



Descriptive and Narrative writing based on ‘The Time Machine’

A narrator explains the story of a Time Traveller, who travels to the future in a Time Machine that he has made. He tells a group of guests, who the next week return, to find their host stumble in, looking dishevelled and tired. They sit down after dinner, and the Time Traveller begins his story. The Time Traveller goes to 802,701 AD, where he meets the Eloi (peaceful creatures) and the Morlocks. (who live below ground and eat the Eloi).

Punctuation

[“”] Speech marks	“I hope you will be
[,] Commas to mark adverbial phrases	All night long, she danced. By the train
[,] Commas to mark verb-fronted sentences	Dancing around the room, her worries seemed to melt away.
[;] Semicolons to replace the words ‘and’, ‘but’ and ‘because’	Susan was elated; she had just learned she had passed the test.

Descriptive writing methods.

Pathetic fallacy	When the weather reflects the mood of a character in a story.
Personification	When an inanimate object is given human features All night long, she danced. By the train station, we met.
Onomatopoeia	When words sound like the sound being described. E.G – drip, smash, crack
Metaphor	<i>When something is described as being something. He was a mountain</i>

Key ambitious vocabulary

Anarchy	A state of disorder due to absence or
Avarice	- Extreme greed for wealth or materi-
Chide	To voice disapproval
Deride	To laugh at mockingly
Enmity	Hatred
Feral	Wild, savage
Jubilant	Extremely joyful
Myriad	A great number
Serendipi-	Finding good things without looking for them
Taciturn	Inclined not to talk



Key words and definitions

Environment	The conditions surrounding an organism; abiotic and biotic.
Habitat	Place where organisms live e.g. woodland, lake.
Population	Individuals of a species living in a habitat.
Community	an interacting group of various species in a common location. For example, a forest of trees and undergrowth plants, inhabited by animals and rooted in soil containing bacteria and fungi, constitutes a biological community.
Survival	The state or fact of continuing to live or exist
Competition	An interaction between organisms or species in which both the organisms or species are harmed. Limited supply of at least one resource (such as food, water, and territory) used by both can be a factor.
Interdependence	Species depend on each other for food, shelter, pollination, seed dispersal etc. Removing a species can affect the whole community

Competition

Plants in a community or habitat compete with each other for light, space, water and mineral ions.

Abiotic <i>Non-living factors that a community</i>	Biotic <i>Living factors that affect affect a community</i>
<ul style="list-style-type: none"> ◆ Living intensity ◆ Temperature ◆ Moisture levels ◆ Soil pH, mineral content ◆ Carbon dioxide levels for a plant ◆ Oxygen levels for aquatic organisms 	<ul style="list-style-type: none"> ◆ Availability of food ◆ New predators arriving ◆ New pathogens ◆ One species outcompeting so numbers are no longer available to breed

Food chains

Feeding relationships in a community

Producer	Primary consumer	Secondary consumer	Tertiary consumer
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All food chains begin with a producer e.g. grass that is usually a green plant or photosynthetic algae

Key words and definitions

Tudors	The surname of the royal family who ruled England from Henry VII to Elizabeth I.
Monastery	This is a catholic building where monks and nuns dedicate their life to God.
Divorce	The separation of a husband and wife.
Pope	The head of the Catholic church.
C of E	The official religion of England with the Monarch as its head, not the Pope
Heir	The person who will inherit the throne
Heresy	A crime against the Church and an offence to God
Armada	A fleet of warships sent by Catholic Phillip of Spain to lead the invasion of England
Catholic	A member of the Christian Church led by the Pope
Monarch	A king or queen
Reformation	The changes or reforms made to the Catholic Church in the 16 th century
Treason	A crime against the king or queen
Protestant	People who were protesting against the Catholic Church.

