

English Knowledge Organiser: The Woman in Black

Context

Literary context

The novel follows a literary tradition of gothic novels that typically include isolated houses or castles, hauntings and induce fear in the reader. Susan Hill set out to write a ghost story, inspired by Henry James's novel, *The Turn of the Screw*. She read a range of ghost stories to inspire her and made a list of elements that a ghost story should contain. One of the key features of these stories, as well as the ghost itself, is a 'most unimaginative and straightforward' person who 'most certainly did not believe in such things as ghosts'. We see this character clearly in the rational Arthur Kipps.

Historical Context: (Edwardian setting (1901 to 1910 but written in early 1980s - a historical novel):

Isolation is a key generic convention of Gothic horror (the protagonist is often an orphan or without family, and rural, isolated settings/old mansions are common). Hill is 'playing' with ideas of Gothic horror but changes the protagonist to male not than female (gender reversal)

Women often socially isolated in Edwardian society if not fitting traditional stereotype of 'angel in the house' eg, Jennet excluded while pregnant/Alice Drablow dismissed as a "rum'un" by Mr Bentley.

1970 & early 80s Britain still expected mums to be at home (social isolation).

Hill suffered emotional isolation with the death of 1st fiancé and death of middle daughter

Hill used real-life settings of marshes around Suffolk coast in 1970s to inspire desolate atmosphere in WIB, eg, the dry rustling of reed beds and moaning wind.

Narrative and events

Narrative exposition –

- Kipps emotionally isolated at **start of novel**. Christmas Eve: family telling Gothic ghost stories.
- **Rising action:** Kipps more isolated & tension rises ('conspiracy of silence' in village, physical isolation of Eel Marsh House, literally cut-off by tide).
- **Narrative Climax** in 'Whistle & I'll come to You' (ch10)
- **Epiphany** in chapter 11 on seeing Robin after 12 days - "Now, I appreciated the bird's presence, enjoyed simply watching".
- **Resolution:** isolated again - bleak ending.

Settings:

Eel Marsh House ("gloomy old house") – isolated/cut off by (**Nine Lives Causeway**. Tide comes in & no escape (Gothic horror convention). Eel Marsh sounds slippery/unpleasant (drowning).

Crythin Gifford – rural village, isolated from towns & cities. Kipps travels by train through **Gapemouth Tunnel** then car (Samuel Daily) to reach Gifford Arms. Sense of being trapped in the past / another time (clash of old and new). Hill uses for

Crythin Gifford: Samuel Daily tells Kipps of "drowned churchyard" and "swallowed-up village" (foreboding).

Physical isolation of settings adds to gloomy feel and foreshadows horror events.

November: month of the dead (and echoes 'Frankenstein')

Characters:

Arthur Kipps	The narrator of the story. A character who is emotionally isolated from family. Young Kipps is inexperienced and feels socially isolated/detached from the people of Crythin Gifford and from Samuel Daily at first. Chapter 2 states he had a " Londoner's sense of superiority in those days ".
Keckwick	The driver of the pony and trap. Withdrawn from social contact (symbolic of the boatman to Hades /The Underworld?). Typical mysterious Gothic Horror character (undead horseman).
Mr. Jerome	Jerome is a character who is afraid of Eel House Marsh and isolates himself from Kipps. He won't speak the truth about the woman in black.
Jennet Humpfrye:	She is isolated by her family when she falls pregnant. She is cut-off and forced to give up her child. As the woman in black, she is isolated by anger, bitterness and despair
Mr. Bentley	Mr Bentley, a renowned London solicitor for whom Kipps works. They later become business partners
Tomes	Mr Bentley's clerk, who sniffs constantly as if he has a permanent cold. He deals mainly in wills. His name means books, which is ironic as that is what he spends most of his time working with.
Esme Kipps	Arthur Kipps's second wife. He was a widower when he married her.
Stella Kipps	Arthur Kipps's fiancé during the time of the events at Crythin and later his first wife.

Key Vocabulary (add to the list):

Isolation
Alienation
Blasphemy
Redemption
Segregation
Segregation
Withdrawal
Solitude
Detachment
Remoteness

Themes: create a tally chart for each time these themes occur

Isolation
Community
Family
Secrets
Appearance and reality
Identity
Social class
Gender
The role of women
Tradition v modernity

Symbolism: (add explanations to these key symbols as we read.)

Fog and Mist
The woman in black
Eel Marsh
Eel Marsh House
Crythin Gifford
The various characters and settings

Some Literary Techniques used:

Simile – comparing two things using like or as.

Metaphor – stating one thing as though it is something else.

Personification - Giving human features/characteristics to a non-human object.

Repetition – where an idea is repeated multiple times throughout a text often to strengthen the idea presented.

Unreliable narrator – a sense that the narrator is not telling/is not able to tell

the whole truth.

Imperative Verb – a command verb such as 'put' or 'don't'.

Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.

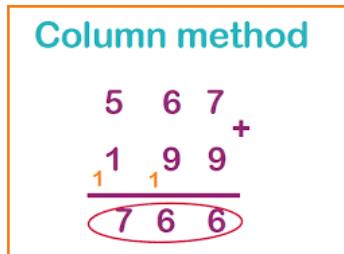
Onomatopoeia – words that sound a little like they mean.

Emotive Language – language intended to create an emotional response.

Symbolism –using images, ideas, motifs, objects or characters to represent something else

Prior Knowledge

Column method – Set numbers in place value to calculate



Difference – Means subtraction between the two values.

$$8 - 3 = 5$$

Difference

Highest Common Factor – The HCF is the largest shared factor of a set of numbers

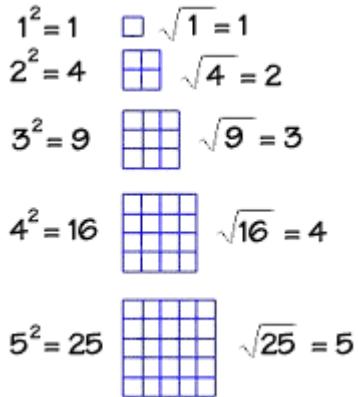
Factors of 18 are:
1 2 3 6 9 18

Factors of 27 are:
1 3 9 27

Common Factors : 1, 3 and 9

HCF

Square – Multiply a number itself



Multiples of 9:
9 18 27 36 45 54

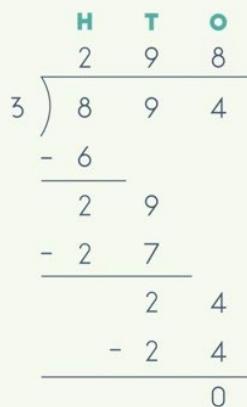
Multiples of 12:
12 24 36 48 60

LCM (9, 12) = 36

Lowest Common Multiple – The LCM is the smallest shared multiple of a set of numbers

Long division

- STEP 1**
DIVIDE
- STEP 2**
MULTIPLY
- STEP 3**
SUBTRACT
- STEP 4**
BRING DOWN



2 3 5 7 11
13 17 19 23 29
31 37 41 43 47

Prime Numbers – Numbers that only have two factors, 1 and itself.

Brackets

Indices

Divide

Multiply

Add

Subtract

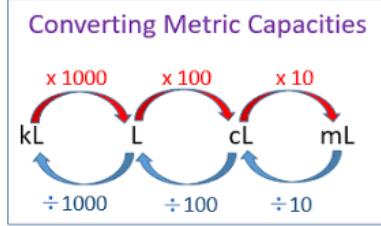
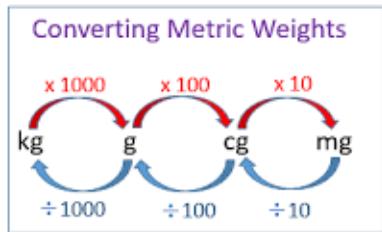
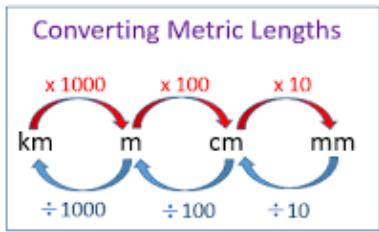
Key Concepts

Year 8 – Unit 1 – Number

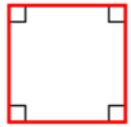
Integer	A whole number that can be positive, negative or zero.
A number is divisible by	3, if the sum of the digits is divisible by 3 4, if the sum of the digits is divisible by 4 6, if the number is divisible by 2 and 3 8, if the last three digits are divisible by 8 9, if the sum of its digits are divisible by 9
Deposit	Is a sum of money that is part of a full price. It is usually paid to show that you agree to buy something.
Instalment	Is one of several sums of money, paid over an agreed amount of time, until the full payment has been made.
Bank balance	Is the amount of money in a bank account.
Negative bank balance	A negative bank balance (overdraft) is an amount owed to the bank.
Withdrawal	When you take money out of a bank account, it is called a withdrawal .
Cubed	$2^3 = 2 \times 2 \times 2$ 2^3 is '2 cubed' or '2 to the power 3'
Cube Root	Finding the cube root is the inverse of finding the cube number. 3 cubed is 27, so the cube root of 27 is 3. The cube root of 27 is written $\sqrt[3]{27}$
Counter example	Is an example which proves that the statement is wrong.
Index or power	$24 = 2 \times 2 \times 2 \times 2$ The small number is called the index or power and tells you how many 2s to multiply together.
Product	Is the result of multiplying numbers or letters together.
Prime factors	Are factors that are prime numbers. The factors of 36 are 1, 2, 3, 4, 6, 9, 12, 18, 36. The prime factors are 2 and 3.
Prime factor decomposition	All positive integers can be written as a product of prime factors. The product is often written in index form (numbers with powers)
Square Numbers	Make a pattern of square dots. To find the square of a number, you multiply it by itself.
Index	The '2' in 3^2 is called the power or index.
Indices	The plural of index is indices.
Square Root	Finding the square root is the inverse of squaring.

