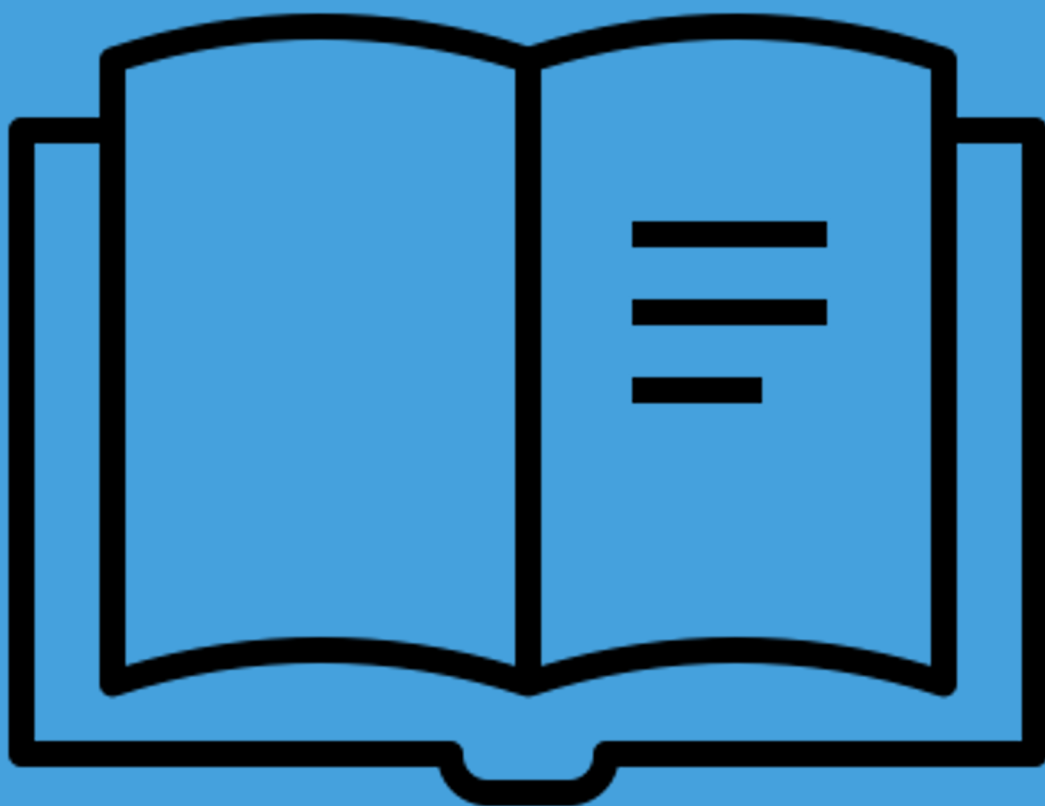
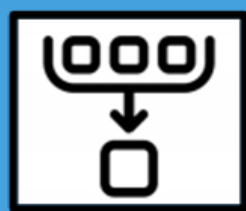
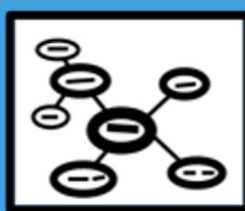


YEAR 8 Autumn HOMEWORK



1. Jobs for Children in the Victorian Era

Chimney sweep: This was where brushes on long poles were used to clean narrow chimneys. Small children were often sent up chimneys to clean.

Factory worker: This involved using heavy machinery with no safety equipment. People would work extremely long hours.

Coal miner: Children would push heavy carts full of coal along tunnels deep underground.

Street seller: Where small goods such as matches, flowers and ribbons would be sold to pedestrians on the street.

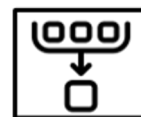
Cottage industry: Usually a woman's job, would involve making many small items, such as matchboxes in their own home for a very small amount of income.

Cotton mills: Children were used to crawl under machinery to collect rags. They were called 'scavengers'.



2. Prison Hulks

1. Prison hulks were old ships that could no longer sail properly and were used as floating prisons.
2. They were commonly used in United Kingdom from the late 1700s to the mid-1800s.
3. The government used prison hulks because prisons on land were overcrowded.
4. Many prisoners held on hulks had been convicted of crimes such as theft.
5. Hulks were usually anchored in rivers or harbours and rarely moved.
6. Living conditions were often terrible, with overcrowding, disease, poor food, and little comfort.
7. Prisoners were often made to do hard labour, such as dredging rivers or working in dockyards.
8. Some prisoners stayed on hulks while waiting to be transported to colonies such as Australia.
9. Disease spread easily on the ships, and many prisoners became ill or died.



3. Key Vocabulary



Bildungsroman	A novel that deals with a character's growth from childhood to adulthood, often featuring them learning lessons
Benefactor	A person who gives money to help another person or cause.
Class	Your social and economic (financial) status within society
Moral Dilemma	A situation where a difficult choice has to be made between two options
Social Mobility	The movement of people between different classes in society.
Working Class	A social class that usually consists of people who do physical work. Sometimes they do not have much money or education.
Upper Class	The social class that has the highest status in society.

4. Writer's Methods

Metaphor	A comparison where you state something is something else (i.e. Juliet is the sun).
Symbolism	Where an object or character represents a larger, more abstract idea.
Pathetic Fallacy	Where the weather in a text matches the mood of the story.
Narrative Perspective	The point of view a story is told from (i.e. first person, third person)
Dramatic Irony	When a reader or audience know something that the characters in the text do not.
Sensory Imagery	Where a writer references what can be heard, seen, smelt, felt or tasted in their story.



5. Charles Dickens

Charles Dickens Charles Dickens was born in **1812** in Portsmouth and became one of the most famous writers of the Victorian era.

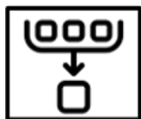
When he was **12 years old**, his father was sent to debtors' prison, and Dickens had to work in a factory. This experience influenced many of his novels.

Dickens wrote famous novels including ***Oliver Twist***, ***Great Expectations***, ***A Christmas Carol***, and ***David Copperfield***.

His novels often highlighted social problems such as poverty, child labour, and unfair treatment of the poor in Victorian Britain.

Dickens created many memorable characters, including Ebenezer Scrooge and Oliver Twist.

Many of his stories were first published as **serials** in magazines, with readers buying and reading them in parts before they were released as complete books.



Challenge!

Design your own fact sheet about Charles Dickens. What else can you find out?

6. Ambitious Vocabulary

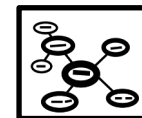


Condescending
Judgemental
Dignified
Hypocritical
Frustrated
Empathy

Superior
Sadistic
Bitter
Cold
Inferior
Humiliated

Look up these words and learn their meaning.

7. How does Pip view Joe?



"Let me confess exactly with what feelings I looked forward to Joe's coming. Not with pleasure, though I was bound to him by so many ties; no; with considerable disturbance, some mortification, and a keen sense of incongruity. If I could have kept him away by paying money, I certainly would have paid money."

"I knew it was Joe, by his clumsy manner of coming upstairs - his state boots being always too big for him."

"I felt impatient of him and out of temper with him; in which condition he heaped coals of fire on my head."

8. Key Concepts

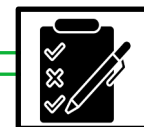


Retributive justice	A punishment that acts as revenge for a criminal act
Rehabilitation	Punishments designed to change and improve criminals
Restorative Justice	Punishments that focus on rebuilding links with victims of crime and the community
Deterrent	Punishments designed to put people off committing crime
Accountability	How responsible somebody is
Morality and Ethics	Whether something is 'right' or 'wrong'
Sensationalism	Journalism that tries to shock or create emotion rather than report accurately
Capital Punishment	Taking somebody's life as punishment for a crime

9. Jack the Ripper Extract.

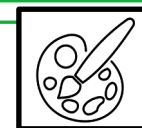
Read the extract and look up the words that have been identified in the dictionary.

London lies to-day under the spell of a great terror. A nameless **reprobate** - half beast, half man - is at large, who is daily **gratifying** his murderous instincts on the most miserable and defenceless classes of the community. There can be no shadow of a doubt now that our original theory was correct, and that the Whitechapel murderer, who has now four, if not five, victims to his knife, is one man, and that man a murderous **maniac**. There is a murderer in our midst. Hideous **malice**, deadly **cunning**, **insatiable** thirst for blood - all these are the marks of the mad homicide. The ghoul-like creature who stalks through the streets of London, stalking down his victim like a wolf, is simply drunk with blood, and he will have more. The question is, what are the people of London to do? Whitechapel is **garrisoned** with police and stocked with plain-clothes men. Nothing comes of it. The police have not even a clue. They are in despair at their utter failure to get so much as a scent of the criminal.



10. Oscar Wilde Extract

Create a storyboard of four images for this extract.



The terror of a child in prison is quite limitless. I remember once, in Reading prison, as I was going out to exercise, seeing in the dimly-lit cell right opposite my own, a small boy. Two warders — not unkindly men — were talking sternly to him, or perhaps giving him some useful advice about his behaviour. One was in the cell with him, the other was standing outside. The child's face was like a white wedge of sheer terror. There was in his eyes the terror of a hunted animal. The next morning I heard him at breakfast time crying and begging to be let out. His cry was for his parents. From time to time I could hear the deep voice of the warder on duty telling him to keep quiet. Yet he was not even convicted of whatever little offence he had been charged with. He was simply on remand.

11. Key Vocabulary

Look up and learn the meanings of these words.

Disproportionate, Lenient, Macabre, Unjust, Barbaric, Harsh, Cruel, Archaic

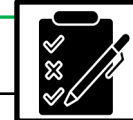


12. Key Techniques



Foreshadowing	When a writer hints at or warns about a future event in a story.
Narrative Hooks	When a writer leaves out information to create a mystery or a cliffhanger.
Metaphor	A comparison where you state something is something else (e.g. Juliet is the sun).
Simile	A word or phrase that compares something to something else, using 'like' or 'as'
Personification	Giving human qualities to an animal or object (e.g. the pen danced across the page).
Juxtaposition	Creating a deliberate contrast by placing two things side by side
Sensory Imagery	Where a writer references what can be heard, seen, smelt, felt or tasted in their story.
Symbolism	Where an object or character represents a larger, more abstract idea.
Polysyndeton	Where a writer joins parts of their sentence by repeating 'and'.

13. Planning My Non-Fiction Writing



	Part of my editorial
B	Big Picture <i>Give an outline of the issue and make your point of view really clear</i>
L	Look Closer <i>Give one reason for your view</i>
O	Over There <i>Give another reason for your view</i>
C	Counter-argument <i>Explain a counter-argument people might have and why it is wrong.</i> • Some people might say... • There are those who think...
K	Konclusion <i>Wrap up your article with a powerful ending.</i>

Challenge!