Tudor Monarchs

Henry VII	The first Tudor monarch.
Henry VIII	Henry VIII was a fierce ruler. He also had six wives in his attempt to get a male heir.
Edward VI	Edward was the only son of Henry VIII and became king at a young age after his father's death. The country was run by his protectors.
Mary I	Mary was the daughter of Henry VIII and his first wife Catherine of Aragon. She is referred to as 'Bloody Mary' due to her brutal treatment of Protestants.
Elizabeth I	The last and longest reigning Tudor, Elizabeth was the daughter of Henry VII and his second wife, Anne Boleyn. She was queen from 1558-1603. At a time when women were seen as weak, She became one of the most powerful and successful

Key Events

1485	Henry Tudor ends the Wars of the Roses and becomes the first Tudor king – Henry.
1509	Henry VIII becomes king on his father's death.
1534	Henry VIII becomes Head of the C of E.
1547	Edward VI becomes king.
1553	The Catholic Mary I becomes queen.
1558	Elizabeth I is the last of the Tudors.
1587	Catholic Mary, Queen of Scots is beheaded for plotting against Elizabeth.
1588	English victory over the Armada sent by Phillip II of Spain.
1603	Elizabeth dies. James VI of Scotland becomes James I of England uniting both kingdoms.



Types of Plate Margins	
Destructive Plate Margin	
When the denser plate subducts beneath the other, friction causes it to melt and become molten magma . The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .	
Constructive Plate Margin	
Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .	
Conservative Plate Margin	
A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as	

What is a Natural Hazard	
A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.	
Geological Hazard	Meteorological Hazard
These are hazards caused by	These are hazards caused by

The structure of the Earth	
The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.
The Inner and outer Core	Hottest section (. Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Convection Currents

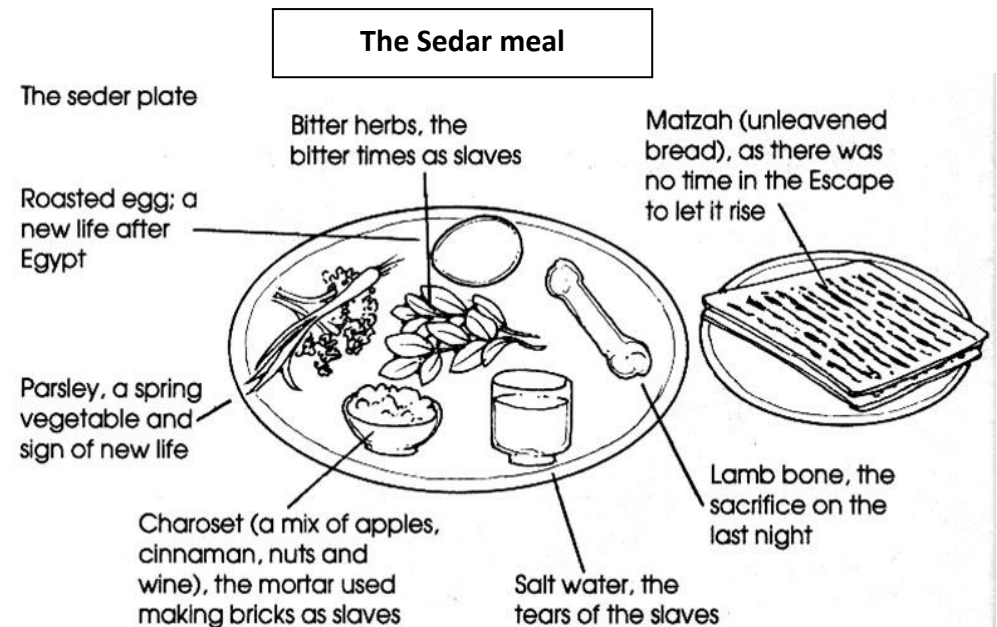
The crust is divided into tectonic plates which are moving due to convection currents in the mantle.	
1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become less dense and slowly rise .
3	As they move towards the top they cool down, become more dense and slowly sink .
4	These circular movements of semi-molten rock are convection currents
5	Convection currents create drag on the base of the tectonic plates and this causes them to move.