Prior Knowledge

A **compound shape** is 2 smaller **shapes** joined together.

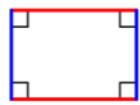


Quadrilaterals



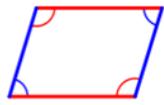
square

All sides equal
All angles 90°



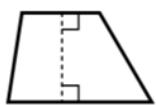
rectangle

Opposite sides equal
All angles 90°



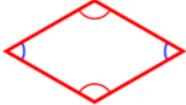
parallelogram

Opposite sides equal and parallel



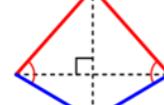
**trapezoid (US)
trapezium (UK)**

Two sides parallel



rhombus

All sides equal
Opposite sides parallel



kite

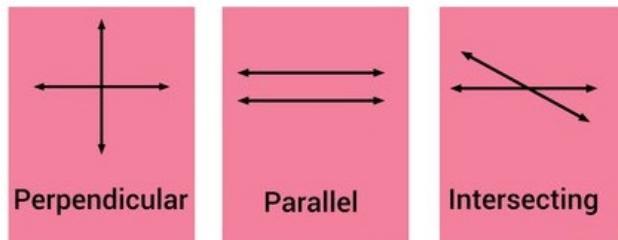
Adjacent pairs of sides equal

Substitution is swapping an algebraic letter for its value.

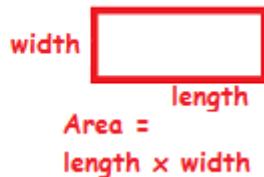
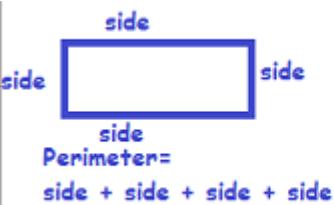
Algebraic expressions can be **collected together** if they are **like terms**. This is done by adding or subtracting.

Ex $x + 4y + 6x + 2y = 7x + 6y$

Ex $3x + y - 2x + 4y = x + 5y$

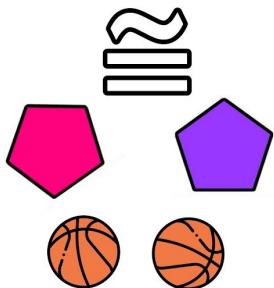


Rounding means making a number simpler but keeping its value close to what it was. The result is less accurate, but easier to use.



- $1^3 = 1 \times 1 \times 1 = 1$
- $2^3 = 2 \times 2 \times 2 = 8$
- $3^3 = 3 \times 3 \times 3 = 27$
- $4^3 = 4 \times 4 \times 4 = 64$
- $5^3 = 5 \times 5 \times 5 = 125$
- $6^3 = 6 \times 6 \times 6 = 216$
- $7^3 = 7 \times 7 \times 7 = 343$
- $8^3 = 8 \times 8 \times 8 = 512$
- $9^3 = 9 \times 9 \times 9 = 729$
- $10^3 = 10 \times 10 \times 10 = 1000$

CONGRUENT



Two figures or objects are congruent if they have the same shape and size but reflected, rotated or translated.

Key Concepts

Year 8 – Unit 2 – Area and Volume

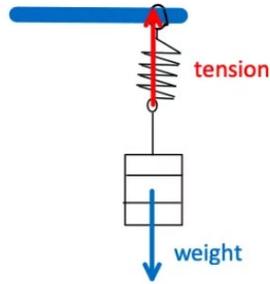
Area of a Triangle	$\frac{1}{2} \times \text{Base} \times \text{perpendicular height}$
Area of a Parallelogram	Base x perpendicular height (not the slanted height)
Area of a Trapezium	$\frac{1}{2} (a+b) \times h$... where a and b are the parallel sides and h is the perpendicular height
Faces	The 2D sides which make up a 3D shape.
Edges	The "lines" where faces join on a 3D shape.
Vertices	(Vertex) The corners on a 3D shape.
Net	An unfolded version of a 3D object.
Isometric Drawings	3D drawings of an object drawn onto dotted paper. Lines are drawn vertically or diagonally, but never horizontally.
Front Elevation	The 2D view of a shape from the front.
Side Elevation	The 2D view of a shape from the side.
Plan Elevation	The 2D view of a shape from above (plan view).
Surface Area	The total area of all of the faces on a 3D shape.



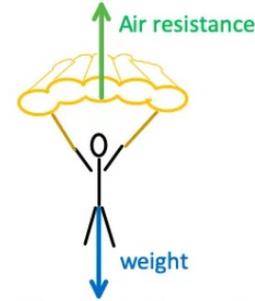
Science: Forces 7K for Year 8

Key terms	Definition / equation
Force	A push, pull or twist, measured in newtons (N).
Contact forces	A force where there needs to be contact between the objects before the force can have an effect e.g. friction
Non-contact forces	A force than can affect something from a distance e.g. gravity.
Weight	The force acting on an object due to gravity. It is measured in newtons (N). Your weight could change if you went into space or another planet. Weight (N) = Mass (kg) x gravitational field strength (N/kg).
Mass	The amount of matter that something is made from, measured in kilograms (kg). Your mass does not change if you go to space or another planet.
Gravitational field strength (g)	All objects with mass produce a gravitational field, measured in N/kg. The Earth's gravitational field strength is 10 N/kg. For each kg of mass, an object will experience 10 N of force.
Hooke's Law	Hooke's Law that says the extension of a spring is directly proportional to the force on it, provided the limit of proportionality is not exceeded.
Elastic limit	If you stretch a spring beyond its elastic limit, it will be permanently stretched. It is no longer elastic.
Pressure	Pressure is the force per unit area, i.e the force in newtons divided by the area.
Balanced	When forces are the same strength but in opposite directions.
Unbalanced forces	Unbalanced: when two forces working in opposite directions are not the same strength. Unbalanced forces can change the motion of objects.

Newton's 1st Law.



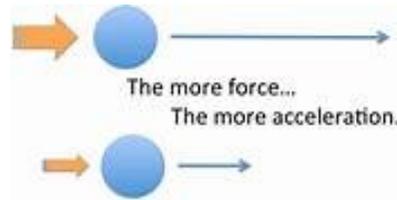
The masses remain at rest.



The parachutist travels at a constant speed.

When the forces acting on a body are balanced (ie. there is no resultant force), the body will either remain at rest (stopped) or continue to move in a straight line at a constant speed.

Newtons 2nd Law.



The more force...
The more acceleration.

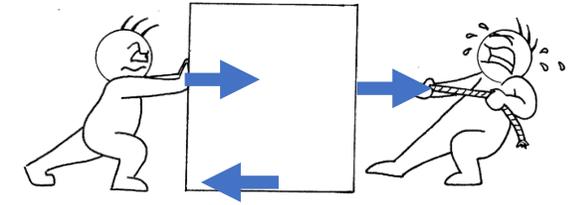
When an unbalanced (resultant) force acts on an object, the object will accelerate, i.e. change its speed and or direction.

Newtons 3rd Law.



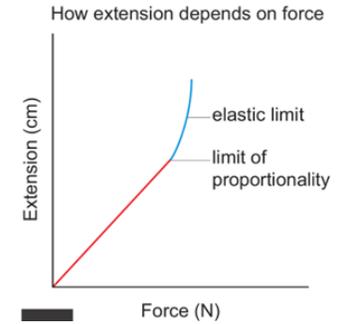
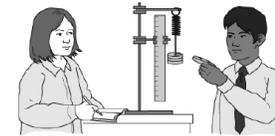
When one object exerts a force on another object, the second object will exert an equal force on the first object in the opposite direction, e.g. the man pushes the wall, but the wall pushes back on the man.

Force diagrams.



Forces are represented by arrows. The length of the arrow is drawn to scale.

Core practicals



An investigation to see if springs and elastic bands stretch in the same way. The length of a spring and an elastic band will both depend on the force being applied.



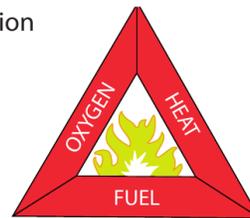
An investigation into how several different variables can affect the amount of friction between two surfaces.

8E – Science Combustion Knowledge Organiser

Key Word	Definition
Acid rain	Rainwater that is more acidic than usual due to air pollution, usually caused by sulfur dioxide and nitrogen oxides dissolved in it.
Climate change	Changes that will happen to the weather as a result of global warming.
Complete combustion	When a substance reacts fully with oxygen, such as: carbon + oxygen → carbon dioxide
Global warming	Increased warming of the Earth's surface as a result of increased amounts of carbon dioxide and other greenhouse gases in the air.
Greenhouse effect	The warming effect on the Earth's surface caused by greenhouse gases absorbing energy emitted from the warm Earth's surface and re-emitting it back to the surface.
Exothermic	A reaction that gives out energy that can be felt as it heats the surroundings, such as combustion.
Fire triangle	A way of showing in a diagram that heat, fuel and oxygen are needed for fire.
Incomplete combustion	When a substance reacts only partially with oxygen, such as when carbon burns in air producing carbon dioxide, carbon monoxide and soot (unburnt carbon).
Law of conservation of mass	The idea that mass is not lost or gained during a chemical reaction. The mass of all the reactants is equal to the mass of all the products.
Oxidation	Reacting with oxygen. For example, when a fuel combusts or when a metal reacts with oxygen to form a metal oxide.
Phlogiston	A substance that scientists once thought explained why things burn; it has since been proved that it does not exist.

Fire Triangle

Three factors allow combustion to continue and these are shown in the **fire triangle**. To put out a fire, you must remove at least one factor.