Plan your own article on your views about Prisons. Use BLOCK to help you.

14. A Checklist for Effective Writing



- I have **planned** before writing
- I have checked my **spelling** and corrected my mistakes.
- I have used a range of **punctuation** accurately.
- I have stayed in the same **tense**.
- I have written in **paragraphs**
- I use interesting, ambitious **vocabulary** to create effects.
- I use original **figurative devices such as simile, metaphor and personification** to create effects, without cliché.
- I use a range of **sentence types and openers** to create specific effects.

1. RHYTHM

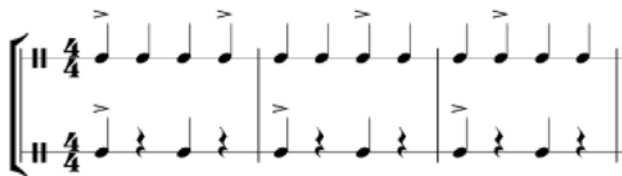


REPETITION and **CYCLIC RHYTHMS** are used to organise music.

A repeated rhythm pattern (**OSTINATO** or **TIMELINE**) is used as a basis for **IMPROVISATION**.

Use of **SYNCOPATION**, **POLYRHYTHMS**, **CYCLIC RHYTHMS** and **CROSS-RHYTHMS**.

MASTER DRUMMER can give musical 'cues' to performers to change rhythms during a performance and can also choose to **ACCENT** different beats within a **RHYTHM CYCLE**.



2. AFRICAN SINGERS

African singers often create vocal harmony by singing in thirds, fourths or fifths.



UNISON and **PARALLEL OCTAVE** harmony is also common.

The basic form of African Vocal Music is **CHORAL SINGING** known as **CALL AND RESPONSE** where one singer (**SOLOIST**) or small group of singers sings a line and the whole group (**CHORUS**) makes a reply (often a fixed **REFRAIN**) – like a “musical conversation” – in alternation with the “lead singer”.

Challenge!

Write out the meanings of cyclic, ostinato, polyrhythm and improvisation.

3. MASTER DRUMMER

The **MASTER DRUMMER** can elaborate and decorate his solo drum part with **ACCENTS** and playing in a technically demanding style to “show off” to the rest of the drum ensemble and audience.

A **MASTER DRUMMER** often leads giving signals to the rest of the group to change rhythms or sections of the piece and can also control the **TEMPO**. He often **IMPROVISES** highly complicated rhythms and can indicate the ending of a piece of music as well as playing the “**CALL**” to **CALL AND RESPONSE SECTIONS** which are ‘responded’ by the drum ensemble.



4. ELEMENTS

Drummers play interlocking rhythms. This creates a **THICK** and complex **POLYPHONIC** texture (2 or more rhythms at the same time).

Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally **LOUD** (**FORTE** – *f*) or **VERY LOUD** (**FORTISSIMO** – *ff*).

The tempo is **FAST** – designed for dancing and social gatherings.



5. CULTURAL CONTEXT

African Drumming is ‘traditional’ and handed down via the **ORAL TRADITION** (not written down).

Not performed ‘at a concert’, rather everyone joins in by dancing or playing an instrument, singing or clapping.

Combines other art forms and is heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.



6. INSTRUMENTS AND THE IMPACT OF TECHNOLOGY

Traditional drums such as the **DJEMBE**, **TALKING DRUM** and **DUNDUN** remain popular in African music today, often combined with a number of percussion instruments, stringed instruments and woodwind instruments. **RHYTHM** remains a key feature of African drumming.

African music has been a major influence on the development of popular music contributing rhythms, structures, melodic features and the use of improvisation to such styles as blues, gospel and jazz, brought over to America by slaves. High-quality recordings of traditional African music are now possible with advanced recording techniques.



Challenge!

Draw and label these African instruments.



BALAFON



MBIRA



FLUTE



GOURD



MARACAS



KORA

7. INSTRUMENTS



Other percussion instruments such as clappers, maracas, scrapers, gongs and xylophones (called **BALAFONS**) produce their sound by vibration and are known as **IDIOPHONES**.

Stringed instruments (**CHORDOPHONES**) such as bows, lyres, zithers, harps and the **KORA** are popular as well as some woodwind instruments (**AEROPHONES**) such as whistles, flutes, reed pipes, trumpets and horns.



8. HOW DID REGGAE BEGIN?

REGGAE is one of the traditional musical styles from **JAMAICA**. It developed from Mento, Ska and Rock Steady:

Mento - a form of Jamaican **FOLK MUSIC** like **CALYPSO** popular in the 1950's.

Ska - fast dance music that emerged in the 1950's fusing American R&B with **MENTO** rhythms and featuring **ELECTRIC GUITARS, JAZZY HORN SECTIONS** and characteristic **OFFBEAT RHYTHMS**.

Rock Steady – a more vocal style of dance music which used **RIFFS, SIMPLE HARMONIES, OFFBEAT RHYTHM**

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.



9. MUSICAL FEATURES OF REGGAE

LEAD SINGER often with **BACKING SINGERS** sometimes singing in **CALL AND RESPONSE** accompanied by a Reggae band which often features: **BRASS INSTRUMENTS** and **SAXOPHONES, ELECTRIC GUITARS, BASS GUITAR, KEYBOARDS, DRUMS AND PERCUSSION INSTRUMENTS**.

VOCAL AND INSTRUMENTAL IMPROVISATIONS, MELODIC RIFFS.

SLOW, RELAXED ('chilled!') **TEMPO 4/4 METRE/TIME SIGNATURE**

Most Reggae songs are structured in **VERSE AND CHORUS/POPULAR SONG FORM**.

10. KEYWORDS

1. MELODY – The main 'tune' of a piece of music, often sung by the **LEAD SINGER**.

2. IMPROVISATION – Previously unprepared performance.

3. CALL AND RESPONSE – Similar to a "Question and Answer" often the call sung by the lead singer and answered by the backing singers or instruments (the response) – musical dialogue.

4. SIMPLE HARMONIES – using a limited number of **CHORDS**, mainly **PRIMARY TRIADS** such as the **TONIC, DOMINANT** and **SUBDOMINANT** chords.

5. RIFF – A repeated musical pattern. Often the **BASS GUITAR** plays repeated **MELODIC BASS RIFFS** in Reggae songs.

6. BASS/BASS LINE – The lowest pitched part of a piece of music often played by the **BASS GUITAR** in Reggae which plays an important role.

7. CHORD – 2 or more notes played together in **HARMONY**.

8. RHYTHM – A series of long and short sounds.

9. TEXTURE – Layers of sound combined to make music.



11. WHO WAS BOB MARLEY?

BOB MARLEY was a famous reggae singer, **SONGWRITER**, and musician who first became famous in his band The Wailers, and later as a **SOLO ARTIST**.

He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica.

Although he grew up in poverty, he surrounded himself with music and met some of the future members of The Wailers.

Bob Marley became involved in the Rastafarian movement and this influenced his music style greatly.

Bob Marley and The Wailers worked with several famous musicians before becoming famous on their own.

His career flourished and he became a cultural icon. He was the first international superstar to have been born in poverty in a Third- World country.



Challenge! Listen to 'No Woman, No Cry' by Bob Marley and interpret what the lyrics mean.

12. WHAT ARE REGGAE SONGS ABOUT?

Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah and that black people are the chosen people and will eventually return to their African homeland).

The **LYRICS** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **LOVE, BROTHERHOOD, PEACE, POVERTY, ANTI-RACISM, OPTIMISM** and **FREEDOM**.



13. ORIGINS OF REGGAE

Reggae developed from Mento, Ska and Rock Steady

Mento - Jamaican Folk music popular in the 1950's
Ska – fusion of American R 'n' B and Mento 1950's
Rock Steady – vocal style of dance music.



1. Writing and Standard Algebraic Notation



Write an expression for each of the following descriptions

Find the key word in the description that tells you what operation to use

(a) 17 more than a

$$a + 17$$

(b) b less than 23

$$23 - b$$

(c) 6 lots of c

$$c \times 6 = 6c$$

(d) d divided by e

$$d \div e = \frac{d}{e}$$

Simplify these expressions so they are in good algebra

Bad Algebra	Good Algebra	
g7	7g	The number will always come in front of the letter when they are multiplied like this.
9×g	9g	
g÷5	$\frac{g}{5}$	We do not need to include the × between a number and letter
1g	g	
If you have 1 lot of something you do not need to include the 1.		We write divisions as fractions.

2. Simplifying Expressions



Simplify expressions by collecting like terms

Simplify

i) $2a + a + 3a + 2b - b$
 $6a + b$
 Only collect like terms.
 a and b are not like terms so leave the answer as $6a + b$.

ii) $3a + 2b + b - a$
 $2a + 3b$
 Remember that this is $-a$ not just a .

iii) $10a^2 - 2ab + 2a^2 - ab$
 $12a^2 - 3ab$
 First collect the a^2 terms and the ab terms.

Simplify expressions by multiplying terms

(a) $m \times b \times p$
 The letters go in alphabetical order
 $= bmp$
 We don't need the multiply signs between them

(b) $3f \times 5f$
 First multiply the two numbers together.
 $= 15f^2$
 ... then $f \times f = f^2$

(c) $3w^2 \times 4w^3$
 First multiply the two numbers together.
 $= 12w^5$
 ... then $w^2 \times w^3 = w \times w \times w \times w \times w = w^5$

3. Index Laws



Indices also called powers, this the number of times a term (number or letter) is multiplied by itself.

The powers of x :

$$\begin{aligned} x^1 &= x \\ x^2 &= x \times x \\ x^3 &= x \times x \times x \\ x^4 &= x \times x \times x \times x \end{aligned}$$



Using the three index laws to simplify expressions

$$\begin{aligned} a^m \times a^n &= a^{m+n} \\ (a^m)^n &= a^{m \times n} \\ a^m \div a^n &= a^{m-n} \end{aligned}$$

Work out $4a^2 \times 3a^7$

Multiply the numbers $= 12a^9$
 Add the indices

Work out $16b^9 \div 4b^3$

Divide the numbers $= 4b^6$
 Subtract the indices

Work out $(4c^5)^3$

You must cube the 4 as well $= 64c^{15}$
 Multiply the indices

4. Solving Equations and Substitution

Solving equations formally by using 1 or 2 **inverse operations**

Solve for x $3x - 2 = 31$

The same must always be done to both sides of the equation

You must do the opposite (+2) to remove the -2.

$$3x - 2 = 31$$

$$+2$$

$$3x = 33$$

This means $\times 3$ so the opposite is $\div 3$

$$\div 3$$

$$x = 11$$

Solve for x $12 - x = 7$

Because x is negative

$$12 - x = 7$$

$$+x$$

$$12 = 7 + x$$

$$-7$$

$$5 = x$$

Substitute positive and negative, whole or decimal values into **expressions** or **formulae** and **evaluate**

Given that $p = 5$, $q = 4$ and $r = -2$

Work out the value of $pq - 5r$

Replace each letter with the number given in the question.

$$pq - 5r$$

$$= 5 \times 4 - 5 \times -2$$

...then use BIDMAS to work out the answer.

$$= 20 + 10$$

$$= 30$$

A negative multiplied by a negative will make a positive.