Key words and definitions

Synagogue	The Jewish religious place of worship
Moses	A Jewish prophet who parted the Red Sea to free the Jews from slavery in Egypt
Plagues	God sent 10 plagues to Egypt to force the Egyptian ruler to free the slaves.
Pharaoh	This is an Egyptian ruler.
Abraham	The founder of Judaism.
Sarah	Abraham's wife, she gave birth when they were over 100 years old.
Torah	The Jewish holy book.
Passover	A religious festival which celebrates the Jewish escape from slavery.
Egypt	Where the Jews were kept as slaves.
Covenant	A very special agreement or promise between God and Abraham.
Kosher	Special food rules Jews follow.
Ark of the Covenant	A gold box which contained the stones tablets of the 10 commandments god gave to Moses.
Rabbi	The Jewish religious leader.
Yarmulkah	The special headwear men were (also known as a kippah or skull cap).
Sabbath	The Jewish holy day, celebrated on a Saturday.
Hebrew	A language spoken by the Jews.

The Ten Plagues	
1. The waters of the land of Egypt were to be turned into blood	6. Painful boils on Egyptian peoples' bodies
2. Frogs covered the land	7. Violent hail storm
3. Bugs covered the land	8. Swarms of locusts ate all the crops
4. Hordes of wild animals roving all over the country, and destroying everything in their path	9. Darkness for several days
5. Fatal pestilence (killer disease) that killed most of the domestic animals of the Egyptians	10. Death of the First-Born children (but the Jewish children were 'passed over' – hence the name of the festival)





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Le voyage—the journey

Je vais	I go
Je suis allée	I went
en avion	By plane
en bus	By bus
en car	By coach
en métro	By underground
en train	By train
en voiture	By car
à vélo	By bike
à pied	By foot

Les pays—countries

Nous allons	We go
Nous sommes allé(e)s	We went
en France	to France
en Espagne	to Spain
en Grèce	to Greece
en Italie	to Italy
en Écosse	to Scotland
en Allemagne	to Germany
aux États- Unis	to the USA
au Portugal	to Portugal
au Pays du Gales	to Wales
à la mer	to the seaside
à la montagne	to the mountains
à la campagne	to the countryside
en ville	To a town

Knowledge Organiser— Year 8 Term 1 - French

Pendant les journées—during the days

J'ai gagné un concours	I won a competition
J'ai passé une semaine à Paris	I spent a week in Paris
J'ai visité la tour Eiffel	I visited the Eiffel Tower
J'ai mangé au restaurant	I ate in a restaurant
J'ai pris des photos	I took photos
J'ai envoyé des cartes postales	I sent some postcards
J'ai acheté des souvenirs	I bought souvenirs
J'ai regardé le feu d'artifice	I watched the fireworks
J'ai vu la Joconde	I saw the Mona Lisa
On a fait des magasins	We went shopping
On a fait une balade en bateau-mouche	We went on a boat trip

C'était comment? - what was it like?

C'est	It is
C'était	It was
J'ai trouvé ça	I found that
bien	good
bizarre	weird
cher	expensive
intéressant	interesting
effrayant	scary
ennuyeux/se	boring
fabuleux/se	wonderful
génial	great
horrible	terrible

être	avoir	Past participles
Je suis	J'ai	allé(es)-went
Tu es	Tu as	arrivé(es) arrived
Il/elle est	Il/elle a	resté(es) stayed
Nous sommes	Nous avons	vu- saw
Vous êtes	Vous avez	bu - drank
Ils/elles sont	Ils/elles ont	regardé - watched



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¿Adónde fuiste de vacaciones?

Where did you go on holiday?

el año pasado	last year	
el verano pasado	last summer	
Fui a...	I went to...	
Escocia	Scotland	
España	Spain	
Francia	France	
Gales	Wales	
Grecia	Greece	
Inglaterra	England	
Irlanda	Ireland	
Italia	Italy	

¿Con quien fuiste?