Hazard Symbols



flammable
(easily bursts into flames)

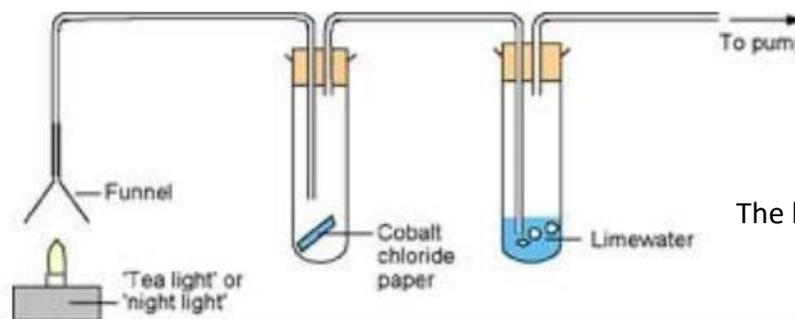


oxidising
(releases oxygen)



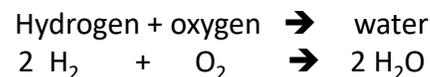
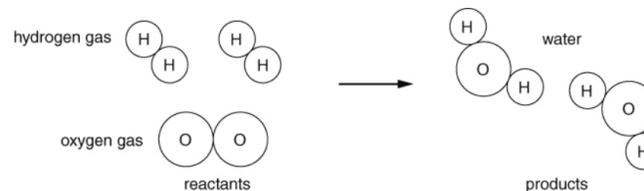
explosive
(contains enough stored energy to explode if not handled correctly)

Combustion train



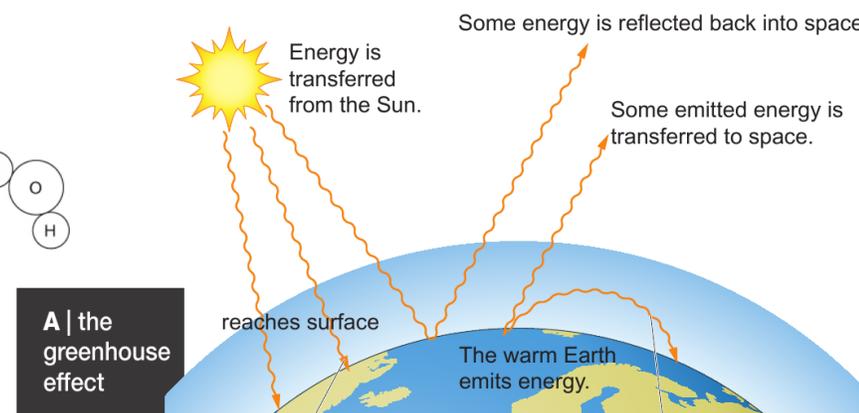
The funnel gets hot as heat is released.
The cobalt chloride goes pink because water is present.
The limewater goes cloudy due to carbon dioxide.

Oxidation reaction



Hydrogen could be replaced with any reactive metal. It can be replaced with a fuel, but CO₂ is also made

Greenhouse effect



Most of the energy is absorbed, causing an increase in temperature.

Some emitted energy is absorbed by carbon dioxide and other greenhouse gases and can be transferred back to the Earth's surface.

Year 8 Art

Key Vocabulary

Sketch - A rough or unfinished drawing or painting, often made to assist in making a more finished picture.

Proportion - Comparative relation between things or magnitudes as to size, quantity or number.

Refine - To add the finishing touches to something, or to improve something before it is completely finished.

Composition - The considered layout of a piece of work.

Tone - Shade or shadow.

Tonal Shade - Where tone is added, going gradually from dark shadow to white highlight.

Hatching - Shading with closely-drawn parallel lines

Colour gradient - Also known as a colour ramp or colour progression. A gradual blending from one colour to another.

Artist Information

Rousseau was a French self-taught painter who created scenes of jungle environments and nature. His work style was known as "naïve art" as it had a childlike quality, almost like something you would see in a children's story book. His work was always highly detailed with many different layers. Georgia O'Keeffe was an American artist. She was known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes.

Overview

During this project, students will learn about the creative process of drawing and how to apply this process to creating accurate sketches. Students will be studying the natural world through observations of plants using a variety of different styles and materials. These materials include pencil, pen and coloured pencil crayons. Students will explore techniques such as bold graphic line drawing, tonal shading with pencil, hatching and cross-hatching with pen and the application of colour gradients in coloured pencil crayon. Henri Rousseau will be studied in conjunction with Georgia O'Keeffe, in order to give students a contextual reference for their study. As their final piece, students will be creating a pencil crayon study of a plant or flower of their choosing that will show an application of all skills learnt during this project.

Drawing Tips

Remember to always lightly sketch all work in pencil first, so you are able to erase or correct any mistakes. In order to create effective tonal shade in pencil, make sure you use appropriate shading techniques such as hatching or cross-hatching. For pen work, add tone using hatching that starts close together and gets gradually lighter and further away depending on how dark or light you wish an area to be.

How To Create An Accurate Drawing

1. Work out the proportions of your drawing - where is the halfway point on your image?
2. Section off your page so you can keep the proportions of your drawing correct.
3. Lightly sketch out your outline, making sure to really look at your image.
4. Refine your outline with clearer sketched lines.
5. Start to add in your tone using the material you have chosen - start with your darker areas.
6. Make sure all tone blends gradually and all smaller details are added with thin lines.
7. Refine your drawing.

Protocols for an email

The '@' sign must be used.
The email address must be unique.

Benefits of a network

Sharing devices such as printers saves money.
Site (software) licences are likely to be cheaper than buying several standalone licences.

Files can easily be shared between users.

Network users can communicate by email and instant messenger.

Security is good - users cannot see other users' files unlike on stand-alone machines.

Data is easy to backup as all the data is stored on the file server.

Disadvantages of a network

Purchasing the network cabling and file servers can be expensive.

Managing a large network is complicated, requires training and a network manager usually needs to be employed.

If the file server breaks down the files on the file server become inaccessible. Email might still work if it is on a separate server. The computers can still be used but are isolated.

Viruses can spread to other computers throughout a computer network.

There is a danger of hacking, particularly with wide area networks. Security procedures such as a firewall are needed to prevent such abuse.

Network Cables

To connect together different devices, you need cables.

They have plastic plugs that connect into sockets on devices.

The cable is made up of a number of copper wires.

Data can be sent in both directions across a cable.

Key words

Protocol

Set of rules to follow

Computer network

A computer network is when two or more computers are connected together to allow them to communicate.

Hub

A device for connecting computers another network capable devices together to form a network.

Server

A server is a computer that manages and stores files, or one that provides services to other computers on the network. They control the network and allow other computers to share and communicate.

Router

Routers are one of the most commonly used connection devices. They are used to send data signals across the internet. Home routers usually contain a hub and a WAP, enabling a small peer-to-peer network to be formed. They also contain a modem, which allows users to connect to the internet.

Wired data transmission

Wired networks send data along cables.

Wireless data transmission

Wireless networks send data through the air using radio waves.

Download

The computer is receiving data.

Upload

Your computer is sending data to the internet.

Buffering

Data is arriving at your device at a rate that is slower than it is being processed.

The internet

The internet is a worldwide network of computers.

Ethernet

It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.

TCP

Transmission Control Protocol (splits the message sent across the internet into smaller pieces called packets).

Bandwidth

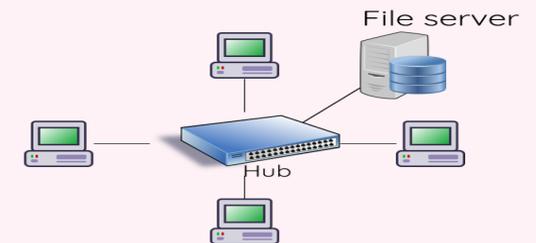
Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second.
The concept is similar to the volume of water flowing through a pipe. This depends on the size and thickness of the pipe.
More bandwidth DOES NOT increase the speed.

Advantages/ disadvantages of wired connection

Advantages	Disadvantages
Faster connection (little to no interference)	Cables can be a trip hazard and look unpleasant
Higher bandwidth	More expensive and time-consuming to add devices, as each device needs cables
Better security	Devices are in fixed positions (no portability)

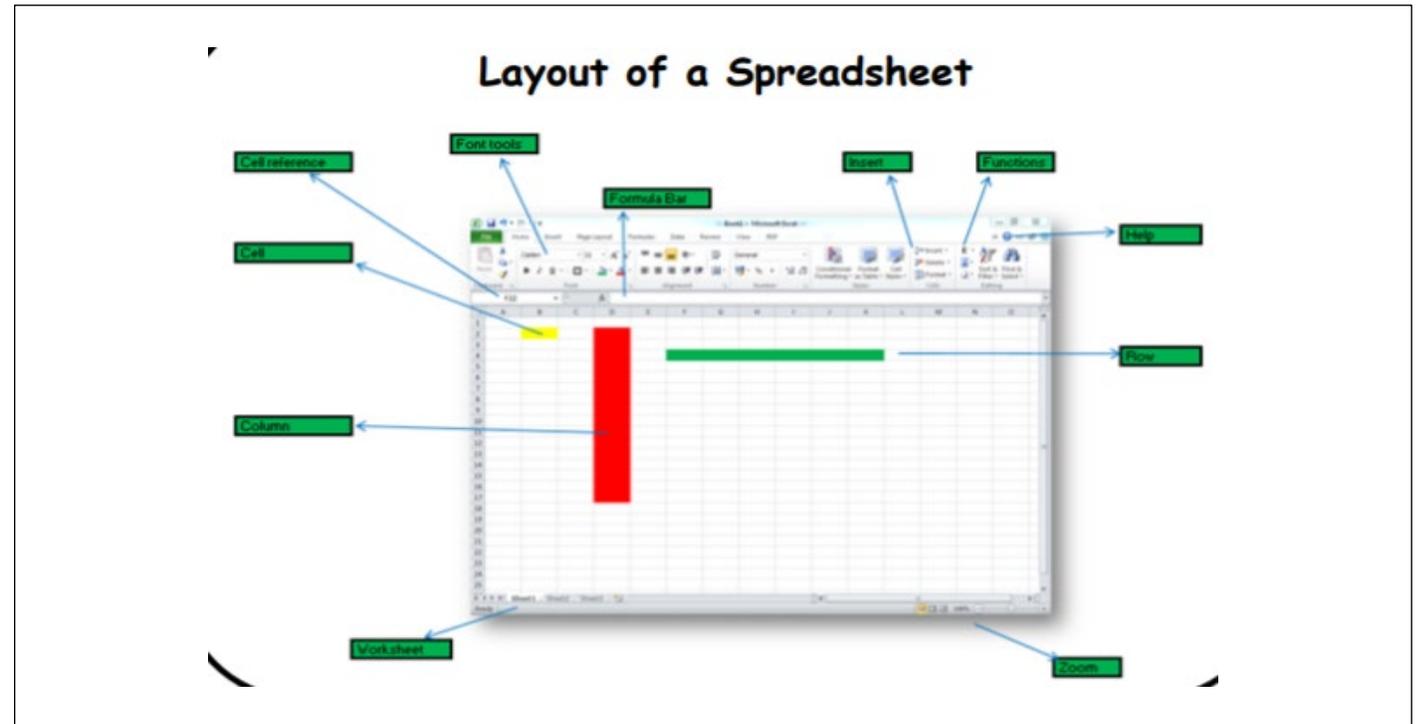
Advantages/ disadvantages of wireless connection