Work out the value of $\frac{p(q-3)}{4}$ when $p = 2$ and $q = -7$

$$\frac{p(q-3)}{4}$$

$$= \frac{2(-7-3)}{4}$$

This means 2 multiplied by the bracket

$$= \frac{2(-10)}{4} = \frac{2 \times -10}{4}$$

$$= \frac{-20}{4} = -5$$

A negative and a positive give a **NEGATIVE** answer

5. Expanding Brackets and Solving Equations with Brackets

Expand single brackets

Expand $4(3x + 5)$

Expand means to multiply out the brackets

$$4 \times 3x = 12x$$

$$4 \times 5 = 20$$

$$12x + 20$$

Expand and simplify $2(y - 2) - 5(2y - 1)$

Expand each bracket

$$2(y - 2) - 5(2y - 1)$$

The second bracket is being multiplied by '-5'

$$2y - 4 - 10y + 5$$

... then simplify

$$-8y + 1$$

Solve equations with **brackets**

Solve $4(3y + 5) = 44$

Expand (multiply out) the brackets. Revisit 40a if you need a worked example.

$$4(3y + 5) = 44$$

$$12y + 20 = 44$$

$$-20$$

$$12y = 24$$

$$\div 12$$

$$y = 2$$

Solve $2(20 - 2f) = 45$

Expand (multiply out) the brackets.

$$2(20 - 2f) = 45$$

$$40 - 4f = 45$$

$$-40$$

$$-4f = 5$$

$$\div -4$$

$$f = -\frac{5}{4}$$

A common error is forgetting that it is $-4f$ not $4f$.

6. Inequalities

Listing **integers** that satisfy **inequalities** and representing inequalities on a number line.

An **integer** is a **whole number**.

Write down the **integer** solutions for $-2 < x \leq 1$

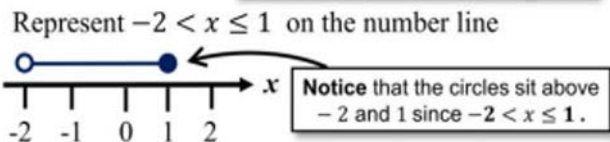
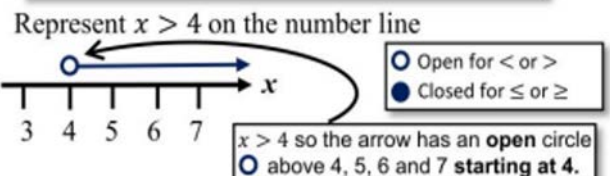
List integers (whole numbers) that satisfy the inequality.

$$-2 < x \leq 1$$

$$-1, 0, 1$$

We **include** 1 as the $\leq$ tells us that one value of x is equal to 1.

We **do not include** -2 as the $<$ symbol tells us that -2 is less than x but not equal to x so we start at -1.



7. Solve Equations with x on Both Sides



Solve **equations** and **inequalities** with **x** on **both sides** of the equal sign

Solve for x $3x + 3 = 18 - 2x$

Find the smallest number of x's

$3x + 3 = 18 - 2x$

$+2x$

$5x + 3 = 18$

-3

$5x = 15$

$\div 5$

$x = 3$

Now the x's are on one side - 3

$$d - 12 \leq -18$$

$$d - 12 \leq -18$$

$$\begin{array}{rcl} & +12 & +12 \\ d - 12 & \leq & -18 \\ \hline d & \leq & -6 \end{array}$$

Add 12 to both sides.



8. Expressions with Brackets and Forming and Solving Equations From Worded Problems



Expand and **simplify** expressions with **multiple single brackets**

Expand and simplify $2(x + 7) + 3(x + 1)$

$2(x + 7) + 3(x + 1)$

Expand each bracket

$2x + 14 + 3x + 3$

... then simplify

$5x + 17$

Expand and simplify $2(y - 2) - 5(2y - 1)$

$2(y - 2) - 5(2y - 1)$

Expand each bracket

$2y - 4 - 10y + 5$

The second bracket is being multiplied by '-5'

... then simplify

$-8y + 1$

Form and **solve equations** arising from shape, measure or word problems

The perimeter of this rectangle is 52cm.

Form an equation to find the value of x.

Perimeter =

$x + 2x + 5 + x + 2x + 5$

$= 6x + 10$

So $6x + 10 = 52$

$6x = 42$, so $x = 7$

Bob is 2 years older than Anna. Anna: x

Chris is twice as old as Anna. Bob: x + 2

Their total age is 18. Chris: 2x

How old is Anna?

Total age = $x + x + 2 + 2x = 4x + 2$

So $4x + 2 = 18$

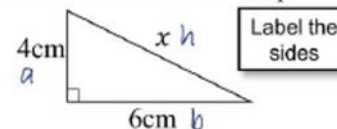
$4x = 16$ so $x = 4$ Anna is 4

9. Pythagoras



Use **Pythagoras' theorem** to find the **hypotenuse** or **short side** or check if a triangle is right-angled.

Find the value of x to 2 d.p.



Pythagoras

$$a^2 + b^2 = h^2$$

h = Hypotenuse

Substitute into the formula and solve

$$h^2 = 4^2 + 6^2 = 16 + 36 = 50$$

$$h = \sqrt{50} = 7.07$$

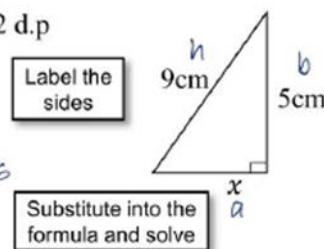
Find the value of x to 2 d.p.

$$a^2 + 5^2 = 9^2$$

$$a^2 + 25 = 81$$

$$a^2 = 81 - 25 = 56$$

$$a = \sqrt{56} = 7.48$$

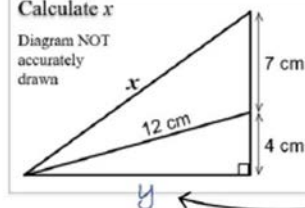


Substitute into the formula and solve

Solve problems requiring either multiple steps of **Pythagoras** or amending a diagram to find a **right-angled triangle**.

Calculate x

Diagram NOT accurately drawn



Pythagoras

$$a^2 + b^2 = h^2$$

h = Hypotenuse

Give information missing a letter

Small triangle:

$$y^2 = 12^2 - 4^2$$

$$y = 11.31\text{cm}$$

Large triangle:

$$x^2 = y^2 + (7+4)^2$$

$$x = 15.78\text{cm}$$

2 d.p.

10. Factors and Multiples

Find the **HCF (highest common factor)** by listing **factors** or **LCM (lowest common multiple)** by listing **multiples**

Find the **highest common factor** of 12 and 18.

12 - 1, 2, 3, 4, (6), 12

List all of their factors, then find the biggest number in both lists.

18 - 1, 2, 3, (6), 9, 18

Highest common factor of 12 and 18 is 6

Find the **lowest common multiple** of 12 and 18.

12 - 12, 24, (36), 48, 60, 72

List their multiples until you find the smallest number in both lists.

18 - 18, (36), 54,

Lowest common multiple of 12 and 18 is 36

Use **HCF** or **LCM** in **context**

Helen has to take a green tablet every 6 hours and red tablet every 5 hours.

At 10:00 am on Monday she takes both tablets together. When will she next have to take both tablets together?

5	6
10	12
15	18
20	24
25	(30)
(30)	36
35	



30 hours = 1 day and 6 hours

Tuesday 4:00 pm

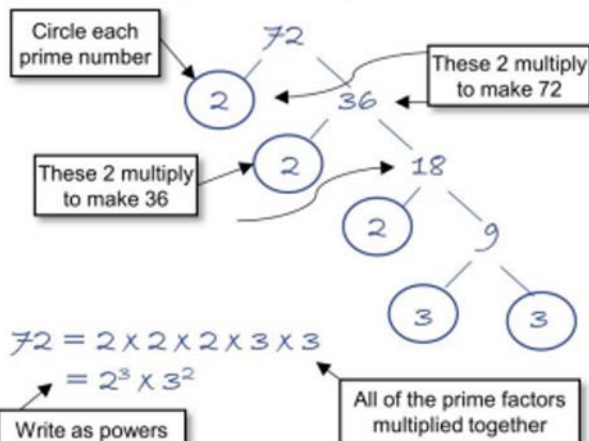
11. Product of Primes

Product means **multiply** so we use a multiplication sign (x)

A **prime number** is a number that only has **two factors** (1 and itself)

Write a number as a **product of prime** numbers using a **factor tree**

Write 72 as a product of its prime factors



12. Using a Venn Diagram for LCM and HCF

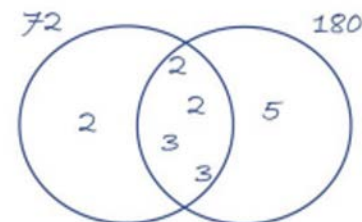


Given that:

$$72 = 2 \times 2 \times 2 \times 3 \times 3$$

$$180 = 2 \times 2 \times 3 \times 3 \times 5$$

Find the Highest Common Factor of 72 and 180



$$\text{HCF} = 2 \times 2 \times 3 \times 3 = 36$$

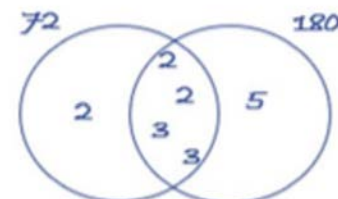
HCF is all of the numbers in the middle multiplied together

Given that:

$$72 = 2 \times 2 \times 2 \times 3 \times 3$$

$$180 = 2 \times 2 \times 3 \times 3 \times 5$$

Find the Lowest Common Multiple of 72 and 180



$$\text{LCM} = 2 \times 2 \times 2 \times 3 \times 3 \times 5 = 360$$

Use each number in the Venn diagram once each

13. Standard Form



Converting small and **large numbers** to and from **standard form**

(a) Write these in standard form:

(i) 60 000 = 6×10^4

There are 4 digits after 6

Must be between 1 and 10

(ii) 756 000 000 = 7.56×10^8

(b) Write these as normal numbers

(i) 4×10^6 = 4 000 000

Multiply 4 by 10 six times

(ii) 3.456×10^4 = 34 560

Multiply 3.456 by 10 four times

Write 1.4×10^{-6} as an ordinary (decimal) number

Start with the decimal

1.4×10^{-6}

1.4

0.0000014

...now move the decimal point. The index part is -6 so move 6 places **left**, filling in with zeros

Write 0.00056 in standard form

First find the number at the start, it must be less than 10

0.00056

5.6

5.6 $\times 10^{-4}$

...then work out how many times the decimal point needs to move to make it 5.6 and that is the index.