Who did you go with?

Fui con...	I went with...
mis amigos	my friends (masculine)
mis amigas	my friends (feminine)
mi clase	my class
mi familia	my family
mis padres	my parents

¿Cómo fuiste?

How did you get there?

Fui en...	I went by...
Fuimos en...	We went by...
autocar	coach
avión	plane
barco	boat
tren	train
No fui de vacaciones	I did not go on holiday

Knowledge Organiser— Year 8 Term 1 - Spanish

¿Qué hiciste?

What did you do?

bailé	hace viento
compré una camiseta	hay niebla
descansé en la playa	llueve
mandé SMS	nieva
monté en bicicleta	I rode my bike
nadé en el mar	I swam in the sea
saqué fotos	I took photos
tomé el sol	I sunbathed
visité monumentos	I visited monuments
No nadé en la piscina	I didn't swim in the pool
bebí una limonada	I drank a lemonade
comí paella	I ate paella
escribí SMS	I wrote SMS
conocí a un chico guapo	I met a cute boy
conocí a una chica guapa	I met a cute girl
salí con mi hermano/a	I went out with my brother/sister
vi un castillo interesante	I saw an interesting castle

Fue divertido	It was fun or funny
Fue estupendo	It was brilliant
Fue fenomenal	It was fantastic
Fue flipante	It was awesome
Fue genial	It was great
Fue guay	It was cool
Fue regular	It was ok
Fue un desastre	It was a disaster
Fue horrible	It was horrible
Fue horroroso	It was terrible
Fue raro	It was weird
Me gustó	I liked it
Me encantó	I loved it



Key words and definitions

Internet safety	How users of the internet use the internet in terms of chat forums, social networking and strategies that can be used to help keep them safe and secure.
Digital footprint	Internet sites which a user has visited which records their activity and how often these websites are visited.
Privacy settings	Making sure settings are set to personalised settings so that other users cannot see personal data which the user doesn't want them to see.
Domains	Where a website was created the domain relates to the country of origin.
Age restricted websites	Age restricted websites so that if a user is under-aged then they (by law) . Would be breaking the law by accessing it.
Encryption	Websites/emails are coded (unreadable) and can only be made readable with a password/passcode.
Computer netiquette	Using appropriate language when communicating with other users online.
Online predators	People who use the internet for illegal or inappropriate purposes and have intent of harming others.
RSI (repetitive strain injury)	This is when a user can develop symptoms of running eyes, cramp in fingers/hands due to excessive usage of staring or typing into a computer operating system.

Knowledge Organiser— Year 8 Term 1 - ICT

A digital footprint is a term used to describe what online activity a user has undertaken and can indicate whether a person has undergone excessive use of online including gaming which can then lead to health issues including RSI.

You will design and prepare a self-audit of your internet usage to ascertain what your digital footprint is, how does this compare with your class mates? Your digital audit will look at what government recommendation guidelines are for internet usage as well as what strategies can be deployed by parents/carers and teachers in order to reduce internet usage including placing restrictions on how long a child is allowed to be online or restricting which websites they can access by applying safe filters.

Safety aspects of applying and changing personal settings on your computer and social networking sites can also help to keep users safe and secure and protect personal data from being accessed/compromised by others.

Key concepts

Each user has a responsibility for their own internet usage and what is written is then a written record of what has been said. For example if someone writes something untrue or malicious about another person/company then this could become part of a legal investigation where the perpetrator can be traced through identification of their IP address which is a unique string of numbers separated by full stops that identifies each computer using the Internet Protocol to communicate over a network . This could then lead to prosecution and in some cases prison.

Also by sharing data/information with others a user under the Data protection Act has rights and if for example they order a product online but stipulate that they do not wish for their data to be shared with another third party (such as another company) and this information/data is passed on without their consent, then the company would be in breach of the Data Protection Act and could then be subjected to prosecution proceedings.