Advantages	Disadvantages
No trailing wires/no trip hazard	Lower bandwidth
It is quick and cheap to connect new devices	Wireless connections can be weakened by walls and ceilings
Allows portability	Less secure



Year 8 Computing Spreadsheets

KEY VOCABULARY	
Cell	A box in which you can enter a single piece of data.
Cell Reference	The name given to a cell to uniquely identify it, for example, A1.
Formula	An expression which calculates the value of a cell.
Formatting	To change the appearance, layout or organisation of a spreadsheet.
Borders	Form an edge along or beside.
Rows	The range of cells that go horizontally across the spreadsheet/worksheet.
Columns	A vertical series of cells in a chart, table, or spreadsheet.
IF statement	The Excel IF Statement tests a given condition and returns one value for a TRUE result and another value for a FALSE result



Why do we use spreadsheets? Spreadsheets are used to store information and data. Once we have our information in a spreadsheet, we can run powerful calculations, make graphs and charts and analyse patterns

To make graphs: Highlight your data, click the insert tab at the top of Excel and then pick the chart you need.

Autofill: Click on the cell you want to duplicate, grab the black cross in the bottom right-hand corner and drag it down to the remaining cells. This also works if you want to copy the formulas down as well.

Design Technology

Year 8

Subject: Technology

Year: 8

Key Assessments

Knowledge Organiser tests and class work mark.

Core Texts/ Websites

- Design and Technology KS3 class book.
- BBC Bitesize.
- Technologystudent.com

Use this Knowledge Organiser to prepare for lessons and build your understanding of D&T.

Useful Connectives:

Therefore, however, on the other hand, in my opinion, but, finally, firstly, secondly, thirdly, as well as this, moreover, furthermore, similarly, in contrast to.

Keywords

- Annotate
- Inspiration
- Consumer
- Aesthetics
- Environment
- Sustainability

- Function
- Size
- 6Rs
- Sketch
- Evaluate
- Initial Designs
- Final Design
- Mood Board
- Existing Product
- Design Specification
- Design Brief
- Materials
- Primary Research
- Secondary Research
- CAD
- CAM

Definition

- To label, provide information on the design
- A source that provides ideas
- The person who buys or uses the product
- The appearance of the product
- The place we live, work, socialise in
- The ability to sustain natural resources without impacting future generations
- What a product does, the purpose
- Measured in mms or cms.
- Used to assess environmental impact
- A quick drawing to show
- Assessing whether an idea is successful
- First rough designs in response to the task
- Final drawing of the product being made
- Collection of images to gain inspiration
- Products that are already available
- A list of specific design requirements
- An introduction to the overall task
- The physical matter the product is made from
- Collecting new data first hand (Questionnaire)
- Collecting data that already exists (Websites)
- Computer Aided Design
- Computer Aided Manufacture

Using a Ruler:

Rulers are essential for achieving accurate measurements.

100cm = 1000mm

10cm = 100mm

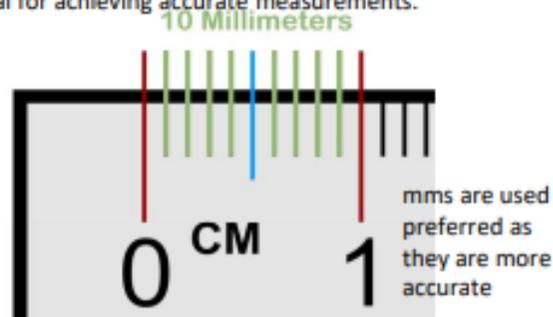
1cm = 10mm

0.1cm = 1mm

● 1cm

● 0.5cm

● 10 Lines per centimeter



Useful Sentence Starters for D&T:

Analyse: to examine a task/product in detail (use who, what, where, when and why).

- This is an example of good design because _____.
- It is made from _____.
- The target user for the product is _____.
- It is made attractive by _____.

Develop: to improve or modify a design or product

- I have developed by ideas by _____.
- I have combined the best parts of made design ideas that _____.
- I have removed this part of the design/ changed the material because _____.
- To improve the design, I need to _____.
- I decided to _____ because _____.

Justify: To give reasons for your decisions

- I think that is a successful design because _____.
- _____ is a suitable material as it is _____.
- The product can be used for an alternative purpose as it _____, therefore _____.
- I believe the choice of material affects the type of consumer because _____.

Evaluation: to assess a product. Identify a products strengths and weaknesses and suggest modification

- The strengths of the product are _____.
- The weaknesses of the product are _____.
- To improve my product/design, I would _____.
- To make my product more environmentally friendly I would _____.

Safety in workshop is very important. Signs will be placed around the workshop and on machines.

Health & Safety



Red signs tell you something you must not do



Yellow signs warn you of a potential hazard.

10 Health & Safety Rules in the workshop:

1. Do not run at anytime
2. Tie hair up and tuck loose items away
3. 1 person using a machine at a time
4. Stand behind the yellow line when somebody is on a machine
5. Do not talk to somebody whilst they are on the machine
6. Wear goggles when instructed
7. Wear an apron (ensuring it is tied up)
8. Stack chairs/stools up at the side
9. Put bags/coats under the workbenches
10. Ask if you do not know how to use a tool or machine.



Green signs give you information.

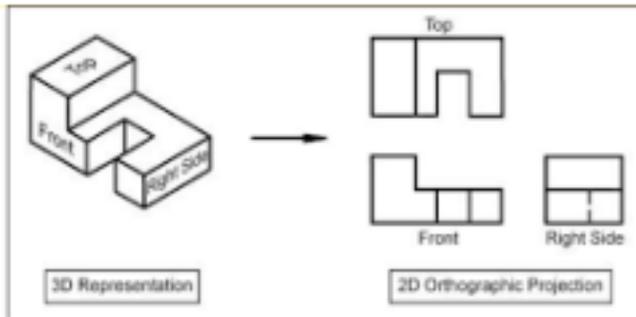


Blue signs tell you something you must do.

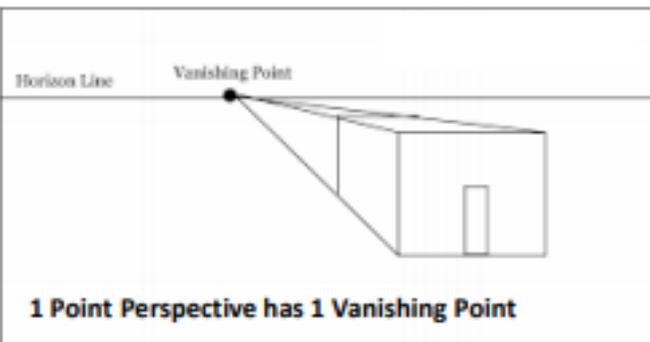
Technical Drawing Styles



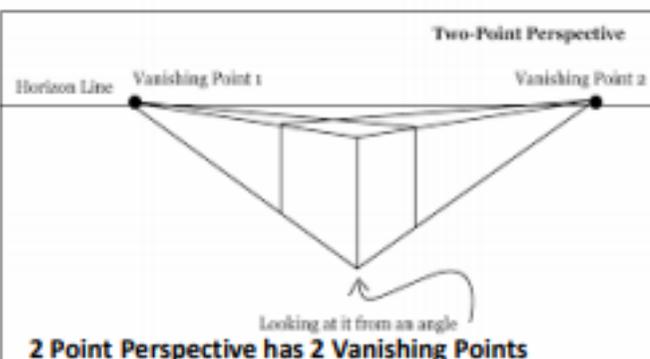
Freehand sketching drawings made without the use of drawing instruments or straightedges.



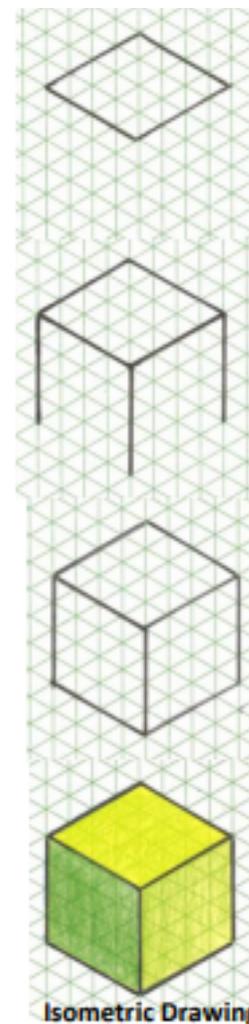
Orthographic Drawings show a 3D product in a 2D way.



