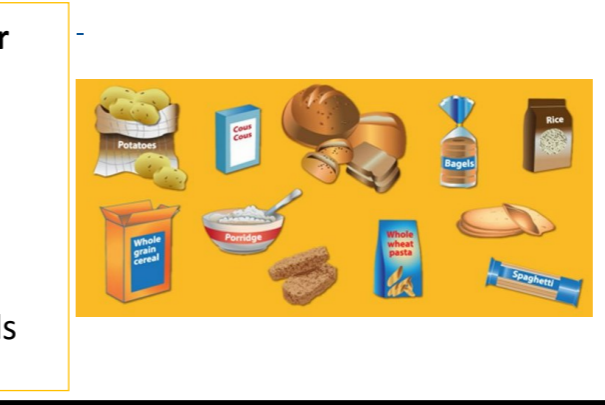
- Fibre is needed for a healthy **digestive system**
- Carbohydrates are our main **energy** source
- Helps to **control blood sugar** levels

Rubbing in method
 whisking method
 Melting method
 All in one method
 Creaming method

PREVENT CROSS CONTAMINATION

USE CORRECT COLOUR CODED CHOPPING BOARDS & KNIVES

- RAW MEAT
- RAW FISH
- COOKED MEATS
- SALADS & FRUITS
- VEGETABLES
- DAIRY PRODUCTS



Key Terminology

The Eatwell Guide: A healthy eating model showing the types and proportions of foods needed in the diet.

The 4Cs: Cleaning, cooking, chilling and cross-contamination.

The danger zone: where bacteria grow rapidly

Cross-contamination: The transfer of bacteria from one source to another.

Food poisoning: Illness caused by eating contaminated food.

Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.

- Revision Checklist**
- The Eatwell guide
 - Health & safety in the classroom
 - The 4 C's
 - The danger zone
 - Digestion process
 - Colour coded chopping boards
 - Carbohydrates in the diet
 - Cake making methods
 - Types of pastry
 - Food poisoning
- [Eat well \(11-14 Years\) - Food A Fact Of Life](#)

I’VE GOT RHYTHM

Exploring Rhythm and Pulse



A. Key Words

PULSE – A regular **BEAT** that is felt throughout much music. Certain beats of the pulse can be emphasised to establish regular pulse patterns *e.g.*

1 2 3 4, 1 2 3 4 = a 4-beat pulse

1 2 3, 1 2 3 = a 3-beat pulse (often called a **WALTZ**)

1 2, 1 2, 1 2 = a 2-beat pulse (often called a **MARCH**)

RHYTHM – A series of sounds or notes of different lengths that create a pattern. A rhythm usually fits with a regular pulse. Everyday sentences can be used to create rhythms. The patterns made by words create rhythms and this rhythm has a 4-beat pulse:

Music is my favourite



ACCENT – Emphasising or stressing a particular note or notes. Accents affect the **ARTICULATION** and are shown with this symbol >

DURATION – The length of a sound – *long/short*

TEMPO – The speed of a sound or piece of music – *fast/slow*

TEXTURE – Layers of sound or how much sound is heard – *thick/thin*

STRUCTURE – The organisation of sound or how sounds are ordered

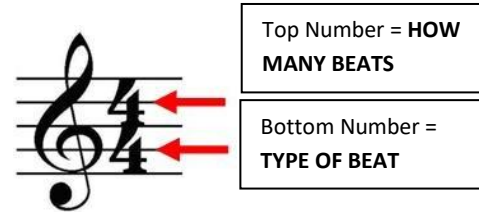
SILENCE – The absence of sound or no sound, shown in music by **RESTS**.

RHYTHM GRID NOTATION – A way of writing down and recording rhythms using boxes



B. Time Signatures

A **TIME SIGNATURE** tells us how many beats (and what type of beats) there are in each **BAR** of music and is made up of two numbers at the beginning of a piece of music.