Key words and definitions

Success criteria	This is the term used to describe how enterprises measure how successful they are. This could be against historical data including previous trading days/years or against other companies.
Business planning	The formal method of planning a formal business document known as a business plan which sets out what the company wants to achieve with profit/loss forecasts for the future.
Competitor behaviour	An analysis of what competitors are doing this includes checking their online activity, visiting local stores so that your enterprise has a competitive advantage.
Profit	Surplus money left over once all expenses have been paid.
Ratios	Financial calculations used to assess how well a business is performing which then can be measured against other enterprises who operate in the same business sector.
SWOT analysis	Strengths, weaknesses, opportunities and threats a business model which enterprises carry out to help them plan and prepare better for the future.
Benchmarking	Setting high standards and being used as a tem-
Innovator	Creating new products/services which are different from anything else what currently exists.
Market share	How much share of the market your enterprise has based on total revenue, number of customers and profitability.

Business strategies used

Businesses can get feedback from their customers about what customers like/don't like about the products/services they provide, then act on the feedback they receive in order to make changes/improvements.

Look at existing competitors, what are they doing? Why are their products/services successful then benchmarking your products/services against them.

By being innovative means that your company is leading the way, setting the agenda with the products/services you provide and this could lead to controlling the market share of customers where your products/services are sold.

Businesses also need to think about internal/external factors which could affect their businesses, these include: government decision-making including laws which are introduced but affect your business, i.e. The minimum wage act.

Key concepts

Businesses also need to think about internal/external factors which could affect their businesses, these include: government decision-making including laws which are introduced but affect your business, i.e. The minimum wage act. This law was introduced to set a minimum hourly rate which a UK citizen should be paid while working within the UK. If a government decides to increase it then this would have implications on staff who were employed and paid the minimum wage as an enterprises wage costs would increase and then this could impact on how much revenue/profit it manages to generate.

The location of a business, a business might have the best products/services but if customers/staff cannot get to the business then it won't be successful.

Competitors—What types of products/services are they offering and how this differs from what your enterprise provides.

Interest rates, if a business borrows money from the bank for growth or expansion of its own business and the rate of interest increases, this then increases the enterprises total costs and these could lead to cash flow problems.

Exchange rates—If an enterprise purchases its stock/materials from an overseas supplier and the rate of the Euro increases against the rate of the pound, then this would make purchasing stock for an enterprise less expensive than it was before.



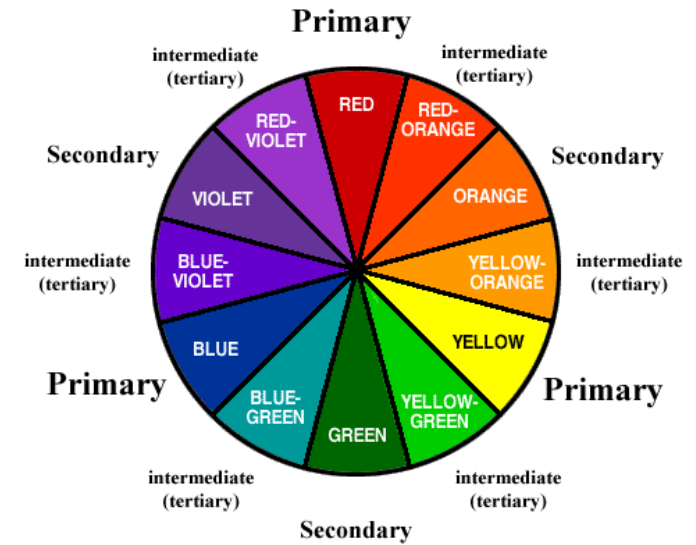
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Knowledge Organiser— Year 8 Term 1 - Art