1 Point Perspective has 1 Vanishing Point



2 Point Perspective has 2 Vanishing Points



Isometric Drawing

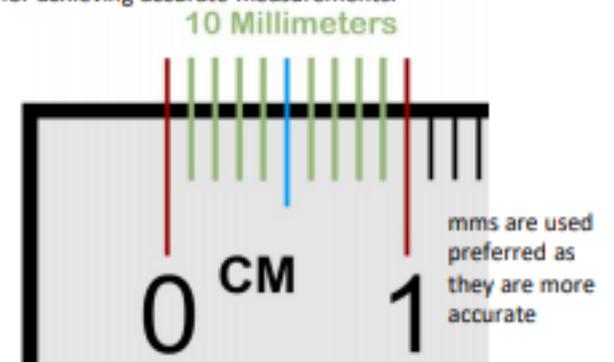
Material Characteristics	
Hardness	resist cutting and indentations to its surface
Toughness	Ability to withstand shock
Strength	The ability to withstand being pulled or stretched, crushed or compressed or twisted.
Elasticity	Ability to be stretched and return to it's original size
Flexibility	The ability to bend without breaking and then spring back to its original shape.
Impact Resistant	Ability to resist sudden shocks
Strength to Weight Ratio	Measure of strength to weight, for instance Aluminium is a light weight material but is strong. Therefore having a high strength-to-weight ratio
Ductility	Ability to be stretched like the length of wire without breaking
Malleability	The ability to be hammered, rolled or pressed into shape without breaking
Durability	Able to last a long time

Using a Ruler:

Rulers are essential for achieving accurate measurements.

- 100cm = 1000mm
- 10cm = 100mm
- 1cm = 10mm
- 0.1cm = 1mm

- 1cm
- 0.5cm
- 10 Lines per centimeter



mms are used preferred as they are more accurate

Drama

Features of writing:

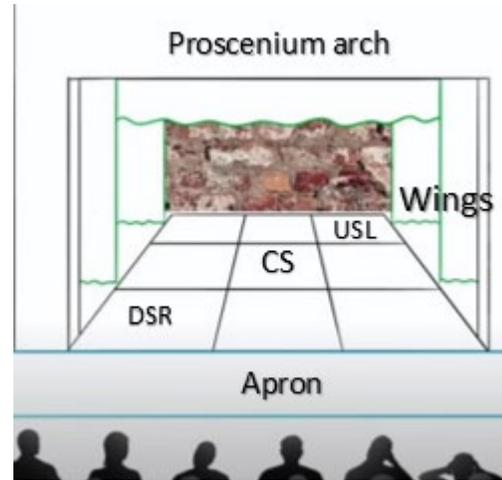
- Setting.
- Characters.
- Plot.
- Conflict.
- Protagonist.
- Antagonist.
- Prequel.
- Sequel.
- Duologue.
- Dialogue.

Acting skills

Vocal

- Pace.
 - Pause.
 - Tone.
 - Volume.
 - Diction.
 - Projection.
- ### Physical
- Facial expression.
 - Eye contact.
 - Posture.
 - Movement/stillness.
 - Gesture.
 - Proxemics.
 - Levels.

The Proscenium Arch:



Sound:

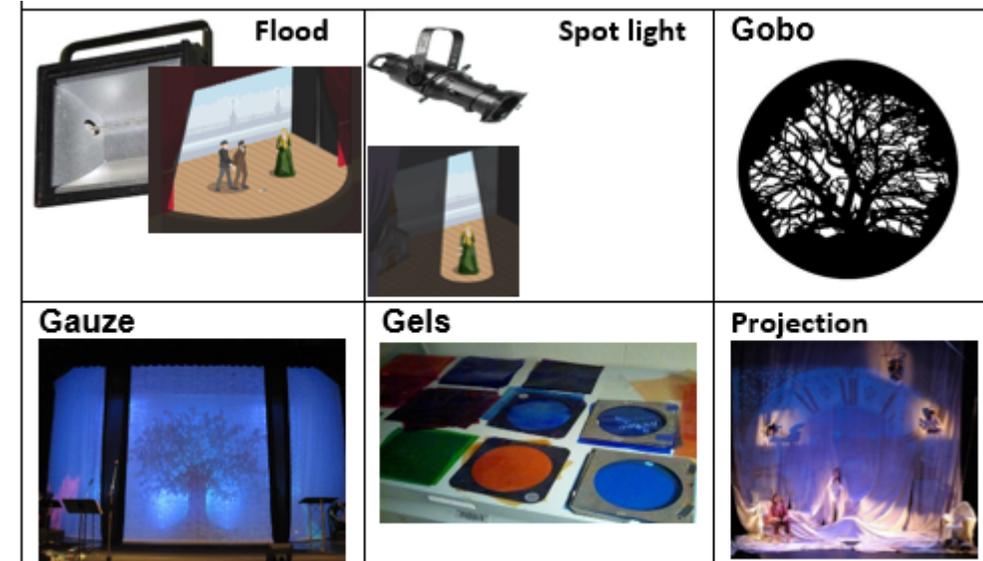
- Diegetic:** a sound from within the world of the play
- Directional:** where the sound comes from
- Distortion:** altering the sound
- Underscore:** music played in the background
- Recorded sound:** sound that has been recorded before the performance
- Live sound:** sound that is performed on the night of the show
- Volume:** how loud the sound is

Features of an effective poster:

- Name of the production.
- Appropriate design to establish genre.
- Where the performance is shown.
- When the performance is shown.
- Ticket information.



Lighting:





Key terms

Medium	A person who claims they can speak to the dead.
Ouija Board	A board that people use to communicate with spirits (souls of the dead).
Pseudoscience	A theory that seems scientific, but is not accepted by most scientists.
Paranormal	A supernatural event that science can't explain.
Ghosts	A presence of a person thought to have died.
Dualist	A person who thinks that humans have a body that dies, but a soul that goes on.
Out of Body Experience	An experience where your soul leaves your body.
Reincarnation	Where you are born again into a new body.
Soul	The spiritual, immortal part of a person.
Resurrection	Where the body is raised back to life.
Hell Journey	When a person momentarily dies, goes to hell and returns.
Afterlife	The belief that there is another life after you die.
Ineffable	An experience that is too difficult to put into words.
Materialist	A person who thinks you have one life, one body and that you don't exist when it ends.
Empirical	Evidence you can see/weigh/measure.

Key teachings

Paranormal

These inexplicable events suggest the soul might exist and include ghosts, Ouija boards, ghost footage, child reincarnation and out of body experiences.

Ghost footage

Footage of ghosts (souls of the dead) can be captured on CCTV. If there is no reason that can explain it, it suggests the soul may be able to survive death. However, some people think the footage could be edited or special effects used.

Child reincarnation

Some children claim to have lived before and, from the moment they can speak, claim they have had a past life. One example is Cameron from *The Boy Who Lived Before*. He could say where he lived in Barra and how you could get to the island even though he had never been there. He must have known this from his past life.

Mediums

These people claim to speak to the dead or that the dead speak through them. They are able to give messages that only the client and the dead should know. This suggests the soul can continue after the body dies.

Out of Body Experience

This is where a person's soul leaves their body and they can see it from above (they can hear and see what is being said/done around it). One example is the singer Pam Reynolds whose soul left her body during brain surgery. She was clinically dead, but could describe the surgical tools and the conversations the doctors were having. It must have been her soul that witnessed this.

Hell Experience

Some people claim to have had experiences of hell which show there is an afterlife. Carl Knighton overdosed and his soul was taken to hell where there was 'fire' and 'screaming souls.' St Theresa of Avila also had one in the 16th Century where she has a vision of hell. She described it as being a place full of 'fire and pain.'

Biblical evidence

God 'breathed life into man (Genesis). The Greek word for this 'life' is anima. God breathed a soul into man that 'animated' the body, so there is a soul.

Philosophical evidence

Descartes doubted everything existed but could not doubt that he was doubting (thinking). As he doubted his body, the only thing that could be thinking was the soul. This means it exists.

Key Quotes

Evidence against the soul/ afterlife

'There are usually scientific explanations for these kind of things'
Dr Susan Blackmore

'We are dealing with false memories'
Dr Chris French

'A wise man bases his belief on the evidence'
David Hume

The Bible was made in a 'barbaric age'
Richard Dawkins

Evidence for the soul/ afterlife

'The planes used to land on the dead'
Cameron *The Boy Who Lived Before*

It was a place full of 'fire' and 'torment'
Carl Knighton

'Why has my rest been disturbed'
Prophet Samuel to King Saul

'I think therefore I am'
Descartes

Terminology

Hygiene

Cross-contamination

Food poisoning

Core temperature

Function

Fermentation

Nutrition

Nutrient

Structure

Micro-nutrient

Macro-nutrient

Health

Meat handling

- Wash hands before and after handling raw meat.
- Use separate colour-coded equipment for meat preparation.
- Keep raw meat separate from other ingredients.
- Store raw meat between 0-5 degrees Celsius in the fridge.
- Ensure the core temperature of cooked meat reaches 75 degrees.
- Sanitise work surfaces after meat preparation.

Eatwell guide

Government guidance on how to eat well and be healthy based on the major food groups.



Function of bread ingredients

Strong Flour	Provides the structure of bread and is a source of nutrients.
Water	Binds the ingredients together, activates the yeast.
Yeast	Using fermentation, gives off CO2 allowing the bread to rise during proving and baking.
Salt	Flavours the bread dough.
Sugar	Encourages fermentation with the yeast.

Nutrition

The study of the key nutrients in food, how they are vital for good health and how they work together.
 Macro-nutrients: fat, protein and carbohydrate.
 Micro-nutrients: vitamins and minerals.

Pastry Making – key points for shortcrust pastry

- Keep ingredients cold.
- Use the correct ratio.
- Do not over handle.
- Using the rubbing in method.
- Chill the pastry before using.