14. Symmetry



Draw all the **lines of symmetry** on 2D Shapes

Watch out for **diagonal** lines of symmetry!

Try turning the paper to find all the lines

A parallelogram might look symmetrical but it has **no lines of symmetry**

State the order of **rotational symmetry** of a 2D shape and show what a shape would look like rotated by 90 or 180 degrees.

The **order of rotational symmetry** is the number of part turns a shape can make and still look the same.

Put a **dot** on one corner to act as your **point of rotation**.

The order of rotational symmetry is 4.

The minimum order of rotational symmetry a shape can have is 1.

The order of rotational symmetry is 1.

1. Known to original tales

In year 7, you were given stories to make characters for and perform those already made stories.

In year 8, we are going to begin looking at making our own stories with our own characters.

Elements needed in a story:

- Characters
- Setting
- Plot
- Action/Conflict
- Theme
- Style
- Ending (Solution)



Think about how these can make a story arc.

2. Building an original story



To make your own story, it helps to start by knowing the themes you are going to use and how the story should end. (WORK BACKWARDS IN THE STORY!)

Theme – An idea or subject topic that comes up constantly during a performance or piece of writing.

Once you know the theme and ending you want, you need to think about the journey you want to show for the characters. The way you do this could be by following a genre and/or style.

Style – The way work is performed. Is it through mime or through a story book style?

Genre – The type of story that follows the normal parts of the genre. Fiction vs non-fiction.

3. Techniques linked to improvisation



Improvisation – Making something up on the spot without planning it.

Improvisation can become slow, and difficult, but there are ways to help you make a story with sentence starters.

Fortunately/Unfortunately – Starting each sentence with fortunately (or unfortunately), continuing the story on until a natural end.

Yes, and... - Each sentence begins with yes, and. You build on from what the previous sentence says. This allows a story to be made about the same story.

REMEMBER, you cannot plan out or change what has already been done. It is **improvisation**.

4. Drama techniques and acting skills

Define these drama techniques

Eye-witness
News report
Flashback + Flashforward
Fortunately/Unfortunately



Techniques

FLASHBACK



Type of acting skill	Examples		
Voice	Emphasis	Volume	Pace
Movement	Gesture	Posture	Eye Contact
Showing Emotion	Facial Expression	Tone	Body language

5. Given Circumstances



The six major questions in any story we ask ourselves is:

WHO? – Which characters are speaking. And which characters are they speaking to?

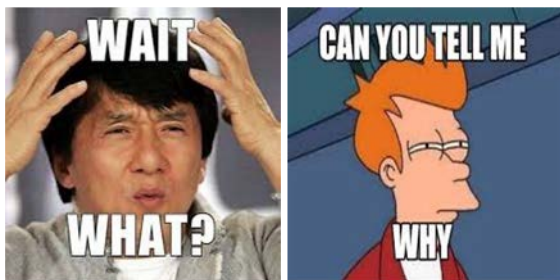
WHAT? – Knowing the events and action happening. The story being clear.

WHEN? – Knowing what time the story is taking place. What year is it? How do we know?

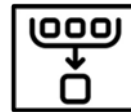
WHERE? – What is the setting. Which location are we at?

WHY? – Is the reason clear for the action happening? Do we know the reasons?

HOW? – What is the way you show the events? What is the solution to the story?



6. Purpose and style



What are you trying to get your audience to feel and think **during** and **after** the performance?

If you are being factual, you should:

- Directly addressing the audience in character
- Create a stern character who is focused on the facts, and stay in that character
- Be certain on the given circumstances
- Try to avoid being funny, otherwise the point of the performance becomes confusing

If you are being entertaining, you should:

- Adding moments of sound effects (poor signal with the studio)
- Using exaggeration with your acting skills
- Make the given circumstances unusual
- Be serious, this can make the situation so much funnier
- Stay in character

Juxtaposition - two things being seen or placed close together that are opposites

Planning your performance with the audience in mind is important for an effective performance.

7. Assessment

In Drama **we mark you on three skills – Create, Perform, Respond.**

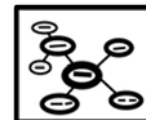
In these three areas we give you an overall mark out of **20 for each half-term.**

Things that will **help** you do well in lessons and get those top marks is:

1. **Working well with others and listening to ideas.**
2. **Being on task and trying to make sure the performance is what the task is asking for.**
3. **The bigger and more exaggerated your acting is, the better. If it follows 2.**

Tips to get maximum marks:

Face the audience
Stay in character
Focused working
Use of the performance space
Clear characterization



Challenge!

Write an advice column about how to perform an original story.

8. 'Macbeth'

Macbeth is a **tragedy**, following the story of a Scottish warrior who chooses to follow **guidance** from **Witches**.

A **brave** and **loyal warrior** turns into a **murderous tyrant** to become King.

Theme – Main topics or focuses in a story

Tragedy – A play with an unhappy ending. Focused on the downfall of a main character



9. Main characters

Macbeth - A **brave Scottish general** in King Duncan's army. With his wife's help and encouragement, he **kills King Duncan**. This fills him with deep **regret** and **guilt**.

Lady Macbeth – Encourages Macbeth to **commit murder**. Her guilt soon turns her **mad**. She sleepwalks as she **tries to wash out the invisible bloodstains on her hands**.

The Witches – A **trio of supernatural women** who **tell the future**.



10. Drama techniques

Monologue – A long speech from one character

Soliloquy – A speech where a character speaks aloud the thoughts they have

Choral speaking – A group of people speaking together at the same time.

Stage layouts – How the stage and audience are positioned.



11. Acting skills

Intensity – Acting to show deep emotion. Extremes of acting skills

Clarity – Clearly saying the words

Emphasis – Putting pressure on words to highlight them

Extreme reactions – Responding to something exaggeratedly



12. Reading Shakespeare

Shakespearean language can be a challenge to read and speak, at first.

But the poetry makes the dialogue memorable:
e.g. ***By the pricking of my thumbs, Something wicked this way comes.***



Circling or **highlighting** new words can be a useful way to understand the basic ideas in sentences.

Using **synonyms alongside difficult words** can help you perform with the old language more effectively.

Thy	Your	Hail	Worship / Respect
Thou / Thee / Ye	You	Thane	Military rank
Ere	Before	Treason	An attack on the king

13/14. Tips for performing while making the story clear

Character Profiling – Make sure you **know** enough about the character you are playing.



Check the language – If you do not know what you are saying, **how** can you perform effectively with acting skills.

Tragic theme – This is an **extreme** play with a **sad ending**...make the murders and **death negative and exaggerated**. THIS IS NOT A COMEDY!

Be obvious with your acting so it is **easier to follow as an audience member**. If there is a dagger..., where is it? Use eye contact, gestures, directions...

1. Keywords



Keyword	Meaning
Buoyancy	The force pushing an object upwards when placed in a fluid.
Surface Pressure	The pressure pushing down on a surface. Affected by the size of the force and the size of the contact area.
Air Pressure	Pressure created by the force of air particles hitting a surface.
Speed	How quickly an object moves.
Moment	A force moving around a pivot. Moving further from the pivot increases the size of the moment.

3. Speed and Acceleration

Speed is a measure of how far an object moves in a certain time, the units we normally use are metres per second (m/s).

To calculate speed we use the formula **SPEED = DISTANCE/TIME**

Acceleration tells us how quickly the speed of an object is changing. We calculate it using the formula **ACCELERATION = CHANGE IN SPEED/TIME**

Example Question

Q: A cyclist travels **3600m in 20mins** and a runner travels **160m in 30 seconds**, who has the greater speed?

A: Runner ($160/30 = 5.33\text{m/s}$), Cyclist ($3600/(20*60) = 3\text{m/s}$) - **UNITS!!**

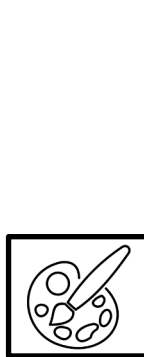


Make two drawings, one to remember SPEED and one to remember ACCELERATION

2. Pressure

The pressure applied on a surface is affected by the size of the force and the size of the area.

Pressure = Force / Surface Area



The weight of the person does not change

Snowshoes increase contact area.

Surface pressure decreases.

4. Distance-Time Graphs



What does a straight line (diagonal) mean on a distance-time graph?

A straight line shows that an object is travelling at a constant speed

What does a horizontal line on a distance-time graph mean?

A horizontal line shows that an object is stationary

How can you calculate the speed of an object from a section of a line on the distance-time graph?

The gradient of the line is the speed of the object - link to maths skills

If you were shown a distance-time graph for two objects, how could you quickly tell which one was moving quicker?

The object with the steeper line (meaning more distance has been covered every second)

What does it mean if the line on a distance-time graph is going down rather than up?

It means that the object is returning towards the start point (the distance between them is decreasing)

5&6 . Keywords



Key word	Definition
Respiration	Chemical reaction inside all living cells that <u>releases</u> energy
Aerobic Respiration	Respiration that requires <u>oxygen</u> . Occurs in the mitochondria.
Anaerobic Respiration	Respiration that occurs when sufficient oxygen isn't present. Releases less energy than aerobic.
Fermentation	Anaerobic respiration that occurs in yeast. Produces ethanol and carbon dioxide. Used in baking and brewing.
Mitochondria	Organelle where aerobic respiration occurs.
Lactic Acid	Product of anaerobic respiration in animals. Causes soreness in muscles resulting in fatigue.
Photosynthesis	Process that occurs in plants which produces glucose and oxygen.
Chloroplast	Organelle where photosynthesis occurs.

7&8. Chemical Equations



Aerobic Respiration



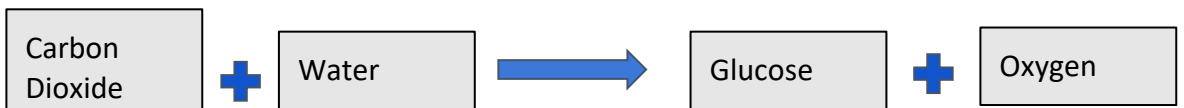
Anaerobic Respiration (animals)



Anaerobic Respiration (yeast)



Photosynthesis



9. Testing for Starch

1 - Place leaf into hot water	2 - Add leaf to warm ethanol	3 - Return leaf to hot water	4 - Drop iodine on to the leaf.
Why? To breakdown the cell walls	Why? To remove the chlorophyll	Why? To remove the ethanol	Why? To show the presence of starch.