Key words and definitions

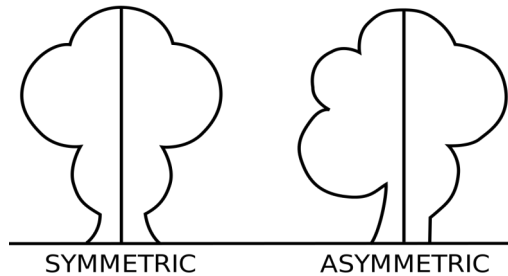
Calavera	Whimsical one or two dimensional skeleton figures.
Catrina (Katrina)	Female aristocratic Calaveras.
Ofrenda	Altars set up to welcome and honour the dead.
Pan de los muertos	Sweet bread eaten during the holiday.
Papel picados	Cut paper banners used to decorate altars.
Sugar skulls	Decorative molded skulls set on altars and eaten.
Virgin of Guadalupe	Mexican icon depicting the apparition of the Virgin Mary.



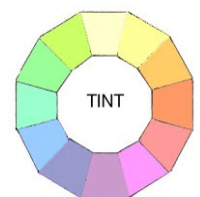
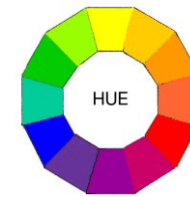
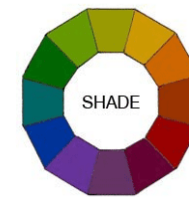
Red + Blue = Purple

Yellow + Red = Orange

Blue + Yellow = Green



Symmetrical balance refers to balance that is achieved by arranging elements on either side of the centre of a composition in an equally weighted manner. **Symmetrical** balance can be thought of as 50/50 balance or like a mirror image.





Vocal Skills		Relationships with other characters and audience	
Volume	How loud or quiet you speak	Proxemics	Distance between characters to show a relationship
Tone	Matching mood or emotion	Eye Contact	Looking in a particular direction
Pace	How fast or slow you speak	Physical contact	Contact and touch between characters
Pitch	How High or low you speak	Levels	To show contrast between characters
Accent	How you speak based on where you're from		

Physical Skills		Elements of Drama	
Body Language	How you use your body to communicate	Lighting	The use of lights to create a particular atmosphere
Gestures	How you use your hands to communicate	Sound	Adding sound or music to create an effect
Facial Expressions	How you use your face to communicate an	Costume	What the character would wear
Actions	What you do	Props	Items used within the performance
Levels	Using different heights to communicate a mes-	Set	Backdrops and items to create an atmosphere
Projection	Exaggerating either vocal or physical skills		

Use of Space	
Audience Aware-	Ensuring the audience can see you.
Stage directions	Where you are on the stage.
Movement	Using the whole stage.
Blocking	Marking your pathway in a scene.

‘We all must do Theatre... we must do theatre to find out who we are and to discover who we could become.’

Augusto Boal



PITCH	High and low
SILENCE	No Sound
RHYTHM	Sound Patterns
TEMPO	The Speed
TIMBRE	The sound of the instrument
TEXTURE	Layers of sound— Thick or Thin
DYNAMICS	Volume— Loud or Quiet
PULSE	Regular beat
STRUCTURE	How the piece fits together
BLUES SCALE	A pattern of notes where you flatten the 3rd and 7th note and miss the 6th note.
IMPROVISE	Make up the melody as you go along using certain notes.
RIFF	Repeated pattern

Blues developed in the southern United States after the American Civil War (1861–65). It was influenced by work songs and field hollers, minstrel show music, ragtime, church music, spirituals.



Lyrics in early Blues songs tended to have the structure AAB. The vocalist would sing the second line with a bit more emotion, sometimes singing extra.

Walking bass line



C Blues Scale - Use these notes in any order for your improvisation



Jackass Blues (12 Bar Blues)

Chords need to be held for the whole bar in your left hand while playing the melody in with the right hand.

To play the chord, all three notes need to be played at the same time.

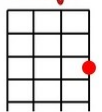
Remember to count before playing the next part!