Year 8: Ecosystems

Ecosystems

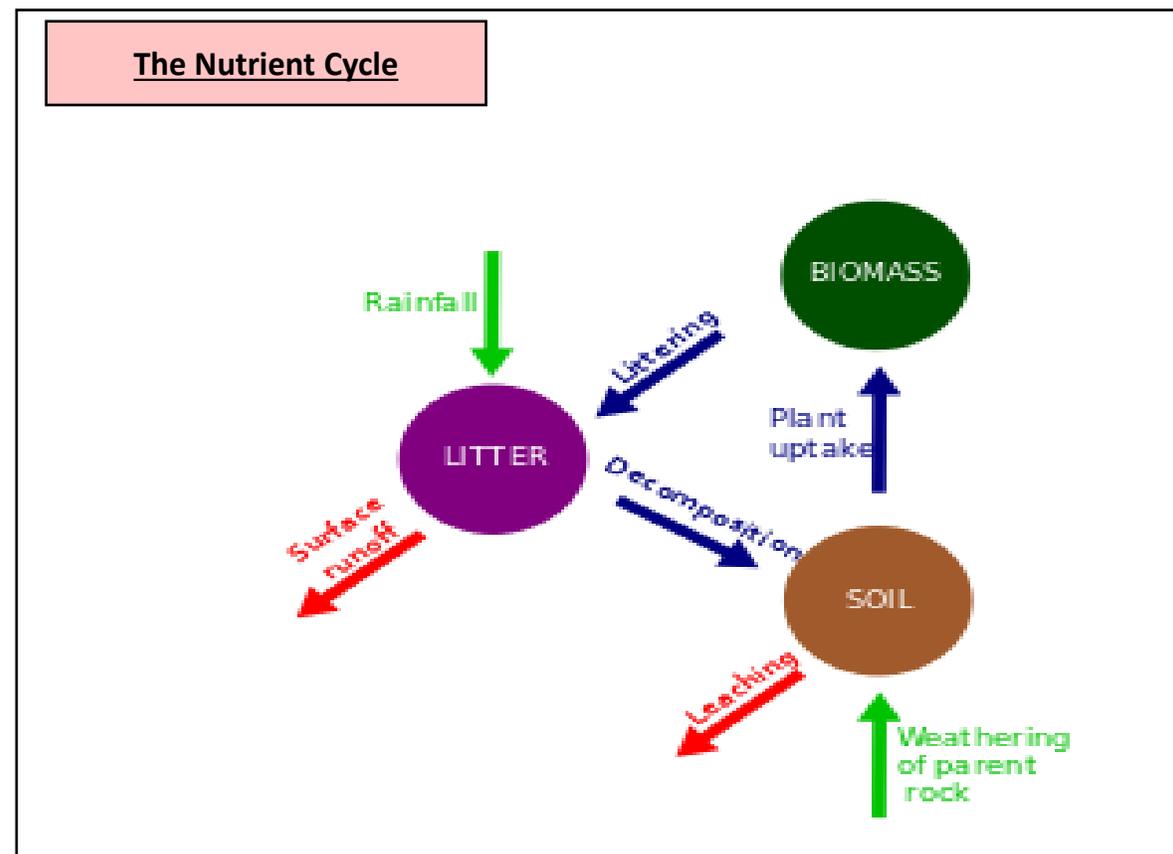
Fundamental elements of existence	The unique set of ingredients necessary for life to flourish; e.g. sunlight, temperature and water.
Ecosystem	The interaction between living and non-living things in an environment.
Biotic	The living parts of an ecosystem, e.g. plants and animals.
Abiotic	Non-living parts of an ecosystem, e.g. sunlight and water.
Flora	Vegetation such as plants and trees.
Fauna	Insects and animals.
Biodiversity	The variety of plant and animal life in the world, or in a particular place.



Nutrient	Something which is essential for living things to grow; e.g. glucose, nitrogen and phosphorous.
Nutrient Cycle	The constant process of recycling nutrients in an ecosystem.
Nutrient Store	One of the three places in which nutrients exist in an ecosystem.
Biomass	A nutrient store made up of all the living organisms in an ecosystem.
Litter	A nutrient store made up of all dead and decaying organisms in an ecosystem.
Soil	A nutrient store made from fully decomposed organisms, and broken down rocks and minerals.
Leaching	The movement of water through soil which drags nutrients away.
Surface run off	The movement of water over soil which drags nutrients away.

Food Chain	Starts with a producer and ends in decay. A series of organisms which depend on each other as their food source.
Food Web	More complex than a food chain, shows all the ways energy can move through an ecosystem.
Photosynthesis	The process of turning sunlight into glucose (energy).
Producer	An organism, usually a plant or tree, which creates energy via photosynthesis.
Decomposer	An organism which breaks down dead matter.
Consumer	An organism which eats other plants or animals as its food source.
Organism	Anything which lives and dies; plants, animals or cells.

Energy Flows





Key people

Reigning monarch

Elizabeth I (1533—1603)

The second daughter of Henry VIII. She became Queen of England in 1558 until her death in 1601. She never married and had no heir. She claimed she was 'married to England'.

Explorers

Sir Francis Drake (1540—1596)

Drake was a ship's captain, slave trader, and explorer. He was the first Englishman to circumnavigate the globe by sea.

John Hawkins (1532—1595)

Hawkins was a sea captain, slave trader and commander of the Royal Navy. He was the first English captain to make money from selling African slaves to the Americas.

Religious threats

Mary Stuart, Mary Queen of Scots (1542—1588)

Elizabeth's Catholic cousin, and heir, who was involved in multiple plots against Elizabeth. She was executed in 1588.

Key terms

Circumnavigate

To travel around the globe, usually by sea.

Gentry

A group of people who are part of the upper class, who normally own a lot of land.

Golden Age

A period of time which is considered a period of peace, prosperity and happiness.

Middle Way

This is a policy which tries to suit everybody's ideas, and doesn't support extreme views.

Nobility

A group of wealthy landowners who inherited their land and titles.

Plot

A secret plan to do something illegal or harmful.

Poverty

Being extremely poor.

Privateer

A private boat, rented in the Queen's name, that raided foreign ships: state-sponsored piracy.

Prosperity

Wealth and riches, either of an individual or a country.

Rebellion

The action of a group to overthrow the government or monarch.

Succession

Who will take the throne upon the monarch's death.

Vagabond/vagrant

A poor person who has no set home, wandering from town to town.

Voyage

A long journey involving travel by sea.

Key events

Religion in Elizabethan England

- Elizabeth was a Protestant Queen but at the start of her reign she was somewhat accepting of Catholicism. In 1559 she passed a series of religious laws to suit everybody; also known as the 'Middle Way'.
- After numerous plots against her throughout her reign, Elizabeth began to pass new laws against Catholics. In 1593 she passed a law stopping Catholics travelling more than five miles from their home and imposing huge fines for those who did not attend Protestant mass.

Wealth and Prosperity

- Throughout her reign, the gentry began to increase in wealth and power. It was customary to display your wealth.
- The gentry created large houses, like Hardwick Hall, which had symmetrical glass. This was a sign of prosperity.

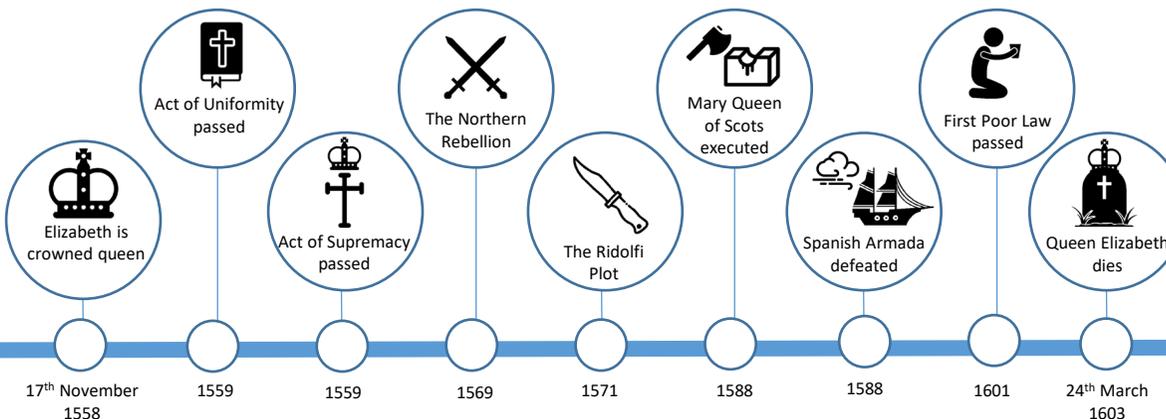
The Poor in Elizabethan England

- Poverty increased massively during Elizabeth's reign. The number of vagabonds rose and the public become concerned that the poor threatened law and order.
- There was some attempt to help; in 1601 the Poor Law established a tax on the wealthy to care for the poor. Instead of punishing the poor, they were helped to find jobs and given somewhere to live in workhouses
- Those that refused to work were placed in a House of Correction where they were punished.

The Voyages of Discovery

- This became a time of discovery and wealth for privateers. Francis Drake attacked Spanish ports in South America and stole £7 million of gold; he was knighted by Elizabeth.
- Hawkins started the slave trade, by selling slaves from Africa to South America.

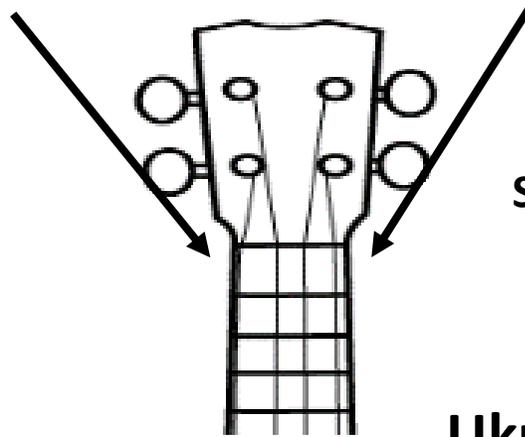
Timeline



Terminology	
Frets	How the neck of the ukulele is divided up into sections.
Pluck	Using your fingers to play one string.
Strum	Using your hand to play all four strings at the same time.
Chord	A collection of notes played together. A ukulele chord would be strummed.
Ensemble	Playing and performing as a group.
TAB notation	A way to write guitar and ukulele music down, using numbers.
Rhythm	The variety of long and short sounds, that create patterns within music.