10. The pH Scale

The pH scale is a scale to show how acidic/ alkali a substance is.

Acid = 0 – 6

Neutral = 7

Alkali = 8 - 14



11. Indicators

Litmus Paper

Acid – Red
Alkali – Blue

Universal Indicator

Strong acid - Red
Weak acid – Orange / yellow
Neutral - Green
Weak Alkali - Blue
Strong Alkali - Purple



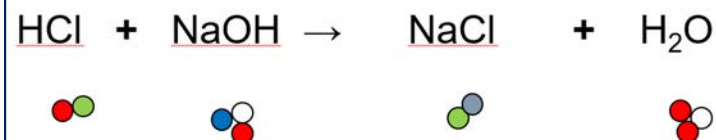
Phenolphthalein

Acid – Colourless
Alkali - Pink

12. Neutralisation



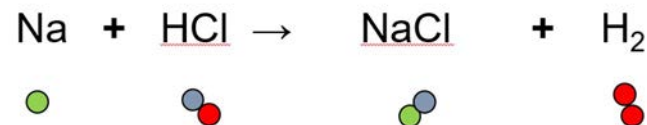
Acid + Alkali → Neutral salt + Water



13. Metals Reacting with Acids

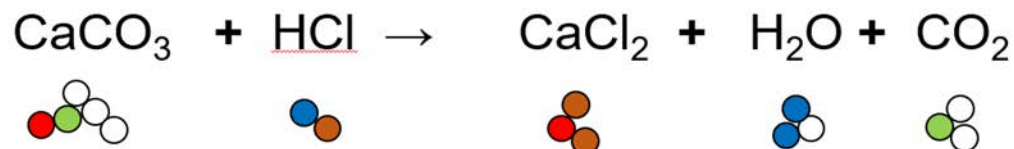


Metal + Acid → Salt + Hydrogen



14. Carbonates Reacting with Acids

Metal Carbonate + Acid → Metal salt + Water + Carbon Dioxide



1. Muscles

Anterior view of the body

Area of the body	Muscle name
Shoulder	Deltoid
Front of arm	Bicep
Stomach	Abdominals
Front of thigh	Quadriceps
Chest	Pectorals

Key word **Anterior** = Front



Challenge!

Research more anterior muscles.

2. Muscles

Posterior view of the body

Area of the body	Muscle name
Upper back	Trapezius
Back of arm	Tricep
Mid back	Latissimus Dorsi
Posterior	Gluteals
Back of upper leg	Hamstring
Back of calf	Gastrocnemius

Keyword **Posterior** = Back

Challenge!

Research more posterior muscles.



3. How muscles work

Muscles create all movement in the human body.



- **Tendons** attach muscles to bones.
- Muscles **contract** and **pull** bones to make the skeleton move where **bones** meet to form a **joint**.
- Muscles work in pairs.
- Muscles cannot push.
- Muscles use **energy** from the food we consume to contract.

Challenge!

Label your picture from memory.

4. Types of Muscle Contraction

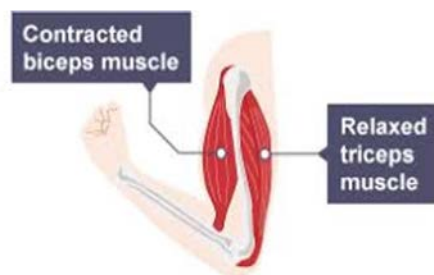
Muscle Contractions	
Term	Description
Isotonic	Muscle action where the muscle changes length – causes movement.
Isometric	Muscle action where the muscle stay the same. Eg. Balances.
Concentric	Isotonic contraction where muscle shortens.
Eccentric	Isotonic contraction where muscle lengthens.



5 & 6 Antagonistic Muscle Pairs

Muscles work in pairs to create movement. This is known as **antagonistic pairs**.

One muscle of the pair **contracts** to move the body part, whilst the other **relaxes**. They then swap roles to return the body part back to the original position.



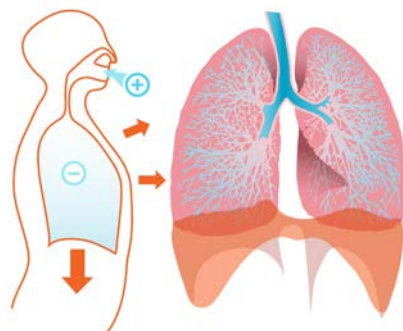
Agonist = muscle that is contracting

Antagonist = muscle that is relaxing



7. Inhalation

Inhalation is the process which draws oxygen into our bodies.



➡ The diaphragm contracts and moves down

The external intercostals contract to

- ➡ Lift and rotate the ribs
- ➡ Lift the sternum
- ➡ Lift the thoracic vertebrae

✳ The lungs stretch out following the movement of the diaphragm and ribcage

The pressure inside the lungs is now lower than the pressure outside

- ➡ Air gets pulled into the lungs
- ➡ The diaphragm pushes down on abdominal contents
- ➡ The abdomen expands



8. Exhalation

Exhalation (or expiration) is the flow of the breath out of an organism.

The lungs recoil (the elastic lung tissue returns to its normal size after being stretched on inhalation)

➡ The rib cage gets pulled inward

➡ The diaphragm gets pulled upward

The pressure inside the lungs is now higher than the pressure outside

➡ The air is forced out of the respiratory tract

The diaphragm no longer pushes on the abdominal contents

➡ The abdomen pulls in



9. Respiratory System: Pathway of Air

1. Air enters the body through the **nose** or **mouth**.
2. It then enters the **trachea**.
3. The **trachea** then divides into two **bronchi**. One **bronchus** enters each lung
4. Each **bronchus** branches out into small tubes called **bronchioles**, which the air travels through.
5. At the end of the **bronchioles** are tiny air sacks called **alveoli**.
6. This is where the **gaseous exchange** happens.

Composition of air
Breathed in:

21% oxygen

0.03% carbon dioxide.

Breathed out: 16% oxygen

4% carbon dioxide.



10. Cardiovascular system

The cardiovascular system consists of the heart, arteries, veins, and capillaries.

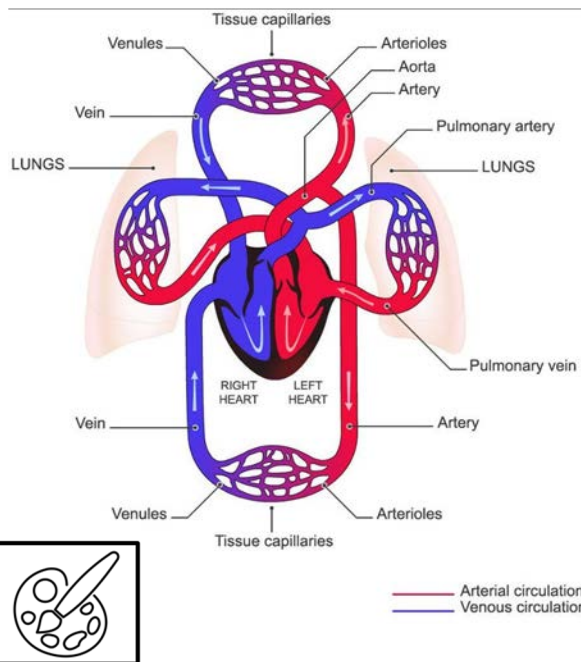
The four major functions of the cardiovascular system are:

To transport nutrients, gases and waste products around the body.

To protect the body from infection and blood loss.

To help the body maintain a constant body temperature ('thermoregulation')

To help maintain fluid balance within the body.



11. Effects of Exercise on the body

Immediate Effects (start of exercise)

- **Increased Heart Rate:** The heart beats faster and more forcefully to pump more blood to the muscles.
- **Increased Stroke Volume:** Each heartbeat pumps more blood, increasing the efficiency of the heart.



12. Effects of Exercise on the body

- **Increased Breathing Rate:** The body breathes more quickly and deeply to take in more oxygen and expel carbon dioxide.
- **Increased Body Temperature:** Muscle contractions produce heat, raising the body's temperature.



13. Effects of Exercise on the body

Short Term Effects (0-36 hours after)

- **Tiredness and Fatigue:** Muscles may feel fatigued due to the build-up of waste products.
- **Aching and Delayed Onset Muscle Soreness (DOMS):** Small tears in muscle fibers can cause soreness and stiffness, especially in the days following exercise.
- **Muscle Cramps:** Involuntary muscle contractions can cause cramps.



14. Effects of Exercise on the body

Long Term Effects (long term adaptations through regular exercise)

- **Hypertrophy:** Your muscles will increase in size and strength
- **Change body shape:** either by losing body fat or gaining muscle

*Fatigue = tiredness

*DOMS = delayed onset muscle



Challenge!

Write an advice leaflet on how best to care for your muscles before, during and after exercise.

1. How large is Islam?

Islam is the second largest religion in the world with over 1.8 billion followers worldwide.



2. Islam

Islam is one of the three monotheistic religions – this means followers of Islam only believe there is one God.

Followers of Islam are called Muslims. There are two main denominations of Muslims they are called Sunni and Shi'ah Muslims. The Arabic word for God is Allah.

There are some similarities between Islam, Christianity and Judaism such as the belief in certain prophets, such as Moses. As well as there being a chapter in their Holy book about Mary. It is disrespectful to draw or depict Allah or the Prophet Muhammad (pbuh). A religious leader in Islam is called an Imam.

3: Importance of the Mosque



The mosque is the Muslim place of worship. This is where Muslims will gather with others to pray and worship Allah. Muslims believe worshipping with other believers is very important “worship with the congregation is 27 times better than by oneself” Any building can be a mosque – it just needs to be a clean place for people to pray. As well as praying to Allah, the mosque is an important place for building and developing the ummah. Lots of activities will take place at a mosque: - teaching about Islam - Arabic lessons - learning the Quran - weddings – funerals.

4. The Five Pillars of Islam.

The Five Pillars of Islam are the obligations that Muslims must satisfy to live a good and responsible life and to bring them closer to God.

They are; Shahadah - Declaration of faith. Salat - performing set prayers five times a day at specific times. Zakat - giving a portion of one's income, to charity. Sawm - fasting during the month of Ramadan, Hajj - annual pilgrimage to Mecca made during the twelfth month of the Islamic calendar.