The colours on the 12 Bar Blues grid opposite match the colours for the Chords of C, F and G on the Ukuleles.
Can you now transfer your accompaniment to the Ukulele?

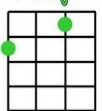
UKULELE— Blues

1234	1234	1234	1234
1234	1234	1234	1234
1234	1234	1234	1234

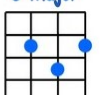
C Major



F Major



G Major





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Knowledge Organiser— Year 7 Term 1—PE

Netball—Develops movement in to space and hand eye and foot eye co-ordination by introducing the concept of possession dependant sports.

Key Skills

Passing	Be able to perform fundamental netball passing (chest, shoulder and overhead) and handling skills
Footwork	Demonstrate 'one two' landing with a pivot.
Shooting	Develop basic shooting technique. Understand where on court shooting can take place.

Gameplay

Applying rules – The ability to play in small sided and full sided matches, within the rules of the game

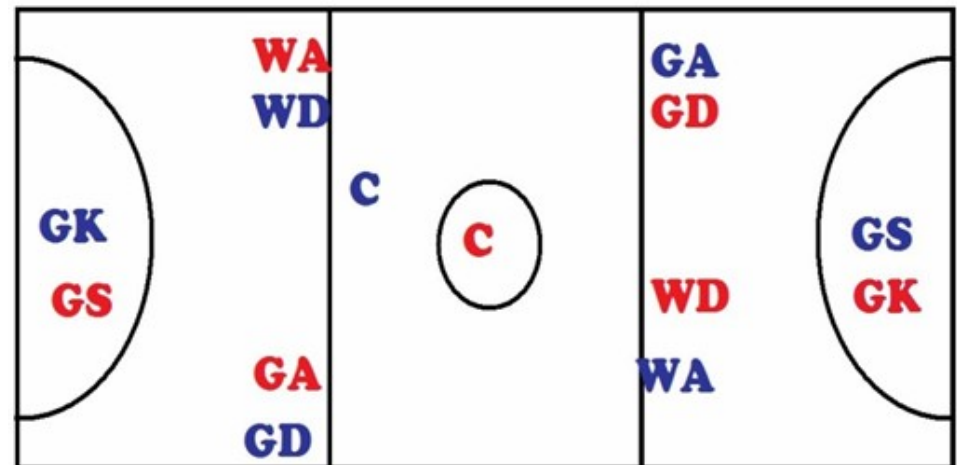
Teamwork

To be an active member of the team using good communication skills to make basic tactical decisions

Use netball terminology, for example obstruction, footwork, offside, free pass and penalty pass whilst playing a game.

Key Rules

Footwork rule	to develop an understanding and knowledge of the basic footwork rule of netball
Defending/marking	You have to be 1m/3ft away from the attacking player with the ball. Obstruction leads to a penalty pass or shot
Shooting	You need to be inside the shooting D to shoot
Positions	Identify the role of each playing position and are-



 = Blue Team.
 = Red Team.



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Knowledge Organiser— Year 7 Term 1—PE

Handball—Develop the ability to throw, catch, move in to space and run.

Key Skills

Passing	To assess the ability of students to throw, catch, move in to space and run.
Receiving	The ability to receive a pass with accuracy and control.
Shooting	The ability to receive a pass with accuracy and control.

Gameplay

Space – Creating space can open up a channel for the ball to be passed. Understand why this is important.

Applying the rules -Understand the signals the referee gives and react to them quickly.

Teamwork

To be an active member of the team using communication skills to make sure the team functions effectively.

Using key terms when speaking to team members to make sure they understand what they need to do within a skill based activity or game.

Key Rules

Footwork rule	You can take up to three steps after you have received the ball. You are not allowed to kick the ball.
Dribbling	You can dribble the ball with one hand. If you stop dribbling you have to pass, shoot or can take up to three steps.
Shooting	You can dribble the ball with one hand. If you stop dribbling you have to pass, shoot or can take up to three steps.