2/4 = **TWO CROTCHET** beats per **BAR**



e.g. a MARCH

3/4 = **THREE CROTCHET** beats per **BAR**



e.g. a WALTZ

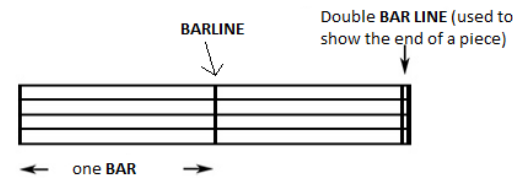
4/4 = **FOUR CROTCHET** beats per **BAR**



Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

BARS AND BARLINES



C. Ostinatos, Cyclic and Polyrhythms

RHYTHMIC OSTINATO – a short repeated pattern made up of notes of different lengths but without a particular pitch.

CYCLIC RHYTHM – a rhythm which is repeated over and over again (in a cycle) many times.

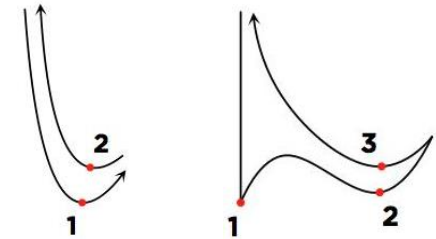
POLYRHYTHM - the use of several rhythms performed simultaneously, often overlapping to create a thick, **POLYRHYTHMIC TEXTURE**. A common polyrhythm often used in Latin-American and African Music is to play a 3-beat and 2-beat rhythm simultaneously as shown below. This is called a “3 against 2 Polyrhythm”

3 beat rhythm	X		X		X		X		X		X
2 beat rhythm	X		X		X		X		X		X

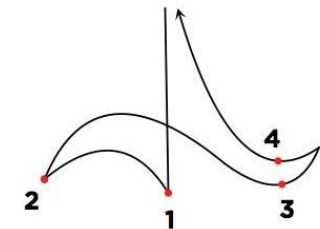
D. Conducting Pulses and Beats

Conducting a 2-beat Pulse/Beat (*e.g. a March*)

Conducting a 3-beat Pulse/Beat (*e.g. a Waltz*)



Conducting a 4-beat Pulse/Beat



E. Note Values - Note Names, Symbols and Duration

Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat
Pair of Quavers		2 x ½ beats = 1

Year 8 Physical Knowledge Organiser— Summer Half Term 1

HEAD

HD5 Be able to lead skills sessions to small groups

Utilise the **STEP** principle in delivery of sessions

Space—what space do you require—can you make it easier or harder by making the space bigger or smaller

Task—what are you getting your participants to do? How can you change the rules to ensure everyone is involved

Equipment—What equipment do you need. Do you require larger or smaller equipment to make it more accessible?

People—who is taking part—how are you going to put them into groups—ability/age/size—to make it work

See link below for more information [HERE](#)

Hands

HT5—Understand the basic physiology of exercise at the onset of exercise.

Increased breathing rate—so the body is able to get more oxygen into and absorbed by the lungs. This also expels waste carbon dioxide

Increased heart rate—to pump more blood around the body—supplying working muscles with the oxygen they require to respire.

Increased production of lactic acid—this is a by-product when we respire anaerobically or without oxygen and is the substance that gives us that burning feeling in our muscles

Increased Muscle temperature - this happens as we start to move just as would happen with a car engine. This heat makes our muscles pliable before we stretch

More information —[HERE](#)

Hands

HS5 Students will challenge themselves with new experiences

Are you aware of the extra curricular clubs that are happening this half term that you could be involved in?

- Athletics
- Tennis
- Rounders
- Karate

Have you attended at least one club—have you represented the academy this half term?

This will help reach the governments [activity guidelines for children and young adults](#)

Do you take part in activity outside of school—tell us we'd love to know!

Your activity this half term is Athletics

You will take part in...

Running—sprints/middle distance/Relays

Jumps—High jump/Long Jump/Triple jump

Throws—Shot/Javelin/Discus

Key Terms for Athletics

Speed

Co-ordination

Flexibility

Power

Cardio-vascular Fitness