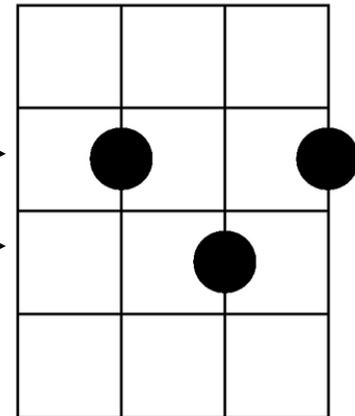
Ukulele Strings

Green Cats Eat Ants



How to read a chord diagram

G C E A

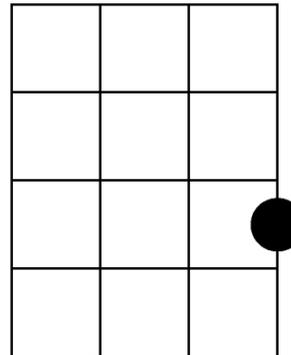


Second fret, strings C & A →

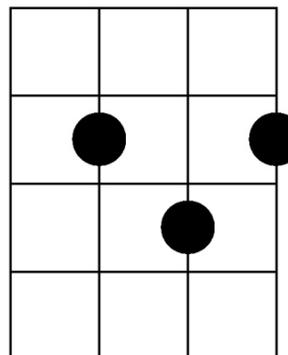
Third fret, string E →

Ukulele Chords

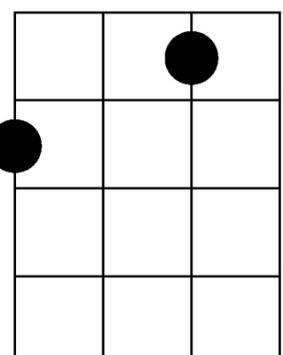
C



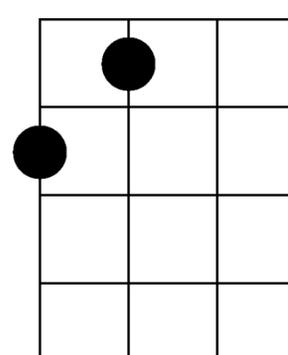
G



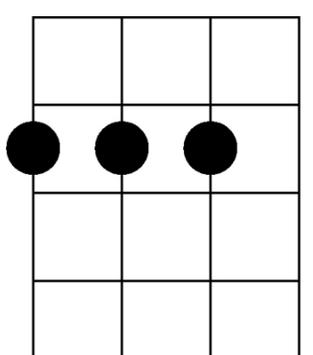
F



A



D



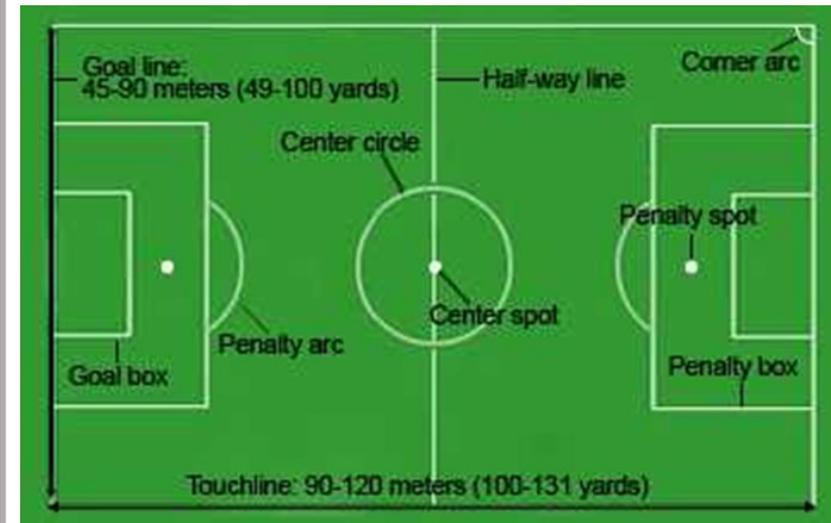
Rules

- A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- To continue a match, a team must have a minimum of 7 players on the field.
- A team is able to make substitutions at any time of the match and are able to make a maximum of three changes.
- A competitive game must be officiated by a referee and two assistant referees, also known as linesmen.
- The whole ball must cross the goal line for it to constitute a goal.
- A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, handball etc).
- Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.
- In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.
- In the event that a player receives two yellow cards, the referee will automatically show a red card.
- A throw-in is awarded to a team if the opposition kicks the ball over the side-lines.
- A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.
- A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them.

Player Positions



Pitch Dimensions





Subject Knowledge Organiser

Football – Short/Long Pass, Control, Block Tackle, Throw In & Heading



Short pass

A short side foot pass enables a team to quickly pass a ball and help maintain possession. It is used for accuracy.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass it.
- On selection of your pass, maintain a strong body position.
- Swing your kicking foot through and strike the ball with the inside of your foot.
- Aim to hit the middle of the ball to ensure it stays close to the ground.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target.
- The speed of the kicking leg will direct how hard you kick the ball.

Long pass

A long pass is an attacking skill that allows players to switch the direction of the attack very quickly to create space, find a teammate or to catch out the opposition.

- Move parallel to the ball and place your non-kicking foot to the side of the ball.
- Keep your eye on the ball until you have it under your control.
- Look up to see where is the best place to pass the ball.
- On selection of your pass, maintain a strong body position.
- Explosively bring your kicking foot through and strike the ball with laces of your football boot.
- Aim to hit the middle of the ball to ensure it stays close to the ground or the lower half of the ball if you want to lift it over opposition players.
- Keep looking at your target.
- Follow your kicking leg through towards the intended target and your body over the ball.
- The speed of the kicking leg will direct how hard you kick the ball.

Control

Good control of the football is an essential skill to maintain possession of the ball from the opposition and, if done accurately, gives the player more time to make the correct next decision.

- Keep your eye on the ball at all times.
- On contact with the ball, withdraw the foot slightly to take the momentum out of the ball (this is known as "cushioning").
- Aim to contact the middle of the ball to ensure that it stays close to the ground and does not bounce up.
- Once under control, move the ball out of your feet to allow the next decision to be made.

Block tackle

The block tackle is an essential skill for winning the ball back in football. It is mainly used when confronting an opponent head on and it is important to complete it with good timing and technique to prevent injury or fouls.

- Close down your opponent quickly but do not rush uncontrolled at them.
- Try to reduce any space around you and monitor for passing options.
- Stay on the balls of your feet, arms slightly out to jockey your opponent.
- Keep your eye on the ball and wait for a clear view of the ball.
- When you can see most of the ball, transfer your weight from your back to front foot and move the inside of your foot towards the ball.
- Maintain a strong body position.

Throw-in

The throw-in is the legal way to restart the game if the ball has gone out of play from either of the side-lines.

- Hold the ball with both hands and ensure that the thumbs are behind the ball and fingers are spread.
- Hold the ball behind the head with relaxed arms and elbows bent.
- Keep your feet shoulder-width apart.
- Face your target.
- Lean back with both feet in contact with the ground.
- Slightly bend your knees and arch your head, neck, shoulders and trunk.
- When ready, propel yourself forward and release the ball just as it passes your head.
- Once the ball is released, bring your strongest leg forward and out in front of you for balance.

Heading

The header can be an attacking or defensive skill and is used to try and win the ball when it is in the air.

- Keep your eyes on the ball.
- Use your forehead to make contact with the bottom of the ball for a defensive header or the top of the ball for an attacking header.
- For a defensive header it is important to get good height and distance but for an attacking header you need power and accuracy.
- You can also use flick headers to pass to a team mate.

Rules

- Players are not allowed to travel with the ball.
- A team can have up to 12 players but only seven are allowed to play on court.
- Defending players are unable to snatch or hit the ball out of another player's hands.
- A defending player is only allowed to stand beside the player with the ball until it has left their hands.
- A defending player must stand three feet away from the person with the ball.
- An attacking player is unable to hold the ball for more than three seconds.
- Players must remain within their designated zones.
- The team retaining possession after the ball goes out of play have three seconds at the side-line to get the ball back into play.

Officials

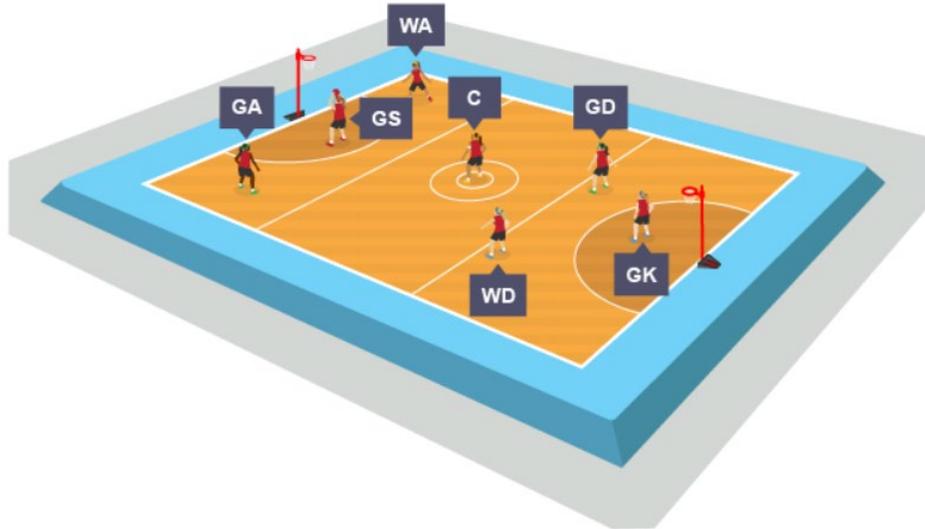
During a competitive game of netball, there are two referees and up to two scorekeepers and timekeepers officiating.