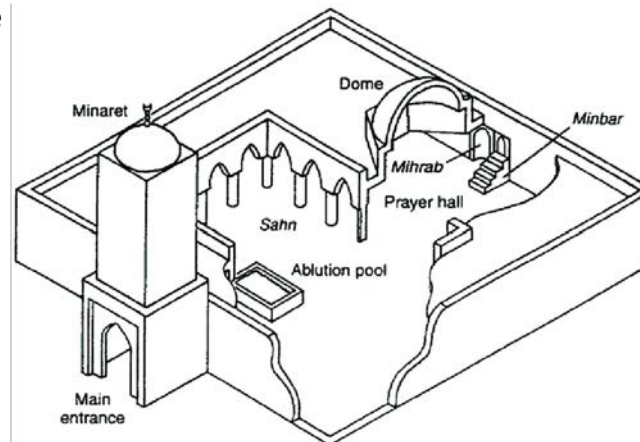
6. Features of a Mosque

A Mosque is the Holy building for Muslims. It is where Muslims come together to pray, worship and celebrate as a community.

- Wudu room: Ritual washroom. Prayer Hall.
- Dome: Represents the universe and Allah's power as creator of all.
- Mihrab: a niche in a mosque qibla wall, to show the direction of Mecca.



5. A Mosque



7. Islamic Festivals

Id-ul-Adha: Festival of sacrifice. Celebrated after Hajj to Mecca.

Ramadan: Ninth month of the Islamic calendar where fasting and prayer take focus.

Id-ul-Fitr: This festival occurs at the end of Ramadan. It is a joyful festival. It is a day of thanksgiving to Allah.



8. Food Laws

Halal is food that is allowed to be eaten, as it is lawful and has been prepared correctly, Haram is products that are forbidden such as pork and alcohol.



9. The Qur'an

Muslims believe that the Qur'an is the direct word of Allah revealed to Muhammad (PBUH) by the Angel Jibril. Due to this, it is completely different to any other book. The Qur'an is written in Arabic.

The Qur'an (sometimes spelt Koran) must be treated with respect as it is seen as the word of Allah.

To show the Qur'an respect it must be kept on a high shelf, anyone who touches it must be clean and any damaged copies must be buried in a cloth not thrown away.



10. Key words

Islamophobia: A dislike, discrimination or prejudice against Islam or Muslims

PBUH: Peace be upon him - This term is used as a sign of respect after the Prophet Muhammad's name.

Jihad: Personal struggle against evil and following Allah's way.

Wudu: Ritual washing before prayer.



11. Key words

Salah: Five daily prayers – night prayer, dawn prayer, after midday prayer, late afternoon prayer, and after sunset prayer.

Adhan: The Call to Prayer. Rak'ahs: Set pattern of movements and postures/prostrations for prayer.

12. Prophet Muhammad

Born around the year 570 AD, in Mecca.

He was raised by his grandfather and uncle.

He is the final Prophet in Islam and is the messenger of Allah.

Prophet Muhammad (pbuh) received special messages from God these messages were brought to him by the archangel Jibril over a twenty-year period.

Muhammad taught others that worshipping many statues was bad and that they should only worship one God, Allah.



Challenge!

Justify the reasons why Muhammad (Pbuh) changed Islam.



13. Ramadan



Ramadan is the ninth month of the Islamic calendar and a period of fasting, worship, reflection, and community for Muslims worldwide.

It's a time for spiritual development, strengthening one's connection with God, and practicing self-discipline and empathy.

Key aspects of Ramadan include fasting from dawn to sunset, increased prayer, reciting the Quran, and celebrating the breaking of the fast with Eid al-Fitr.

14. Religious clothing

Many Muslim women choose to wear certain types of clothing as a sign of respect and modesty. This may include a headscarf called a hijab. Some women might wear a long loose dress called a jilbab, or a face covering called a niqab. Men will sometimes wear a cap called a topi, especially when they're praying.



❓ **Films** that are made about history.

7) Learn the following key terms:

Absolutist

An absolutist ruler is one who has supreme authority and power.

Divine Right of Kings

The belief that God put the King on Earth to rule and no one can challenge that power.

Puritans

Extreme protestants. They believe that the Protestant religion must be strictly followed.

Parliament

A group of people who help make the laws of the country.

Tyranny: A cruel ruler.



8) Learn the following key terms:

Ship money: A tax that is paid by towns with harbors.

Republic A country that has no monarchy (King or Queen), and in which power over the whole country is held by an elected body like a parliament.

Republican

A person living in, or wanting to live in, a republic.

Monarchy

Where a country has a king or a queen.



9) Why did Charles fall out with Parliament?

Charles believed he should rule without Parliament. He believed in the **Divine Right of Kings**. Charles closed Parliament for 11 years and ruled without Parliament ("the eleven years of tyranny"). This angered Parliament, who's views were being ignored.

People were angry that Charles changed **ship money** so that the whole country had to pay this tax, rather than just harbour towns.

Charles changed the churches, so they were more decorated. This upset Protestants, particularly **puritans**.

10) Using evidence

Evidence: Something from the time you are studying that gives a view of what happened in the past.

What could historical evidence include?



- Diaries.
- Government records.
- Paintings/art.
- Photos.
- Films.
- Letters

Evidence can be anything as long as it is from the time you are studying!

11) What happened after Charles?



Charles lost the **civil war** against Parliament. He was replaced by Oliver Cromwell, who called himself the **Lord Protector**.

He was a **puritan** and turned England into a Puritan country. He ruled without Parliament and had a group of **major generals** who would help him control England.

Monarchs after Charles...

After Cromwell died, the monarchy was **restored**. Charles II returned in 1660. He had *less power* than his father and had to work with Parliament. However, they argued about how much power he could have...

12) Revise the following key terms:**Catholic**

Roman catholic church, the head of Catholicism is the Pope.

Protestant

Christian Churches that are separate from the Roman Catholic Church.

Martin Luther

Was a German professor of theology, composer, priest, monk, and a significant figure in the Protestant Reformation.

Early Modern Period

The early modern period is a time from the 1500's – 1800's.

13) Revise the following key terms:**Reformation**

A movement in the 16th century which led to the founding of Protestantism.

Pilgrimage

A journey, especially a long one, made to some sacred place as an act of religious devotion: a pilgrimage to London.

Heir

A person legally entitled to the property or rank of someone else after that person's death.

Act of Supremacy

An act passed by parliament in 1534 which made Henry and his successors Supreme Head of the Church of England.

**14) Revise the following key terms:****Absolutist**

An absolutist ruler is one who has supreme authority and power.

Divine Right of Kings

The belief that God put the King on Earth to rule and no one can challenge that power.

Puritans

Extreme protestants. They believe that the Protestant religion must be strictly followed.

Parliament

A group of people who help make the laws of the country.

Tyranny:

A cruel ruler.

Ship money: A tax that is paid by towns with harbors.

Republic A country that has no monarchy (King or Queen), and in which power over the whole country is held by an elected body like a parliament.

Republican

A person living in, or wanting to live in, a republic.

Monarchy

Where a country has a king or a queen.



1 – Holidays – Where and how long?



J'habite ...

en Angleterre / Écosse / Irlande (du Nord).
au pays de Galles.

I live...

in England/Scotland/(Northern)
Ireland/Wales

J'ai / On a ...

une semaine / deux semaines de vacances
en janvier / février (etc.).
à Noël / à Pâques.

I have/we have...

one week / two weeks of holidays
in January/February
at Christmas / at Easter

Je suis / Nous sommes en vacances ...

au bord de la mer
à la montagne
à la campagne
en colo (en colonie de vacances)
chez mes grands-parents

I am / We are on holiday...

by the sea
in the mountains
in the countryside
at a holiday camp
at my grandparents' house

3 – What did you do on holiday? – Regular verbs

Pendant les vacances ...

j'ai joué au tennis
j'ai mangé des glaces
j'ai retrouvé mes amis
j'ai écouté de la musique
j'ai acheté des baskets
j'ai regardé des clips vidéo
j'ai nagé dans la mer
j'ai traîné à la maison

During the holidays...

I played tennis
I ate ice cream
I met up with my friends
I listened to music
I bought trainers
I watched video clips
I swam in the sea
I relaxed at home.



2 – Holidays – what's it like?



C'est ...

assez
très
trop
un peu
complètement
nul / sympa
ennuyeux / intéressant
triste / marrant

It is....

quite
very
too
a bit
completely
rubbish / nice
boring / interesting
sad / funny

C'était ...

fantastique / génial / super!
amusant / marrant / sympa.
intéressant / ennuyeux / nul.
Ce n'était pas mal.

It was ...

fantastic / great / super
funny/ funny/ nice
interesting / boring/ rubbish
It wasn't bad

4 – What did you do on holiday? – Irregular verbs

j'ai visité un parc d'attractions.

I visited an attraction park

j'ai bu un coca au café.

I drank a coke at the café

j'ai pris beaucoup de photos.

I took lots of photos

j'ai vu un spectacle.

I saw a show

j'ai fait une balade en bateau.

I did a boat trip

j'ai vu mes personnages préférés.

I saw my favourite characters

j'ai fait tous les manèges.

I went on all the rides

d'abord

at first

ensuite / puis

next / then

après

afterwards

finalemt

finally



5 – Where did you go on holiday? – Verbs with être + Nous/on

Je suis allé(e) en vacances avec ...

ma famille / mes parents / mes copains.

On est allé(e)s / Nous sommes allé(e)s ...

en Espagne / France / Grèce.

au Maroc / aux États-Unis.

Tu as voyagé comment?

J'ai voyagé ...

On a / Nous avons voyagé ...

en avion / en bateau.

en bus / en car.

en train / en voiture

I went on holiday with...

my family / my parents / my friends

We went ...

to Spain / France / Greece

to Morocco / to the United States

How did you travel?

I travelled...

We travelled ...

by plane / by boat

by bus/ by coach

by train / by bus



6 - What a disaster! – Talking about a disastrous holiday

J'ai oublié mon passeport.

J'ai cassé mon portable.

J'ai perdu mon porte-monnaie.

J'ai choisi le poisson.

J'ai beaucoup vomi.

Je suis tombé(e) sur la plage.

Je suis resté(e) au lit.

On a raté l'avion.

On est arrivés en retard.

Je n'ai pas acheté de souvenirs.

Je n'ai pas pris de photos.

Je ne suis pas sorti(e).

I forgot my passport

I broke my phone

I lost my purse

I chose the fish

I threw up a lot

I fell on the beach

I stayed in bed

We missed the plane

we arrived late

I didn't buy souvenirs

I didn't take any photos

I didn't go out

Quel désastre!

Quelle horreur!

What a disaster!

How horrible!



7 – Comparing normal and past holidays

Normalement, pendant les vacances ...

je vais en colo

je voyage en car

je nage dans la piscine

je fais du sport

je mange des hamburger-frites

C'est un peu ennuyeux

Mais l'année dernière, ...

j'ai gagné un concours.

je suis allé(e) à Vanuatu.

j'ai voyagé en avion.

j'ai nagé dans la mer.

j'ai fait de la voile.

j'ai vu des dauphins.

j'ai mangé des fruits de mer.

C'était génial!

Normally during the holidays...

I go to a holiday camp

I travel by coach

I swim in the sea

I do sport

I eat burgers and chips

It's a bit boring

But last year...

I won a competition

I went to Vanuatu

I travelled by plane

I swam in the sea

I did sailing

I saw dolphins

I ate seafood

It was great



8 – Key festivals

Noël

Pâques

le 14 juillet

le Nouvel An

la Toussaint

la Saint-Valentin

l'Aïd

C'est ...

marrant / ennuyeux.

bête.

trop militaire.

trop commercial

Christmas

Easter

Bastille Day

New Year

All Saints

Valentine's Day

Eid

It's

funny / boring

stupid

too militaristic

too commercial



9 – What's your favourite festival? (1)

j'attends la fête avec impatience *I'm looking forward to the festival*
 je rends visite à ... *I visit ...*
 j'entends la musique *I hear music*

chaque année
 le matin
 l'après-midi
 le soir

every year
in the morning
in the afternoon
in the evening



10 – What's your favourite festival? (2)

une parade / un défilé *a parade*
 un groupe de gens / filles /
 garçons / musiciens / d'enfants *a group of people / girls
 boys/ musician / children*
 Ils/Elles sont ... *They are ...*
 dans la rue. / en ville. *in the street / in town*
 Ils/Elles ... *They*
 marchent / applaudissent *are walking / clapping*
 dansent *dancing*
 jouent d'un instrument. *playing an instrument*



11 – Ordering food at a market

Vous désirez? **What would you like?**
Je voudrais ... **I would like ...**

100 grammes de ... 100 g of
 un kilo de ... a kilo of ...
 un demi-kilo de ... half a kilo of ...
 une tranche de ... a slice of...
 un morceau de ... a piece of ...



12 – Traditional dishes

C'est un plat typique de ...
C'est une spécialité de ...

le fromage blanc
 le beurre
 le vin blanc
 la pâte
 la crème fraîche
 l'ail

It's a typical dish from ...
It's a speciality from ...
soft white cheese
butter
white wine
pastry
crème fraîche
garlic



C'était ...

délicieux / savoureux/ léger.

It was ...
delicious / tasty / light

13 – School trips

Qu'est-ce que tu vas faire?
je vais ...

aller en Alsace
 visiter les marchés de Noël
 choisir des cadeaux
 admirer les maisons illuminées
 écouter des chorales
 goûter du pain d'épices
 acheter une boule de Noël
 manger une tarte flambée / de la choucroute
 boire un jus de pomme chaud



What are you going to do?

I am going ...
to go to Alsace
to visit the Christmas markets
to choose presents
to admire the lit-up houses
to listen to choirs
to taste gingerbread
to buy a Christmas bauble
to eat a tarte flambée /
sauerkraut
to drink a hot apple juice

14 – New Years Resolutions

Je vais ...

aller au marché.
 aider dans le jardin.
 être patient(e) avec ...
 faire du sport.
 laisser mon portable dans ma chambre.
 finir mes devoirs le soir.

I am going...

to go to the market
 to help in the garden
 to be patient with
 to do sport
 to leave my phone in my bedroom
 to finish my homework



1. Animals in Art



- Animals have been a source of inspiration for many artists. Some of the oldest known artworks that are around 45,500 years old, depict animals.
- From art about rural life and growth, to myths and legends, animals are used in art in many ways.



2. Drawing Keywords



Tone - The lightness or darkness of something.

Hatching - Straight or curved lines drawn close to each other, used to create tone.

Cross-hatching - Flat area surrounded by a line.

Shape - Flat area surrounded by a line.

Form -

Illusion of 3D shape, such as a cube or sphere.

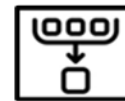


3. Leonardo da Vinci (1452-1519)

- Born in Italy 1452.
- Lived during the **Renaissance era** (a period in which important developments and discoveries in areas such as art and science were made).
- Da Vinci wasn't just an artist, he was a sculptor, architect, poet, composer, scientist, mathematician and an inventor.
- Da Vinci combined science and art in his studies, as seen in his animal sketches.
- To gain a detailed understanding of the animal body, Da Vinci would often dissect animals and compare them with human body parts.



Leonardo da Vinci's self-portrait.

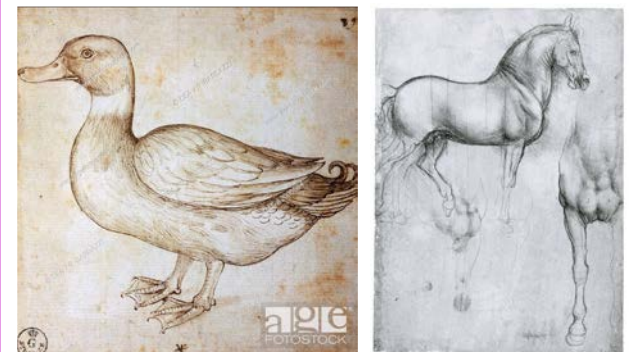


4. Leonardo da Vinci's Animal Studies



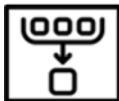
Da Vinci sketched animals using chalk and charcoal. He also used etching and drawing techniques such as 'hatching'.

Try drawing one of Da Vinci's studies in your exercise books. Begin with simple shapes and slowly build tone and form by hatching.



5. Sarah Esteje (1987-present)

- Sarah Esteje is an illustrator and photographer, who studied art in Paris at both LISAA and Gobelins School of the Image, Paris.
- Her series of animal portraits is drawn entirely in ball point pens.
- She uses a range of **mark-making** techniques to create texture and tone.
- Her works show creatures out of their natural habitat and present them in a more graphic, modernised style.
- Her works are **hyper-realistic**.



6. Drawing Keywords



Hyperrealism - Art characterized by depiction of real life in an unusual or striking manner.

Texture - The way something feels or looks like it feels.

Mark Making - describes the different lines, dots, marks, patterns, and textures we create in an artwork.



7. Artist study

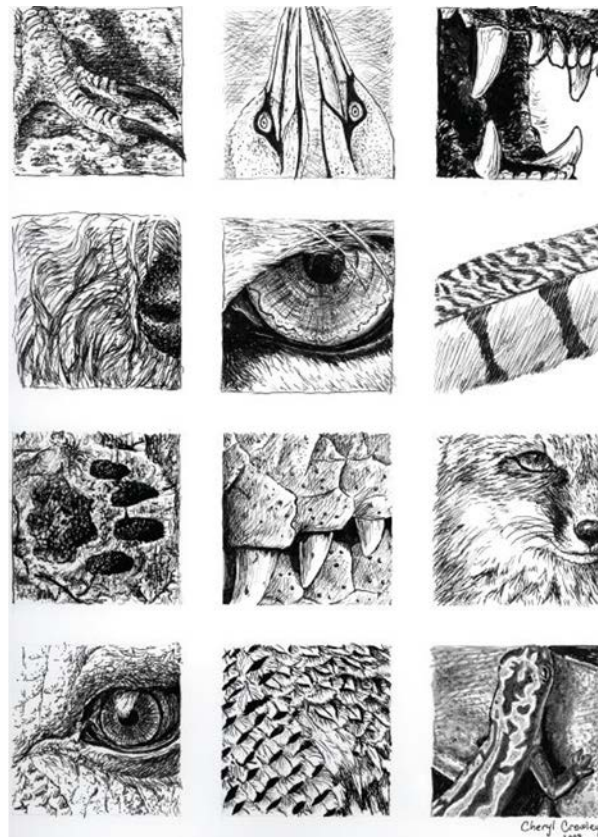
Mark Making - Looking closely at the image recreate the tiger using a pen.



8. Creating Animal Textures With Pen



Try re-creating these animal textures in your books using pen. Or, if you have a pet at home, take a close-up photo and try to drawing from that.



Cheryl Crowley
2018

9+10. Collograph Printmaking

Illustrate the step-by-step in your books.



Making the Collograph Plate:

1



Get a backing piece of card, this will be your 'plate'.

2



Cut out your shapes and motifs.

3



Glue motifs onto plate.

4



Roll ink out onto clean surface.

5



Roll an even layer of ink onto plate.

6



Turn over plate and print onto paper – apply even pressure using clean roller.

7



Remove plate and admire your print!

11 + 12. Mark Hearld (1974-present)



- A painter and printmaker based in York.
- Studied at Glasgow College of Art before completing an MA in natural history illustration at the Royal College of Art.
- His works are mainly observations of the natural world.
- He is inspired by local surroundings, drawing textures and patterns to create artworks.
- He works in a variety of mediums, such as paint, collage, ceramics, sculpture and print.
- Influences by mid 20th century Neo-Romanticism and 1930s Modernism. He was inspired by British artists such as Eric Ravilious, John Piper and Edward Bawden.



13. Keywords



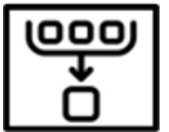
Printmaking – Making pictures or designs by printing them from specially prepared plates or blocks.

Pattern – A design created by repeating lines, shapes, colours or tones.

Collage – Art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.

Motif – Recurring image, theme or pattern that appears in a work of art.

14. Collograph Printmaking



- Collograph is an intaglio printmaking process.
- Essentially a collage of materials of various textures glued on to a printing plate, often a thin wood or cardboard.
- The plate is inked up, usually by hand, and then printed on to paper either manually or via a press.



1. Population growth

The population of a country changes over time. These changes are caused by three factors - births, deaths and .The change in population caused by births and deaths is called natural increase. The population will get larger or smaller depending on births and deaths . If the birth rate is higher than the death rate there will be an increase. If the death rate is higher than the birth rate there will be a decrease. Population is also affected by migration.



2. Migration

Migration is the movement of people from one area to another. This may be temporary or permanent and may be international or within a country.

The decision to migrate is often a difficult one and one taken out of dire need, for safety, or for the hope of a better life. The reasons why people choose to leave one area and go to another are known as **push and pull factors**. Push factors are things which make people want to leave and pull factors are things attracting them to the new location. Often the decision to move from one area to another is based on a mix of both push and pull factors.

3. Push and pull factors



Pull factors

People may choose to voluntarily leave their area or country to improve their living . These people are known as economic migrants. They may move from a low-income country to a high-income country or from a rural to an urban area in the same country in the hope of finding a better paid job. Although this is classed as voluntary migration, some people may feel forced to move to support their families.