Scoring

In a game of netball there are two clear ways to score points:

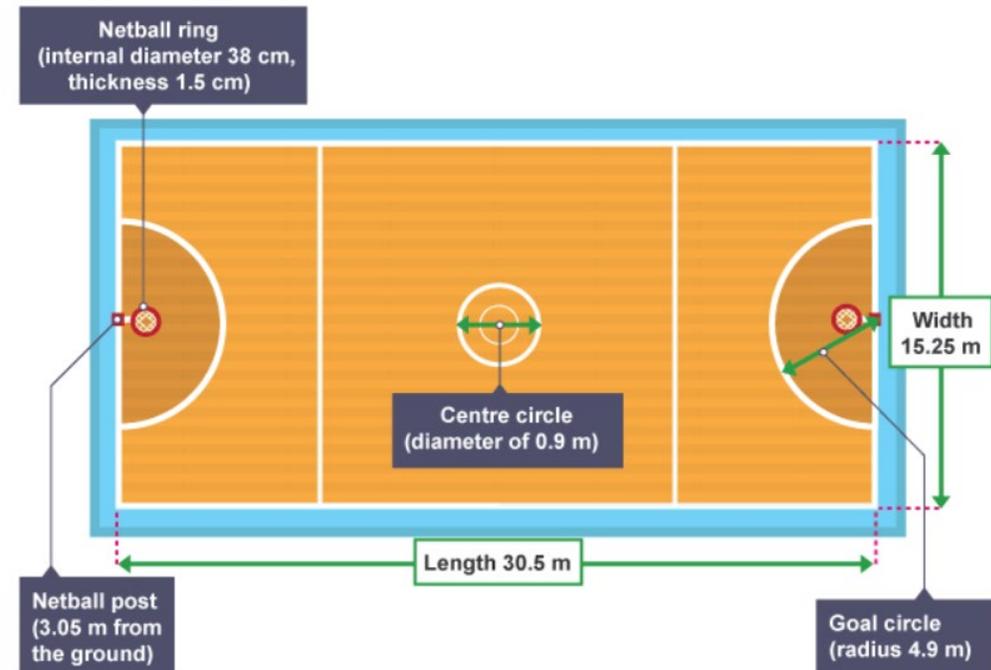
1. In open play, if a shot is successfully scored from inside the goal circle, the team gains one point.
2. If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded one point.

Player Positions



GS Goal shooter	GA Goal attack	WA Wing attack
C Centre	WD Wing defence	GD Goal defence
GK Goal keeper		

Court Dimensions



Subject Knowledge Organiser

Netball – Bounce Pass, Chest Pass, Shoulder Pass & Pivoting

Bounce Pass



A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.

Stage one

Feet shoulder-width apart in opposition, with knees bent. Place hands each side and slightly behind the ball, with the fingers comfortably spread. Hold the ball at waist level, with elbows tucked in.

Stage two

Step in the direction of the pass, through extending the legs, back and arms. The wrist and fingers should be forced through the ball releasing it off the first and second fingers of both hands. Follow through with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Chest Pass



A chest pass is a very fast and flat pass which enables a team to move quickly up a court in a precise and accurate fashion.

Stage one

Stand with feet shoulder width apart and on the balls of the feet, with back straight and knees slightly bent. Place the hands on the sides of the ball with the thumbs directly behind the ball and fingers comfortably spread.

Stage two

The ball should be held in front of the chest with the elbows tucked in. Step in the direction of the pass, by extending their legs, back, and arms. Push the ball from the chest with both arms (not from one shoulder). Fingers are rotated behind the ball and the thumbs are turned down.

Stage three

The back of the hands face one another with the thumbs straight down. Make sure the ball is released off the first and second fingers of both hands. Follow through to finish up with the arms fully extended, fingers pointing at the target and thumbs pointing to the floor.

Shoulder Pass



A shoulder pass is a very dynamic, fast and long pass which enables a team to switch positions on court very quickly to either find a player in space or break defensive screens.

Stage one

Player's feet should be shoulder width apart in opposition. Opposite foot forward to throwing arm. Stand on balls of feet with toes pointing toward target, and knees slightly bent. Hold the ball at head height, slightly behind the head. Elbow should be at a 90° angle with fingers spread behind the ball.

Stage two

Step in the direction of the pass by transferring the body weight from back foot to front foot. Pull the arm through with the elbow leading. To follow through, fully extend the arm and wrist. Point the fingers in the same direction as the pass, with palms facing down.

Pivoting



The pivoting action is a swivel movement that allows the player to move on a fixed axis to either pass or shoot.

Stage one

Run towards the ball and jump by extending the legs and ankles. Keep the eyes firmly fixed on the ball. Bring the hands out in front of the body at chest height with fingers spread open and pointing up.

Stage two

In the air catch the ball with thumbs an inch or two apart making a 'W' shape. Land on the ball of one foot on the ground. Flex the knee and ankle as the foot hits the floor.

Stage three

Stand with knees slightly bent and the feet shoulder width apart. Bring the ball into the body to protect it. Pivot by rotating on the ball of the landing foot. Keep the upper body straight and head up. Make sure the hip of the pivoting leg is pointing in the direction the player is aiming to pass the ball in. The player can move or step with the other foot any number of times. The player is not allowed to lift the foot they are pivoting on before they release the ball.

1. ¿Dónde vives?

Where do you live?



vivo - I live
vives - you live
vive - he/she lives
vivimos - we live
vivís - you live (plural)
viven - they live

vivía - I used to live/I lived...

en - in

una casa - a home
un piso - a flat
un bloque moderno - a modern block
un bloque antiguo - an old block
un chalet - a chalet
una granja - a farm



está en - it's in

en - in

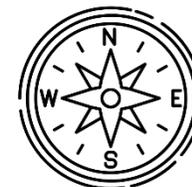
las afueras - the outskirts
un barrio - a neighbourhood
el campo - the countryside
el centro - the centre
una ciudad - a city
la costa - the coast
las montañas - the mountains
un pueblo - a town

en el - in the

norte - north
sur - south
este - east
oeste - west
noreste - northeast
noroeste - northwest
sureste - southeast
suroeste - southwest
centro - centre

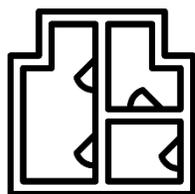
con - with

mi familia - my family
mi madre - my mother
mi padre - my father
mis abuelos - my grandparents



2. El plano de mi casa

The layout of my house



¿Cómo es tu casa?

What is your house like?



Mi casa
My house

tiene - (it) has..
no tiene - (it) doesn't have...

una cocina - a kitchen
un cuarto de baño - a toilet
un dormitorio - a bedroom
un garaje - a garage
un jardín - a garden
una cocina - a kitchen
un comedor - a dining room
un despacho - an office
un salón - a room
una terraza - a terrace

En mi casa
In my house

hay - there is/are...
no hay there isn't/aren't...

muy - very

bastante - quite

grande - big
pequeño/a - small
antiguo/a - old
moderno/a - modern
bonito/a - pretty
nuevo/a - new
cómodo/a - comfortable
elegante - stylish

¡OJO!

Use these adjectives when you are also talking about your bedroom and the furniture that you can find there.



¡ESCUCHA! - SCAN ME FOR PRONUNCIATION.

3. ¿Cómo es tu dormitorio?

What is your bedroom like?

Mi dormitorio... - My bedroom...

En mi dormitorio... - In my bedroom...

tiene – (it) has

hay - there is/are

un armario - a closet

un ordenador - a computer

una cama - a bed

unas cortinas - a curtain

un equipo de música – a stereo

una puerta - a door

una silla - a chair

una lámpara - a lamp

una televisión - a television

una mesa - a table

una ventana - a window



delante de - in front of

encima de - above

debajo de - under

detrás de - behind

entre - between

a la derecha de - on the right of

a la izquierda de - on the left of

al lado de - next to



¡OJO!

Use the furniture items from the previous column to say where things are located in relation to other things.

¿Cómo sería tu dormitorio ideal?

What would your ideal bedroom be like?

Mi dormitorio ideal... - My ideal bedroom...

En mi dormitorio ideal... - In my ideal bedroom...

tendría - (it) would have

habría - there would be

4. ¿Qué haces por la mañana y después del colegio?

What do you do in the morning and after school?



me despierto – I wake up

me visto – I get dressed

me peino – I comb my hair

me lavo – I have a wash

me acuesto – I go to bed

salgo – I go out

almuerzo - I have lunch

ceno - I dine/I have dinner

me levanto – I get up

me ducho – I shower

me lavo los dientes – I brush my teeth

me relajo – I relax

desayuno - I have breakfast

meriendo - I have a snack



a la
at

a las
at

una - one

dos - two

tres - three

cuatro - four

cinco - five

seis - six

siete - seven

ocho - eight

nueve - nine

diez - ten

once - eleven

doce - twelve

en punto - o'clock

y cuarto - quarter past

y media - half past

menos cuarto - quarter to

de la mañana - in the morning

de la tarde - in the afternoon

de la noche - in the evening/night



5. ¿Ayudas en casa?

Do you help at home?



suelo – I usually

sueles – you (singular) usually

suele – he/she/it usually

solemos – we usually

soléis – you (plural) usually

suelen – they usually



cocinar

to cook

preparar la cena

to prepare dinner

barrar el patio

to sweep the patio

no hacer nada

to do nothing

lavar el coche

to wash the car

pasar la aspiradora

to vacuum

planchar mi uniforme

to iron my uniform

arreglar mi dormitorio

to tidy up my room

hacer la compra

to do the shopping

sacar la basura

to take the rubbish out

poner la mesa

to set the table

quitar la mesa

to clear the table

fregar los platos

to do the dishes



Vocabulario útil –

Useful vocabulary

volver a casa

to return home

salir de casa

to leave the house

hacer los deberes

to do homework