Push factors

A person may choose to leave their area or country voluntarily, or they may be forced to leave. For example, refugees and asylum seekers may be forced to leave to escape a war or conflict .

People may also have to leave a country because of a natural disaster . In the aftermath of the May 2021 Mount Nyiragongo volcanic eruption in the Democratic Republic of the Congo (DRC) for instance, around 400,000 people were forced to flee the Congolese city of Goma. Thousands of those people entered neighbouring Rwanda, where they stayed in the border city of Gisenyi.

4. Urbanisation



Urbanisation is the increase in the proportion of people living in towns and cities. The graph below shows a significant increase in urbanisation between 1950 and 2014, from 0.8 billion to 3.85 billion people.

Urbanisation first occurred in high-income countries (HICs) during the Industrial Revolution. People were attracted to urban areas (pulled) from rural areas to work in factories. They were also pushed as developments in technology led to mechanisation on farms.

Nowadays, the rate of urbanisation in low-income countries (LICs) is greater than in HICs. As LICs develop, more people migrate to urban areas. The choropleth maps below clearly show how many LICs are becoming more urbanised.



5. Megacities are an urban areas with populations of over ten million people. In 1975, there were only four megacities – New York, Tokyo, Mexico City and São Paulo. Today, there are estimated to be 35.

Some cities that experienced rapid growth in the twentieth century, such as Tokyo in Japan, have seen their growth rates slow down. In contrast, cities like Lagos in Nigeria, which grew more slowly in the past, are now urbanising much faster.

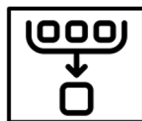
Asia is home to 60% of the world's megacities, with the majority located in India and China, the world's two most populous countries.

7. Mass extinctions

Extinction is a part of life – animals and plants disappear all the time. About 98% of all the organisms that have ever existed on our planet are now extinct.

When a species goes extinct, its role in the ecosystem is usually filled by new species, or other existing ones. Earth's 'normal' extinction rate is often thought to be somewhere between 0.1 and 1 species per 10,000 species per 100 years. This is known as the background rate of extinction.

A mass extinction event is when species vanish much faster than they're replaced. This is usually defined as about 75% of the world's species being lost in a short period of geological time – less than 2.8 million years.



6. Species extinction is the complete dying out of a plant or animal species, leaving no living individuals anywhere in the world. It happens when a species fails to adapt to environmental changes.

Causes of Extinction

Species can die out naturally over long periods, but human activity has increased the speed it is happening. Major causes include:

Habitat Destruction: Clearing land for farming or building, such as deforestation.

Human Actions: Overhunting and introducing non-native predators (like cats or rats).

Competition: Being out-competed for food or territory by newly introduced species.

Disease: Outbreaks of new pathogens that a species has no resistance to.

Catastrophic Events: Sudden natural disasters like massive volcanic eruptions or asteroid impacts.

8. Climate change refers to changes in the Earth's average temperature. Climate change occurs naturally through things like volcanic eruptions, changes in the Earth's and variations in the Sun's energy.

In recent years, temperatures have been increasing more rapidly than in the past. Global temperatures are around 1 °C higher than they were around 100 years ago.

Greenhouse gases

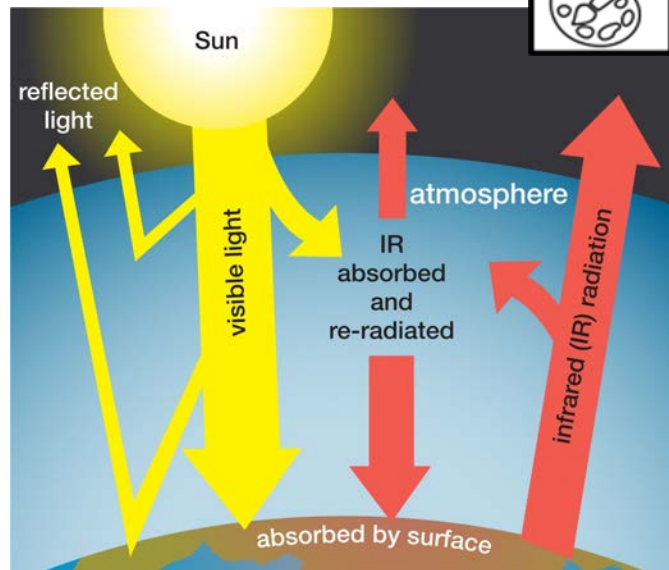
Humans are increasing the concentration of greenhouse gases, such as and , within the atmosphere.

Greenhouse gases can be released by human activity, such as:

- burning of fossil fuels, which releases carbon dioxide into the atmosphere.
- deforestation, as trees absorb carbon dioxide and store carbon.
- food waste, which creates methane when it breaks down.

Carbon dioxide from fossil fuel combustion and industry are now more than three times higher than they were in 1965. Greenhouse gases any heat that is reflected from the Earth. A greater concentration of greenhouse gases means that more heat is absorbed and so the planet warms up

9. Greenhouse effect



Challenge!

Write a persuasive leaflet or speech convincing your audience/reader that we need to Act Now for Climate Change.

Use PERSUADER and the facts in this booklet.



10. Causes of Climate Change

The major cause of climate change is the **burning of fossil fuels**. Burning fossil fuels releases carbon dioxide (and other Greenhouse gases) into the atmosphere, which traps heat radiating from Earth toward space. We call this the greenhouse effect. Too much fossil fuel has been burnt in the last 80 years and therefore too much carbon dioxide has been released into the atmosphere.

In 1750, 280 parts per million of carbon dioxide was in the atmosphere, in May 2020, scientists found that had increased to 417 parts per million.

Although the burning of fossil fuels is the main cause of climate change there are other contributing factors:

Deforestation: During photosynthesis trees absorb carbon dioxide. However, cutting them down means there is more carbon dioxide released into the atmosphere as the trees are no longer there to store and remove the carbon dioxide, furthermore, burning them releases the carbon they had stored.

Agriculture: Farming practices are responsible for releasing greenhouse gases into the air. In Northern Ireland, the large amounts of grazing animals (cows and sheep) are responsible for nearly 30% of all our carbon emissions.

Landfill: When biodegradable waste such as food, paper and card is sent to landfill sites - it releases **methane** gas into the atmosphere.

11. We can all make changes to reduce our carbon footprint and personal impact on the environment. Here are some of the ways we can do that:

Food consumption: eat less meat and more food that's produced locally.

Fly less: if it's the only option pick a destination close by, fly economy and choose to carbon offset.

Reduce car journeys: where possible cycle, walk or use public transport to get to school.

Get involved: find out about organisations that campaign for environmental change.

Green spaces: protect them and if possible, plant trees or introduce plants into your household.

Change your buying habits: avoid single-use items and only purchase clothes you really need.

Recycle your unwanted clothes: donate to clothing banks and charity shops or sell them on.

Use less energy: at home switch off lights and appliances when you're not using them.

12. Resources - water

Water is needed for agriculture , industry and domestic use. Water supplies come from different sources, including reservoirs and groundwater.

Some countries have a water surplus, which means they have more water than they need. Other countries have a water deficit, which means they have less water than they need.

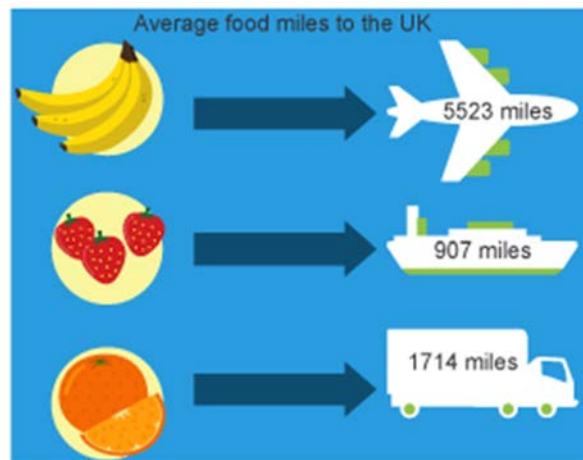
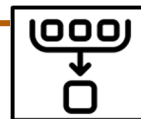
Water security is when people have access to a clean, affordable supply of water. It is determined by factors such as:

- drier climates have less water than those with higher levels of precipitation.
- Wealth and technology – water supply requires pipes, pumps and plants. Some countries do not have the wealth to buy or maintain this technology.
- Pollution – polluted water is not safe to drink. Sources of water pollution include industry, agriculture and disposal.
- Overuse – many countries use water at a faster rate than it is replenished. This leads to shortages.

13. Food production

Different countries produce different types of food, which is often dependent on their climate . For example, Asian countries grow rice, African countries grow cocoa, South American countries produce oil crops, and European countries produce a lot of milk and fish. Of all arable land in the world, around half is farmed.

Modern food production allows some, but not all, of the world's population to enjoy a varied diet throughout the year. For example, it is possible to eat strawberries in winter in the UK. This scale of food production can have negative impacts on people, animals and places. Increasing food miles adds to global climate change. This is because fuel is required to move food between countries, which leads to increased carbon emissions.



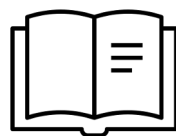
14. Energy

Energy is needed to power our homes, industries and transport systems. Some countries have a surplus of energy and others have a deficit. Energy is traded to even this out.

- Energy consumption is increasing globally. The production of electricity from energy is increasing, but fossil fuels still make up most of the energy we use.
- There are advantages and disadvantages of renewable and non-renewable energy resources.
- Renewables include Solar, Wind, Hydroelectric, Tidal
- Non renewables include Nuclear power and the 3 fossil fuels – Coal, oil and gas



Homework Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
English	Maths	Science	D and T	Art
Music	Drama	PE	History	Geography
Sparx	Computing	RPE	French	Reading Plus
Free Choice Reading – look out for recommendations in the Student Bulletin				

Week beginning	Box number
7 th September 2026	1
14 th September 2026	2
21 st September 2026	3
28 th September 2026	4
5 th October 2026	5
12 th October 2026	6
19 th October 2026	7
Half Term	No boxes to complete
2 nd November 2026	8
9 th November 2026	9
16 th November 2026	10
23 rd November 2026	11
30 th November 2026	12
7 th December 2026	13
14 th December 2026	14
Christmas Break	No boxes to complete

sparx

Log in to 'Sparx' and spend a minimum of 30 minutes per week completing the tasks assigned to you.

dreambox
READING PLUS



Log in to 'Reading Plus' and spend a minimum of 30 minutes per week completing the reading and vocabulary tasks assigned.

My Reading Plus Login Details:

Site code: **rppyrlands**

Username:

Password: **qwerty**

My Sparx Login Details:

Year 8
Design and Technology
Homework



Complete your computing homework on a computer (in your eportfolio).

For D+T HW, see separate D+T HW booklet.